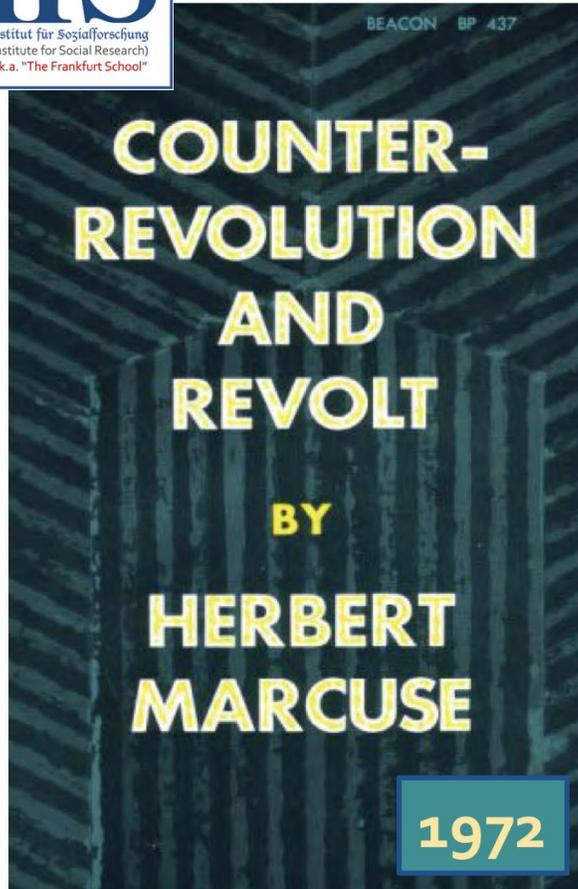
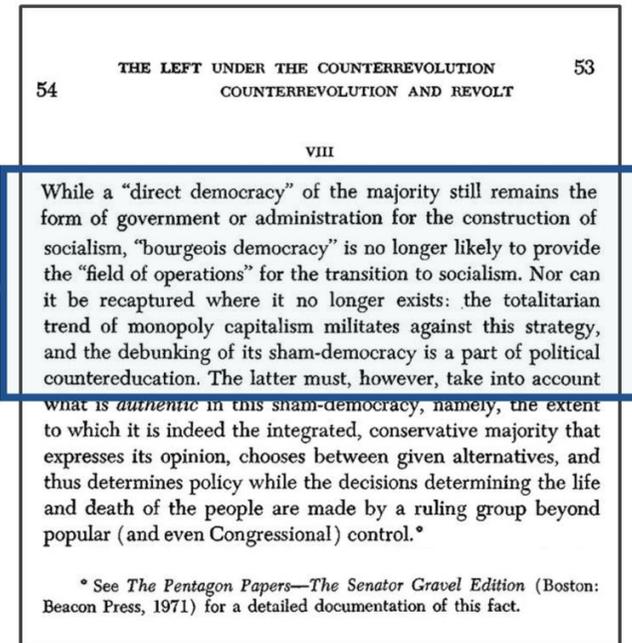
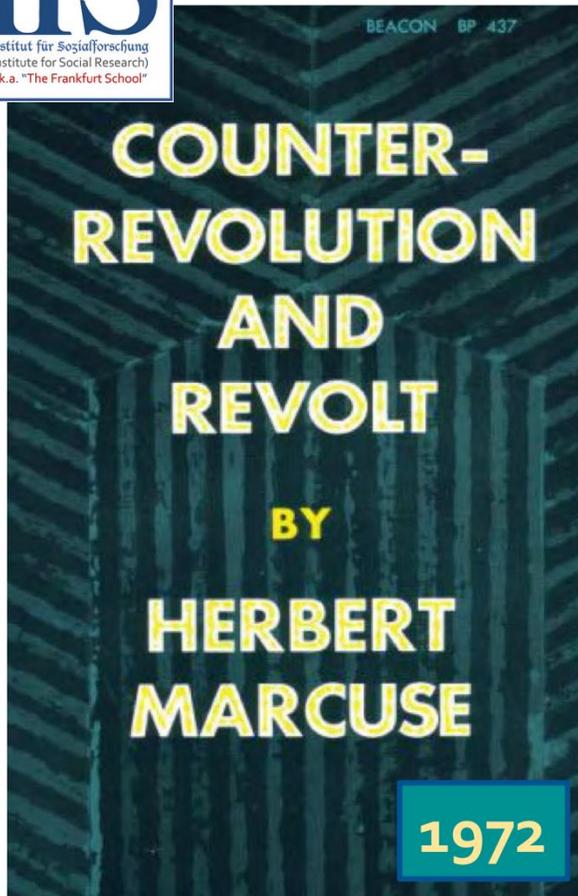


Marcuse's notion of democracy replaces one ruling elite with another in an ongoing thesis anti-thesis churn - *Education*



While a “direct democracy” of the majority still remains the form of government or administration for the construction of socialism, “bourgeois democracy” is no longer likely to provide the “field of operations” for the transition to socialism. Nor can it be recaptured where it no longer exists: the totalitarian trend of monopoly capitalism militates against this strategy, and the debunking of its sham-democracy is a part of political countereducation. (53 - 54)





The dominion of this democracy still leaves room for the building of autonomous local bases. The increasing technological-scientific requirements of production and control make the universities into such a base: first for the system itself, as training schools for its cadres, but also, on the same grounds, schools for the education of future counter-cadres. (54)

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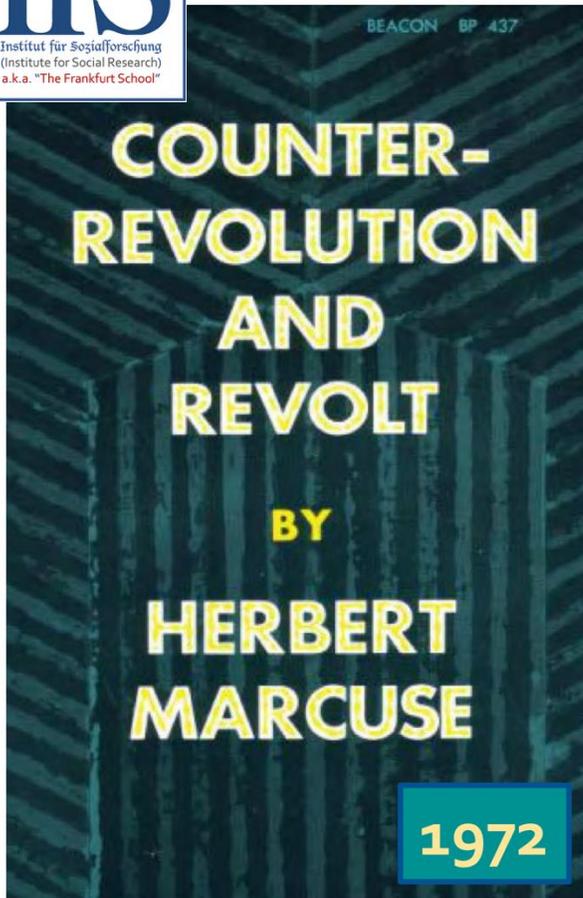
COUNTERREVOLUTION AND REVOLT
THE LEFT UNDER THE COUNTERREVOLUTION

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Ideological association of Marxism with Science

Marxist notions of scientific socialism a metaphysical claim

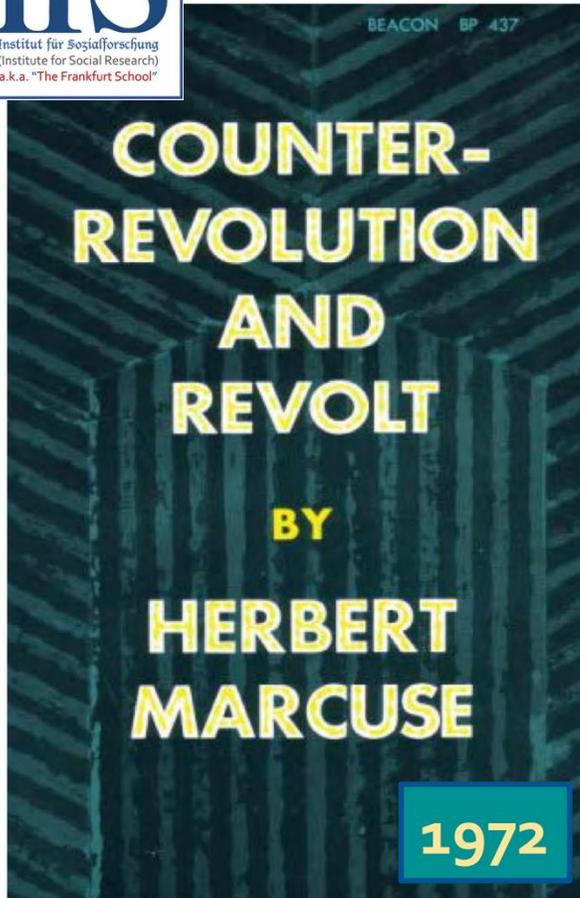


However, the solution of this conflict will never be the result of the **internal development of science: the new scientific revolution** will be part of the **social revolution.** (55)

THE LEFT UNDER THE COUNTERREVOLUTION

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Caught up in its fetishism of labor, the student movement is still reluctant (if not simply refusing) to "admit" that, on the campuses, it has its own base in the infrastructure itself. Moreover, this base extends from the campuses to the economic and political *institutions* where "educated labor" is needed. To be sure, within these institutions, the higher placed cadres will be committed to them, will become part of the hierarchy. But their deteriorating position and chances will weaken this commitment and sharpen the conflict within their education ~~between the liberating capabilities and the actual~~ servitude of science and technology. However, the solution of this conflict will never be the result of the internal development of science: the new scientific revolution will be part of the social revolution.

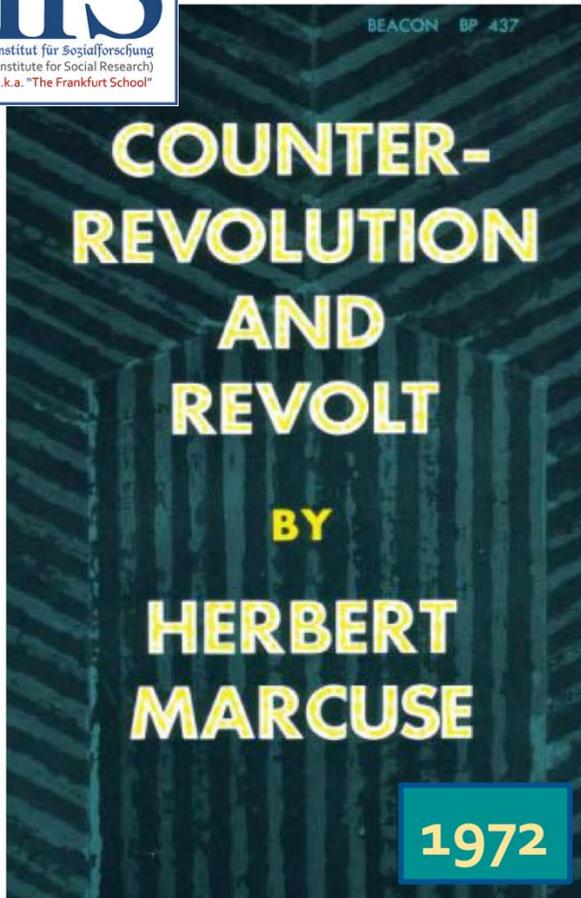


The long march includes the concerted effort to build up **counterinstitutions**. They have long been an aim of the movement, but the lack of funds was greatly responsible for their weakness and their inferior quality. They must be made competitive. (55)

56 THE LEFT UNDER THE COUNTERREVOLUTION 55
COUNTERREVOLUTION AND REVOLT

To extend the base of the student movement, Rudi Dutschke has proposed the strategy of the *long march through the institutions*: working against the established institutions while working in them, but not simply by “boring from within,” rather by “doing the job,” learning (how to program and read computers, how to teach at all levels of education, how to use the mass media, how to organize production, how to recognize and eschew planned obsolescence, how to design, et cetera), and at the same time preserving one’s own consciousness in working with the others.

The long march includes the concerted effort to build up counterinstitutions. They have long been an aim of the movement, but the lack of funds was greatly responsible for their weakness and their inferior quality. They must be made competitive. This is especially important for the development of radical, “free” media. The fact that the radical Left has no equal access to the great chains of information and indoctrination is largely responsible for its isolation.



The collection of large funds for the operation of effective **counterinstitutions** requires compromises. The time of the wholesale rejection of the “liberals” has passed — or has not yet come. (56)

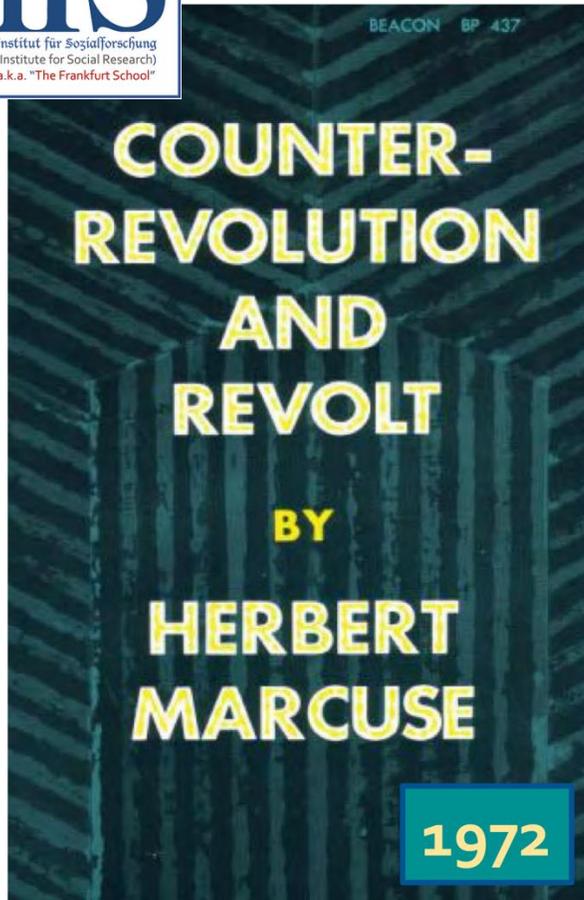
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COUNTERREVOLUTION AND REVOLT

Similarly with the development of independent schools and “free universities.” They can be competitive, that is to say, apt to counteract Establishment education only where they fill a vacuum or where their quality is not only different but also superior. The collection of large funds for the operation of effective counterinstitutions requires compromises. The time of the wholesale rejection of the “liberals” has passed—or has not yet come. Radicalism has much to gain from the legitimate protest against the war, inflation, and unemployment, from the defense of civil rights—even perhaps from a “lesser evil” in local elections. The ground for the building of a united front is shifting and sometimes dirty—but it is there . . .

I have stressed the key role which the universities play in the present period: they can still function as institutions for the training of counter-cadres. The “restructuring” necessary for the attainment of this goal means more than decisive student participation and nonauthoritarian learning. Making the university “relevant” for today and tomorrow means, instead, presenting the facts and forces that made civilization what it is today and what it could be tomorrow—and that is political education. For history indeed repeats itself; it is this repetition of domination and submission that must be halted, and halting it presupposes knowledge of its genesis and of the ways in which it is reproduced: critical thinking.

The campus the start point and center of the *counter-state* strategy where *counter-cadres* are identified & groomed



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