

Movement of Arab Nationalists Executive Committee. Circular Concerning the Name of the Movement. Beirut: Movement of Arab Nationalists, n/d. Translated by The Palestinian Revolution, 2016.¹

The Movement considers internal education and raising the intellectual and organisational level of its members to be core elements in its attempt to create a conscious ideological movement engaged in struggle. After all, the first condition of success is to arrive at a deep comprehension of ideas and a thorough understanding of the principles of organised political work. In the previous period, internal education used to be based on regular lectures held by the Movement as well as readings and research papers prepared by members.

The Thought Committee has found, upon re-examining the current internal education approach, that some adjustments must be introduced so that we can balance the different tasks required at this juncture. The direction that the Thought Committee has decided to take is one that reconciles between the internal education needs of members, and the requirements of the current Arab battle for popular education on both the long and the short terms. Attention to internal education should not come at the expense of the needs of the Arab battle (in terms of booklets and ideological analyses), or at the expense of deepening the thought of the Movement as a whole. Likewise, the concern with Arab popular education should not come at the expense of ignoring internal education for the Movement's members.

Accordingly, the Thought Committee recognises its responsibility for clarifying to members the main components of internal education at this stage, and the new direction that will be taken.

Firstly: The first component of internal education will be the educational materials that are issued by the Movement Directorate, which specifically include:

1. The internal newsletter (*al-Munadil al-Thawri*) which appears regularly on a monthly basis. Undoubtedly, the organisational materials that are featured in this newsletter could provide a good educational resource when taken seriously by the members, and when discussed collectively amongst our ranks.

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2. The political circulars that are issued monthly, dealing with the general Arab political situation as well as sudden developments affecting the Arab homeland.
3. Circulars of an organisational nature. These address specific organisational affairs pertaining to the Movement as well as issues relating to other movements operating in the Arab homeland. They further define the ideological positions of the Movement in relation to developments affecting the Arab battle...

Secondly: The second component of internal education is close reading. What the Thought Committee would like to emphasise here is the essential role that reading plays in raising the intellectual level, broadening horizons, and developing productive intellectual vitality. All the educational materials that could be provided by the Movement- regardless of the scale of production- cannot lead to this high level of intellectual productivity, if they are not coupled with continuous and serious reading. Here, we must elaborate on the main characteristics that our reading practice must possess, so that it can fulfill its desired functions. This is so that Movement officials and the local Thought Committees in the various regional branches can organise readings appropriately.

The first of these characteristics is avoidance of skimming and quick reading. Perusal is different than basic reading. The former requires close study of a subject, while the latter is only useful for gathering information. Although this fact is known to all members, we have not always acted upon it. That is why our reading practice often missed the element of open-mindedness, which can alone lead to productive and dynamic intellectual interaction.

The second characteristic is that readings must correspond to thematic progression, which can then lead to specific intellectual outcomes. We must therefore move away from the approach that deals with a new book or idea each week. This type of reading does not allow for the sort of logical progression that is essential for enhancing our intellectual level and deepening it. At best, it only allows for the development of general knowledge in a manner that is lacking in focus.

Finally, close reading entails *intellectual interaction*. For, dynamic research in relation to the subjects perused, as well as productive collective discussion, generate intellectual incentive, and give our readings life...

Thirdly: The third component of internal education includes the papers of the Movement. Considering that we no longer issue *al-Rai* and *al-Tha'ar*, we refer here specifically to *al-Thaqafa al-Arabiya* magazine and *al-Fajr* newspaper. *al-Thaqafa al-Arabiya* in particular offers good material for perusal, discussion, and research...

Fourthly: The fourth component includes the booklets and pamphlets that will be produced by the Thought Committee. The committee feels that this year, it has time to dedicate for producing ideological booklets. These could play a dual role. They would offer essential material for popular education, anchoring concepts, slogans, and correct goals for the current Arab battle. At the same time, they could be used in internal education.

The Thought Committee has already commenced work on this front. It has released its first booklet: *Al-Wihdah Thawra wa Masouliya* (Unity is a Revolution and a Responsibility). It is also working on issuing a number of other booklets. Some members might arrive at the impression that the content of these booklets is already known to them. This is true to a great extent. However, what is required of members in relation to these booklets on the internal education level is different from what is required from the Arab masses on the level of popular education.

Members are required to read these booklets in a critical and pedagogically engaged manner. This is so that each idea included in them could give an opening for many other ideas. These booklets would then be discussed collectively amongst the ranks of the Movement, and their materials, ideas, and style could be tackled. Besides generating dynamic ideological and political discussion, this sort of critical reading will certainly allow members to offer valuable comments and constructive criticism that could be taken into account by the Thought Committee in its future booklets.

Fifthly: The final components of internal education are research papers and studies. We leave the responsibility for allocating topics for brief research papers that address specific ideas to the officials in local branches. This will allow for these papers to correspond to the specific needs of members in each branch. As for studies, some of these will be commissioned by the Thought Committee, and they will take the form of specialised investigations that contribute to the long-term intellectual production of the Movement...

In concluding this circular, we would like to emphasise the role of the members themselves in the task of internal education. Raising the overall intellectual standard cannot take place unless the Movement's efforts are accompanied by the efforts of its members. Each one of us is responsible for enhancing their own intellectual level as well as deepening the concepts of the

Movement. Only through understanding our intellectual task through this prism could we achieve good tangible results. The Movement is each one of us combined in thought and action. The overall standard of the Movement will develop, its knowledge will grow, and its production will increase in proportion to the effort that is exerted by each one of us in raising their level and increasing their exposure.