

## imperialist-fascist con't from pg. 1

As the professor knows full well, THERE IS NO CONCRETE DATA TO "PROVE" THAT THE PEOPLE'S REPUBLIC OF CHINA IS AN IMPERIALIST COUNTRY. All the data to which the professor refers is nothing more than the usual slanders against People's China that are concocted by the imperialist ideologues such as "On one hand China says it is against nuclear warfare, on the other China is developing nuclear weapons", and that, "If China is such an anti-imperialist country then why did the Chinese leaders invite Nixon to visit China?". These slanders and innuendoes against People's China are so flimsy they do not deserve an answer. The practice of the People's Republic of China speaks for itself. However, imperialist ideologues and scholar despots present these arguments as "concrete data" in order to "prove" the "contradictions" between China's anti-imperialist foreign policy and China's practice in order to confuse the students and the world's people into thinking that China is an imperialist country and that there is no such thing as upholding principle. The very "concrete data" however show that the very opposite point -- that is BECAUSE China is an anti-imperialist country that she is developing nuclear weapons and that she invited Nixon to China.

If we look at the exam question, the professor is asking us to argue a point whether we believe in it or not. In the capitalist world this is known as "debating a point". To "debate a point" means to present a very good argument to prove a point and to use concrete data to suit the argument. This demands that one be most unscientific in one's approach. Rather than seek truth from facts, one uses the facts to suit oneself, which is the essence of fascist science whereby the pseudo-scientist first declares some fascist theory such as "blacks are inferior to whites" and proceeds to find the 'concrete data' to 'prove' the point. In a 'debate' the person that presents the most 'logical' answer 'wins'. This 'proving of a point' through the use of logic exposes the real fascist essence of bourgeois logic. Pure logic, as perfected by the philosopher Kant, is a thoroughly idealistic system whereby so long as one point is the logical consequence of the other, then it does not matter whether they have anything to do with the real world or not. The conclusion arrived at is then paraded as being equivalent to the 'truth'. In this way, the bourgeois world outlook whereby everything is a matter of discussion, definition and interpretation and the real world is unknowable becomes entrenched and 'every-

one is entitled to their own opinion'. Thus, for instance, if I say that: "All acts of U.S. foreign policy are for peace. The U.S. invasion of Viet Nam is an act of foreign policy. Therefore the U.S. invasion of Viet Nam is an act of peace."; or again "In state-to-state relations ideology is of little consequence. Ideology only lends a cover of legitimacy to the underlying pursuit of state interests. China's ideology is socialist, therefore socialist ideology is used as a cover of legitimacy to the underlying pursuit of China's state interests." The falsity of this logic is self-evident. It is used by the imperialists to train intellectuals to ignore the real world and concoct truth to confuse the people. The main feature of 'logic' or of 'pure logic' is that it is based on a false or a priori premise in the first place and every conclusion that is drawn from the premise is as incorrect as the premise itself.

Underlying this method of work is the imperialist mentality of a sell-out which the imperialist universities attempt to inculcate in the students. The exam question makes no distinction between an imperialist country and its foreign policy and a socialist country and its foreign policy. For instance, when the U.S. imperialists talk about 'treaties of friendship and co-operation', they mean 'the better to plunder your land and labour'; when they talk about 'arms limitations' they mean arms expansion and when they talk about 'alliance for progress' they mean progress for themselves in plundering the land and labour of the underdeveloped and over-exploited countries. This is because they are imperialist countries. The U.S. is an imperialist superpower whose one aim is to dominate the world and lord it over the world's people. The essence of imperialism is aggression and war. A socialist country,

however, is based on the opposite principles. The People's Republic of China, together with the People's Republic of Albania is the bastion of socialism in the world and the red bastion of the world anti-imperialist United Front. Just as the imperialists did everything in their power to slander and discredit the Soviet Union of Lenin and Stalin and weaken the international support of the world's people for the young socialist state in order to prepare conditions to 'wipe out', so now, the imperialists and their ideologues want to discredit the People's Republic of China. The main trick used by them is slander, gossip and rumour campaign. And this examination question is most treacherous in its use of those tricks.

The basic point of the exam question is that there is no such thing as upholding principle in the world, that basically everyone is a sell-out character and there is no other way to be. The professor puts the students into a position wherein they are FORCED TO WRITE LIES AND SLANDERS as passes it off as 'concrete data'. According to the professor, one should ignore 'one's personal views on the matter' -- that is to say that necessarily one's personal views are unreliable, based on 'subjective bias'. In this manner the view is put over that there is always a hiatus between theory and practice and it is impossible to have a practice that is consistent with one's principles. But the imperialists themselves have a consistent theory and practice in that they set out to plunder and exploit the world's people and that is precisely what they do. Similarly, the People's Republics set out to defeat imperialism and all reaction the world over and this is precisely what they do.

The role of the imperialist universities however is to train a section of the pop-

