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STUDENT REVIEW

WAR ON THE CAMPUS

By JAMES WECHSLER

Editor Columbia Spectator

CUBAN EXILE SPEAKS

PABLO DE LA TORRIENTE-BRAU

NUNAN BILL DEFEATED

By Joseph Cadden

Editor National Student Mirror

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STUDENT REVIEW

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FOR STUDENT UNITY AGAINST WAR

This issue of STUDENT REVIEW is dedicated to the tens of thousands of students who will strike against imperialist war on April 12. We go to press confident that the strike will be a magnificent anti-war protest at a time when we may say bluntly and without fear of contradiction that the danger of war is greater than in any year since 1914. We are certain that the message of our strike will be cabled round the world on the same wires that are sizzling with the news of Germany's rearmament and with the momentary expectation of a war of invasion against the Soviet Union.

The National Student League proposes to discuss here the one question that we believe will be uppermost in the mind of every student striker. That question is: what next? We place before the student strikers, before the students of the United States, our proposals for building a united student anti-war movement that will be able to enact the whole year round, in daily action and in the teeth of any exigency, the strength and the effectiveness of the student anti-war strike of April 12, 1935.

Build the United Front

We consider it evident that it is a matter of self-preservation for every student organization opposed to war and fascism to unite in common action. We do not propose to belabor this point. The strike will be ample proof of what united action can accomplish. Never before have so many important student and youth organizations been working together for a common purpose as at present in the national strike committee; the organizations sponsoring the strike are the Youth Section of the American League Against War and Fascism, the American Youth Congress, the Inter-Seminary Movement, the National Student League, the Student League for Industrial Democracy and the National Council of Methodist of Youth. We record with justifiable pride that it was only persistent effort on our part that,

little more than a year ago, cemented the united front, between the National Student League and the Student League for Industrial Democracy, which was largely responsible for the student strike of 1934. Now the united front has become more inclusive and more representative of the student body.

We propose that this united front be continued, that it become permanent. We propose that the scope of the national strike committee be extended to include the entire student fight against war and fascism. The national united front will, however, be effective in proportion to its contact with the student anti-war movement in the high schools and colleges throughout the country. It will be effective in terms of concrete action on each campus. For this reason we propose that the strike committees in each school also continue functioning and maintain regular contact with the national strike committee, which will, of course, change its name as it increases its purpose. We propose that the united front, which came into being as a result of the strike, continue to carry on the fight against war.

The Basis for Unity

We realize that the united front must have a clear-cut program of action, and a basis for that program, if it is not to flounder in its own comprehensiveness. We believe that such a program was adopted by the International Student Congress Against War and Fascism held last December in Brussels. We restate certain essential points here.

We consider the primary objective of the student fight against war to be the fight against *imperialist war*. By this we mean that the scramble for markets between the imperialist powers is the great source of danger to the peace of the world, and also that it is only on this point that there will be agreement between militant groups such as the National Student League and the Student L.I.D., and the pacifist and Christian

groups. Our understanding of this essential fact should also convince us that the causes of war are found in the very fibre of an economic system that needs new sources of revenue, new markets, and war itself, as the essential nourishment of its existence.

A realistic anti-war movement must oppose every tendency toward fascism and every attempt to suppress the organizations of students and workers. The connection becomes obvious if we realize that fascism is the desperate and brutal stand of capitalism against its own contradictions and against the insurgence of the great masses of the population. Fascism in Japan, in Germany, in Italy, is capitalism at the stage where it needs war as a final attempt to maintain itself. That is what fascism would mean in the United States.

We believe that the student anti-war movement will be most successful by hitting hardest at reactionary and militarist tendencies on the campus. We believe that it will be able to isolate and make impotent the newly formed fascist groups in the schools such as the American Liberty League. We consider one of the first immediate tasks of the student anti-war movement to be a concerted drive for the abolition of the R.O.-T.C. We consider such a task entirely within the realm of achievement.

We believe that the strike on April twelfth will be convincing proof of the efficacy of organized mass action. We believe that the students of the United States must fight against war in unison with the great masses of the people in the factories and on the farms of the nation.

Finally, we will express our solidarity with students of the world by supporting the Brussels Congress and by acting together with the students of the world on May 10 which the Congress has chosen as a day of protest against fascists and reaction throughout the world. The Brussels Congress has already proposed an all-American congress of stu-

dents to further the fight against American imperialism and to make possible concerted action between the students of Latin American and of the United States.

We submit these obviously incomplete considerations as a tentative basis of agreement for all the organizations at present co-operating in the preparations for the April 12 strike.

A National Anti-War Congress

The National Student League is convinced that the most effective means of realizing a comprehensive united front will be a national student anti-war congress. We suggest that it be held on any convenient date during the fall or winter of 1935, at any convenient mid-western city. This congress will co-ordinate the student anti-war movement. It will evolve a program of action worked out by delegates from hundreds of high schools and colleges. It will elect a continuous committee to carry out the decisions it has made. We believe that every national student group, as well as the large numbers of unaffiliated students, should be represented on this continuations committee. If the congress is properly prepared this committee can be truly representative of the American student body. We believe that the National Anti-War Congress will be the logical step in uniting the student anti-war movement, in giving it common objectives and a uniformity of purpose and action.

Towards Amalgamation

The National Student League pledges its loyal support to the united front it is

proposing. We pledge ourselves to work for its achievement and to execute its decisions. However, we make perfectly clear that the united front is not a substitute for the National Student League. Just as we intend to carry on our own organizational and programmatic work, we expect the same of every other organization.

The N.S.L. program goes far beyond that which will be adopted by the united front, to include every phase of campus life and activity. The N.S.L. fights every manifestation of fascism and militarism. We fight the discrimination against Negro students and against the Negro people as a whole. We support the struggles of the working class for security and for a decent standard of living. In the fight against war, we differ from other organizations in making clear that we support the efforts of colonial peoples for liberation, even if these efforts require an armed uprising. Above all, we are convinced that in daily experience the student body will learn that our problems, the problems of security, of war and of fascism cannot be solved without a fundamental change in the very basis of society, which can be brought about primarily by an organized working class.

The comprehensive analysis of our program has enabled the N.S.L. to be in the forefront of the student fight against war and fascism. It has enabled our members to be most active and most alert. We consider it a fundamental part of our obligation to the student movement against war to build and strengthen our organization.

The very necessity of an intensified

fight against war which forces upon us the need for coordinating the student anti-war movement also convinces us of the need for uniting the efforts of the militant students who can agree on most of the above essentials of the N.S.L. program. It is for this reason that the National Student League has proposed that the N.S.L. and the Student L.I.D. form *one organization*. Instead of duplicating the efforts of a more inclusive united front, it would make it more effective by supplying with tremendous backing and support. We believe that a united organization of militant students will be a step toward strengthening the entire student fight against war. We believe that the April 12 strike will prove the need for one united student organization just as it will prove the need for a unified anti-war movement with single purpose and direction.

To Action

What we are proposing is simple enough. We propose the organizational unity of the National Student League and the Student L.I.D. We propose that the work of the April 12 strike shall be continued and its results consolidated.

We cannot predict the day on which war will come and on which frontier. We know only too well that the danger exists. We do not know whether the fascist movements and tendencies in the United States will gain the ascendancy. We know only too well that the Longs and the Coughlins have sounded the tocsin. We can be sure of this: we will have greater problems to face and greater obstacles to overcome. Fellow students, we call to action.

A CUBAN REFUGEE SPEAKS

PABLO DE LA TORRIENTE-BRAU

After a thrilling escape by airplane from Cuba, Pablo de la Torriente-Brau, Cuban student leader and active participant in the battles which shook the streets of Havana during the recent student strike, reveals for the first time the actual events and background of the revolutionary struggles in the Cuban schools. Torriente is one of the founders, along with Julio Mella, of the *Ala Izquierda Estudiantil*, the militant student organization of Cuba. He is the founder of *Linea*, official publication of this organization. He has achieved renown in Cuban literary circles for his short stories and other writings. Under the Machado regime, when Mella was assassinated, Torriente was forced into exile. He returned to take an active part in the present struggle, and it was only a week ago that he was finally driven into exile again. In the following interview, Torriente tears away the veil that has been placed over Cuban events by American newspapers.

Q. "Can you give us some picture of the nature and origin of the events in Cuba during the past few weeks?"

A. "The sources of the struggle go back many years. Students always played an important part in Cuba's fight for freedom. Students fought against Spain just as now, after the 'liberation,' they are fighting American imperialism. The Cuban students played a major role in the overthrow of the Machado regime. But when they saw that the regime of Batista-Mendieta was lining up with the remnants of the Machado group their illusions were shattered. Once again they entered the struggle for a Cuba which would be free from the dictatorship and exploitation of American banking interests. The real spark which set them off was the organization of a parade of school children demanding free books and pencils, sanitary schools, free lunches and decent wages for their teachers. It was a beautiful and thrilling sight to see these boys and girls from eight to ten years of age marching through the streets, shouting their de-

mands. When the parade was brutally attacked by the police, indignation spread rapidly among all student groups and the call for a general strike against the repressive measures of the Batista-Mendieta-Caffrey government was raised."

Q. "American students have been given the impression that the woes of Cuba ended with the departure of Machado and the arrival of Sumner Welles and Jefferson Caffrey. What happened recently was dismissed as a mere skirmish which has already ended happily. The papers report that 'peace and tranquility prevail'."

A. "The present government has put Machado to shame as far as terror is concerned. Almost all schools have been completely shut down. The army has been more than doubled. The 'tranquility' your press reports is a tranquility of the dead whose tongues have been forever silenced. It is a 'peace' of the living who have withdrawn only temporarily, who will come forward again and will strike to destroy. Batista and Mendieta will crumble. They cannot withstand the maturing forces of social revolution. They will be swept aside.

"To the Cuban masses of students and workers Caffrey symbolizes the stranglehold which the National City Bank and the Chase National Bank have over the lives of the Cuban people.

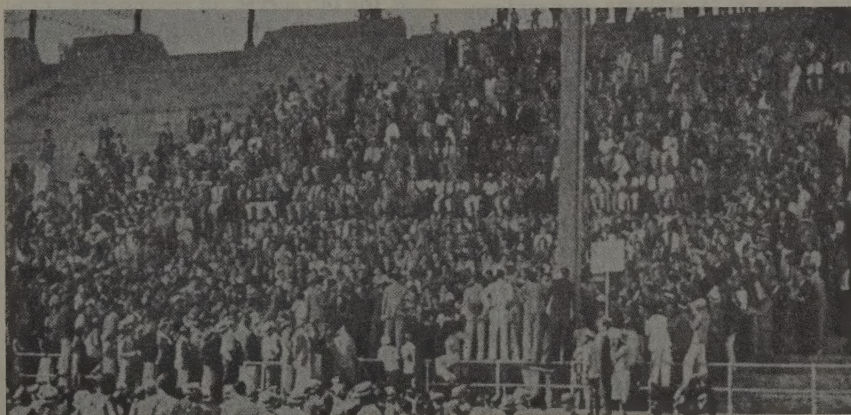
Throughout Cuba the cry 'Oust Caffrey' is shouted."

Q. "American students have been somewhat slow in actively supporting the struggles of our Cuban brothers. It may be because we do not always see clearly the value of our actions to Cuban students. What concretely can we do?"

A. "American students can do much. American imperialism is their enemy as well as ours. Actions such as your April 12 strike deal blows at our oppressors. American students can DEMAND THE RECALL OF CAFFREY. Hatred of this servant of the National City Bank is so bitter in Cuba that his life is in danger. The assassination of Caffrey by terrorists would be a justified act, but one detrimental to the lives of the Cuban people. It would provide an excuse for an outright American police rule over Cuba. CAFFREY MUST BE RECALLED!

"Cuban students cannot succeed in their struggle for freedom, in their fight for a decent education without the close support and help of American peoples. We must unite in determined opposition to our common enemy, American imperialism."

STUDENTS STRIKING IN HAVANA



WE DEFEAT THE NUNAN BILL

JOSEPH CADDEN, Editor of
National Student Mirror

A bottle of Seagram's Five Crown, rolled from under Assemblyman McGrath's chair, was righted by a blonde in blue and was forgotten in a maze of details.

It was March 7, the day 187 undergraduates from twenty-four New York colleges, three high schools and seven national organizations stormed Albany to defeat the Nunan-Devany student loyalty oath bill. McGrath is Chairman of the Assembly Committee on Public Education and was conducting a hearing in a room packed with students and intense feelings.

"The bill is an insult," said N.S.F.A. President John A. Lang, official spokesman of the group. "It questions our loyalty and will be used to repress the little academic liberty left to us."

"And just what is academic liberty?" asked dapper Senator Nunan.

That question was answered not only by Lang—who went on to explain that absolute freedom of thought and speech was an inherent right and that the bill, designed to "keep Communists out of college," was an outrageous imposition of an undemocratic tactic—but by every other student speaker. It was the fundamental issue—liberty or fascism?

Around this issue a small committee—representatives of N. S. F. A., of N.S.L. and of S.L.I.D.—had mobilized the State. Adding a few New York City student council presidents and editors, the Committee Against the Nunan Bill succeeded in stirring to action undergraduates with widely divergent viewpoints, with irreconcilable political and economic beliefs. The bill had been passed by the Senate despite the protest of a group from Vassar and students throughout the State realized something had to be done to stop this link in the Hearst-Legion-D.A.R. chain of fascist tactics. New York already had a teacher loyalty oath law. Academic freedom could not be further limited. If it was, Germany would look like a haven of liberty in comparison.

Dropping their jealousies and prejudices, students answered the call. They came from every County in the State to let Assemblymen know that there were some constituents informed enough to know a rotten egg when it showed up. They came to fight a menace trying to choke their existence, wipe out their most valued right. Petitions bearing more than 8000 signatures were brought along to prove that other students were in the battle, that they represented an imposing group of determined young voters.

The day started with a meeting in Chancellor's Hall. Lang was elected chairman and was dispatched with a delegation to keep an appointment with the Governor who applauded this manifestation of student interest in public affairs. Other groups rounded up stray Assemblymen, cornered them in their offices and hotel rooms. Members of the Committee on Public Education, responsible for the bill, were given special attention, so much of it that they were finally driven into executive session and after long deliberation allowed a hearing.

Lang started the ball of protest which was next passed to Grimme of Columbia who told the Assemblymen that they were wasting their time, that no Communist would be stopped by an oath of loyalty to the constitutions anyhow, that the bill served no constructive purpose. Then Bardacke with his Syracuse letter on a black sweater demanded that the legislature come out in the open. If it was their hope that students with left-wing beliefs should be kept out of New York colleges, they should pass a law that said so and stop beating around a bush of oaths. He insisted that they be frank about their desire to discriminate, that they show their true prejudiced colors.

One of the Committee men had been eyeing the prettiest girl during this burst of oratory. He pulled her forward and asked that she be allowed to speak.

"We're not radicals by any means," said Edna Albers. "At Sarah Lawrence we have the daughters of Whitneys, Vanderbilts and Mellons."

"And we're just as much against the bill," she went on. "We believe in our right to criticize the government and the Constitution, and our right to change either."

Joe Lash could no longer contain himself. "It's directed at our right to educate for socialism." His attack on the bill continued on the ground that complete knowledge in any field was a necessity to effective education and that any attempt to eliminate the concept of production for use and not for profit by keeping students who believed in it out of college was treason and not the Americanism the author of the measure boasted of.

But Gates of the N.S.L. hit the climax. It was probably his vigorous enthusiasm which tipped the bottle out from under McGrath's chair. He lit out and gave the Committee hell, told them that they were tools of Hearst and the Legion, furthering the campaign against radicals, perpetrating fascism in the name of democracy, taking a page from Hitler's book. He said it all in one breath and after it the Committee had enough. They adjourned the hearing and said polite goodbyes to the Sarah Lawrence girls.

Back in the Hall the delegates voted to continue the Committee Against the Nunan Bill, endorsed the April 12th Strike and emphasized its relation to the measure they had come to protest against. In a resounding resolution they condemned Hearst, the Legion, the Elks and the D.A.R. Then they went home to whip up further sentiment against the Nunan Bill and organize Student Rights Committees on each campus to fight the germs of fascism.

A week later the Committee on Public Education took a vote. The Nunan Bill was killed 8 to 5.

It will happen again—the transformation of American universities into roaring cannon-fodder factories. This is no glib fatalism; if we contemplate any profound aid or encouragement from our administrators in the struggle against war, let us swiftly dispel the illusion. There has been adequate inquiry into the financial links of our Trustees, to demonstrate where their inevitable interest lies. Just as devastatingly as this interest was manifested in 1917-18, so will it emerge in the crucial hours which lie ahead. It requires no gift of prophecy to anticipate the event.

The general aspects which the war machine assumes on the Campus have been vividly detailed. What has not been so widely set forth is the brutality, the ruthlessness and the ferocity with which these measures were imposed upon the inhabitants of our colleges. It is essential to understand the economic alignments, the basic structure of our institutions of learning and to be familiar with the operation of these forces; a genuine realization, however, of the menace which impending war implies must involve a recognition of what happened in terms of individual people. Eloquent treatises have been written on the paradox of education gone mad, of learning placed at the service of a clique of finance-capitalists who promulgated the conflict. There has been scant attention paid to the individual tragedies which accompanied these moves. To relate them is not sentimental pacifism; it is a method of outlining how intimate, how personal is the connection between the student and war. Humanity sits on the brink of catastrophe and murmurs of Spring; it is intellectually aware of the approaching disaster but somehow lethargic, somehow hesitant to come to grips with it. I submit that this is, at least partly, due to our inability to foresee these events in terms of our own lives; if we were fully sensitive to the knowledge we possess of the coming of war, if we saw it as an eventuality which will rudely smash into our ways and

habits of living, we should not even momentarily remain inert. There were thousands of dead and wounded; there were thousands more whose futures were destroyed though they were permitted to linger in the shadow of death. They were people who were substantially similar to ourselves, engrossed in activities characteristic of our daily endeavors. When the storm broke, they had been caught unawares.

* * *

The man I am talking of now still plods the streets. I know him only from one brief interview. That was late afternoon, only several weeks ago, when he came to see me, strode into my office and settled himself firmly in a chair. When I first looked at him, he might have been any man of forty-odd years. When he talked, he was different, haunted, an almost terrifying figure.

He was a student at a large Eastern University at the time when war was declared. Most of his college career had been devoted to philosophy; even now he liked to talk of it, to quote briefly from the Greeks, forcefully, lucidly. While pacifist meetings were held on the Campus in 1916, he was shrouded in Philosophy hall; the world was remote, distasteful. War in Europe was a return to barbarism, the subject for neat word-twists, distant commentaries. The financial agencies which were impelling us towards participation belonged to the realm of the economists.

He was not a singular fellow; perhaps more advanced in the philosophic attitude, perhaps excessively detached. There were countless others; they huddled together in a library or they walked contemplatively through the adjacent fields. They revelled in the consciousness of scholarliness, in aloofness, in self-assured objectivity.

One day Congress declared war; there were frantic headlines, the streets were thronged with people, an hysterical excitement was in the air. He was only momentarily stirred; even now that it had begun, he was unaware of his asso-

ciation with it. When shortly afterward student training corps were set up on the Campus he discovered that he would have to enroll. It was a disturbing step and he resented it, wished that they get the damn mess over in a hurry and leave him alone. Looking at himself in the mirror, arrayed in a khaki uniform, he laughed like hell.

They trained for weeks, incessantly; his legs grew weary, his body rebelled, he became increasingly introspective. The war dragged on remorselessly with no prospect of cessation; there were rumors of possible action. At night he tossed on his bed, dreamt about war-pictures he had seen, tried vainly to shake it off.

Things might have ended all right; he might have carried on for another year, avoided the front and been able to recapture his retreat. That was until he heard the captain one afternoon. The captain had been imported from a tough regiment to drill the sissy-college boys; he cursed his head off, loved it. That afternoon he was talking loud, you could hear him from his office in the barracks.

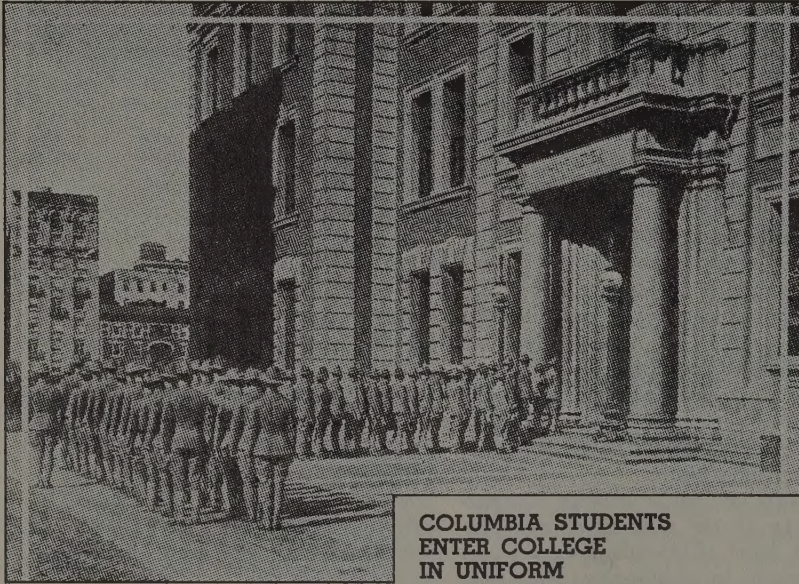
"This guy was a red, see, had socialistic ideas," the captain was saying, "they drafted him. He didn't put up a fuss, just went in quietly, went over with the others. He mumbled a little bit but nobody paid any attention to him. One day his regiment gets orders; they're moving up. So the boys are lined up, they start off to march. After they've gone maybe twenty miles, they stop for a rest. Then the lieutenant says they start again. Suddenly this fella gets up, walks up to him and drops his bayonet in front of him.

"Keep your goddam bayonet," he yells, 'I don't want to use it.'

"His lieutenant kind of laughs, says 'got cold feet, eh?'

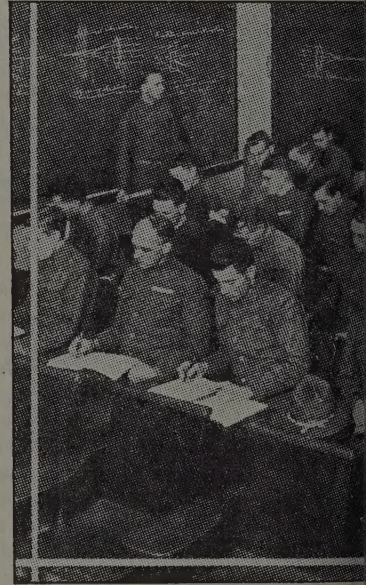
"This kid looks back at him and begins to rave. 'I don't see why I should kill these Germans, they've done nothing to me'—all the old socialistic crap, talks against the government and so on —says he 'don't want to do nothin' for

A University "Transformed into



COLUMBIA STUDENTS
ENTER COLLEGE
IN UNIFORM

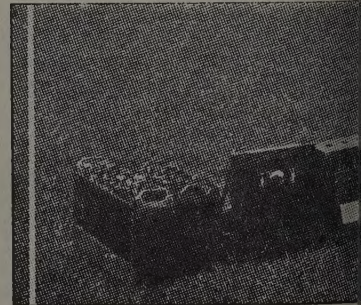
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SCIENCE LABORATORIES TURN OUT WEAPONS



BRINGING THE BA

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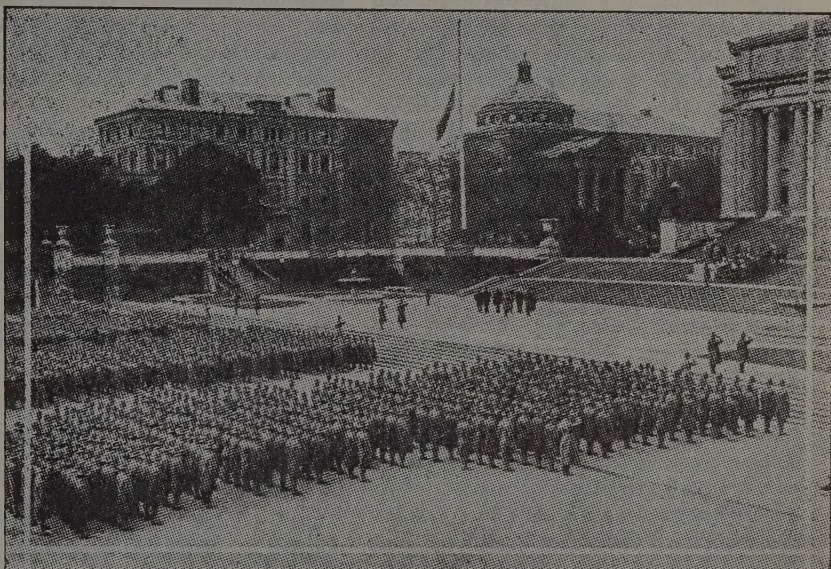
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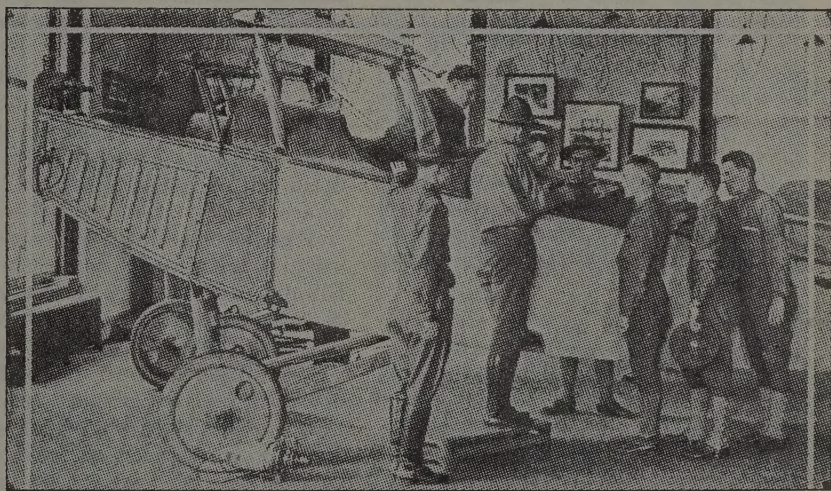
IGHT IN CLASS



D TO THE CAMPUS



THE CAMPUS BECOMES AN ARMED CAMP



PREPARING STUDENTS FOR SLAUGHTER

Wall Street. Well, the whole regiment is listening to his speech and the lieutenant blows up. He walks off and whispers to the colonel for a while. Then he comes back and says:

"'You gonna pick up your bayonet?'"

"The boy won't say anything, just stares at him. The lieutenant says, 'I'll give you a minute.' There ain't a sound out of anyone. Then the minute's up; he calls a couple of men over and says:

"'Take him out behind the trees.'"

"They marched him out; the boy doesn't open his mouth, just looks at the ground. A little later it's over. They run a bayonet square through him; he dropped like a horse, they kicked him.

Then they go on marching; discipline, see, gotta keep the troops moving."

The captain in the barracks stopped talking. The other men in his office grunted approvingly.

Suddenly this fellow outside lets out a yell. They come running out after him, grab him. He curses at them, calls them dirty bastards. Off to the guard-house he goes, the guard-house in the tunnels below the Campus. They throw him in and lock the door.

He went mad in twenty-four hours.

In 1934 he was finally set free from an insane asylum. That afternoon a few weeks ago when he came to see me he said:

"I'm not sane yet. I never will be. They told me I wasn't crazy enough to live off them anymore. They said it's time I went to work—the doctor laughed in my face and said seventeen years was a long enough vacation for anyone. I guess he was right."

* * *

I watch him walk down the street. I think there must have been hundreds of others like him. It will happen again, too. Unless all the madmen break loose from their straight-jackets and fight like hell for their lives—now. That sounds like a moral. It is.

(Editorial Note: The breadth and strength of our April 12 Strike brings sharply before the eyes of American students the need for solid unity in our struggles. The National Student League reiterates its call for amalgamation of the two leading campus anti-war organizations, the Student League for Industrial Democracy and the National Student League. Our proposal for the formation of one militant student organization with a program built around the issues on which united front campaigns have been conducted in all parts of the country has been raised again and again since we first presented the plan to the Student League for Industrial Democracy in December, 1933.

The letter below was written by Roland Burdick, Syracuse student, formerly a member of the National Executive Committee of the S.L.I.D. Burdick's reasons for resigning from this organization to join the National Student League, as well as the urgent and immediate need for amalgamation are clearly stated in his letter to Joseph P. Lash.)

DEAR JOE,

You will recall my letter approving amalgamation of the S.L.I.D. and the N.S.L., which I sent to the meeting of your National Executive Committee, when I was still a member. That was nearly two months before I left the S.L.I.D. to join the N.S.L. I approved of amalgamation then as I do now, so it

AMALGAMATION MUST COME

OPEN LETTER TO JOSEPH LASH OF THE S.L.I.D.

cannot be said that I am supporting this proposal openly now because I have joined the N.S.L.

Joe, I cannot emphasize enough the necessity of immediate unity in our struggle against the threats of fascism, no longer theoretical, and against the dangers of war which are equally concrete.

United fronts are not enough, Joe. You know the difficulties that are always encountered. You know how easily personality conflicts arise only because an individual is supporting another group. You are completely aware of the time that is wasted—time that should be utilized in immediate action, unified action—in the mere arranging of united front meetings. These difficulties would be minimized by amalgamation. You are aware of that fact, also, Joe.

Were it not tragic at this time, it would be amusing to observe the competition between the separate bodies in the American student movement—the competition which in capitalism we attack for its stupid duplication of effort, its consequent waste of time and energy. It is an enervating rivalry, this rivalry which your refusal of amalgamation perpetuates, dissipating energies that should be directed against the rapidly integrating forces of reaction.

There would be no question of mass student support of the American League against War and Fascism's Youth Section, if our organizations were amalgamated. Again I say that it only promises disaster, both to the S.L.I.D., N.S.L., and to the entire student body of America, to remain aloof from this group and its program with which you are in agreement. I need not tell you what you already know: that the American League is every day broadening its base and striking its root ever more deeply. With unity in the struggle against war and fascism, there would be no need to form "simon-pure" bodies such as the Youth Committee Against Fascism, created, as I have written you before, only to sabotage the activity of the American League.

Joe, I find it difficult to understand your reasoning in the editorial on "Amalgamation and the United Front" in the February *Student Outlook*. In it you seem to me to have weakly evaded the issue. You give two arguments against amalgamation that might be outlined in this fashion:

1. "The (S.L.I.D.) delegates (at the Convention—R.B.) did not wish to make the student movement the arena for a battle between the Young Com-

munist League and the Young Peoples Socialist League . . . to whose interest it might be to capture the student movement."

" . . . there was a conviction that many (N.S.L., S.L.I.D.—R. B.) members would be driven into inactivity by such a merger because of the struggle for control that inevitably would go on in the united movement."

2. " . . . the Convention was not persuaded that a united radical student movement would enlist many students who at present are neither members of the N.S.L. nor the L.I.D."

This is "realism, not sectarianism," you say.

As to your first point, Joe, I wonder if you mean that the Young People's Socialist League is so strong within the S.L.I.D. that you know it would be, according to your hypothesis, an active threat to harmony within the larger, amalgamated student movement? Can Y.P.S.L. influence have anything to do with refusal of amalgamation? Does the possible struggle of the Y.P.S.L. for control in the S.L.I.D. give you empirical evidence of your belief that "members would be driven into inactivity by

such a merger"? If not, where is the evidence to support your statement?

Is it not true that within the S.L.I.D. there is a definite struggle between the Y.P.S.L. forces, the right-wing pacifists, the left revolutionary Socialists (who were strong on the late N.E.C.), and the politically undeveloped? I found this definitely true, yet the S.L.I.D. was not torn asunder by this conflict. Why, then, would an amalgamated student movement be disruptive of itself?

Your second point: students can only be mildly amused at the present disunity in the student movement. Had their been amalgamation, for example, before our January, 1934 Conference on Students in Politics was held in Washington, the student movement could have marked real gains rather than antagonisms.

That amalgamation might "become a splitting issue," whatever that may mean, as you suggest further in your editorial, seems a little ridiculous. What could amalgamation "split"? There can be no disruption of amalgamation, of a unified student movement, while it is still only an "issue" to you.

Would it "split" the united front pact? If so, who would withdraw? Surely not the N.S.L. which continues its support of the united front, and will

continue even if amalgamation is not accepted.

Or, would it "split" the S.L.I.D.? Refusal of amalgamation, as well as the vote against re-affiliation with the American League were contributive factors in my resigning from the S.L.I.D. and joining the N.S.L. Others, naturally, may reason similarly. Is that what you mean by a "splitting issue"?

Joe, the loss of the \$6,000 per year given by the adult L.I.D. to the S.L.I.D. must not be allowed to stand in your way, nor in the way of anyone else in the office. It will be difficult for the united student movement financially, but the resultant freedom will give organizational advances impossible under the present competitive system.

The little tin-gods of capitalism, those deans and trustees and chancellors and college presidents, must be laughing, Joe, laughing merrily—those of them who are conscious, I mean—that it is necessary for letters such as this to be written in the attempt to congeal our forces against their growing tyranny. It is Fascism's little joke and our major tragedy.

Faternally,

ROLAND BURDICK,
Syracuse University

HIGH SCHOOL TEXTS AND THE NEGRO

AARON T. SCHNEIDER

The textbooks used in New York City High Schools reflect the deep-rooted discrimination against the Negro people which has shown sharper and more spectacular form in our campus struggles against "Jim-Crowism" in the schools. Even a cursory study of these texts teach us to be alert and critical of the material offered for study in our classrooms.

Bourne and Benton's text, "A History of the United States" treats the education of the Negro as a problem which can be solved by a Jim Crow policy; they speak of industrial schools for Negroes to be farmers, workers, and teachers of their own race. On page 480, they recommend Hampton and Tuske-

gee, and beyond that they have nothing to say of education for the Negro. Bryce's "Modern Democracies," Volume II, pages 546-547, attacks the giving of the suffrage to the Negro in the Black Belt:

"In the Southern States of the Northern American Union, the extinction of negro slavery was followed by the overhasty grant of full political as well as private civil rights to the emancipated slaves. The suffrage has been gradually withdrawn from the large majority of the colored people of the South but a minority are still permitted to vote, and much controversy has arisen to their moral claim and their fitness."

Even a McKnight or a Huey Long couldn't do better!

Cornish and Hughes, "History of the United States for Schools," repeat the usual lies about the Reconstruction period with such phrases as, "In the South the negroes who had so suddenly gained their freedom did not know what to do with it"; or, "sole legislatures were made up of a few dishonest white men and several negroes, many too ignorant to know anything about law-making." Another important statement in this book is significant since it has been leveled against both Negro and white relief workers of the present day, "The relief in the form of food and clothing made some of the Negroes think

there was no settling down and going to work." (page 346.)

The great historian, John Fiske, in his "A History of the United States," also repeats the lies of the slanderers of the Negroes of the Reconstruction period. Emerson David Fite, author of the text, "The United States," may also be placed among these enemies of the Negro people. On page 37, he says of the Reconstruction period, "Foolish laws were passed by the black lawmakers, the public money was wasted terribly and thousands of dollars were stolen outright. Self-respecting Southerners chafed under the horrible regime." He does not see fit to mention any of the constructive laws or progressive measures taken by the Negro. He omits all the Negro anti-slavery uprisings, the importance of the Negro in the Civil War, and, of course, the development of the Negro since the Civil War.

Mr. S. E. Forman, who is enjoying the royalties from three books in use in the high schools of New York City, is certainly not without guilt in his treatment of the Negro question. In his "Advanced American History," he repeats all the slanders in connection with the Reconstruction period. Of course, he does not mention the contribution of the Negro to education, to art, to literature, etc. In his "Rise of American Commerce and Industry," he likewise leaves out the contribution of the Negro. In his book on civics, "American Democracy," there is no mention of the

Negro question either in the Black Belt or in the North.

In Gautreau's, "The History of the United States," we find on page 484, the typical Reconstruction lies. R. O. Hughes', "Economic Civics" does not see fit to even mention the Negro. Now we come to an old friend of the American student, Professor David Saville Muzzey. He, in both his books, "An American History" and "History of the American People," attacks the Negro race of the Reconstruction period violently and leaves out entirely the progress they have made since their freedom from slavery.

Arthur Meier Schlesinger's "Political and Social History of the United States" devotes a great deal of space to the Negro question, and often gives a great deal of valuable information, but this book, too, repeats the stories of the Reconstruction period. Professor Tryon and Lingley's book, "The American People and Nation," also gives the usual Reconstruction story, and in their chapter on "Discoveries and Inventions" leave out entirely the role played by Negroes in the field of science and invention. Ruth and Willis Mason West in their book "The Story of Our Country" follow the Jim Crow line of the Negro reformists and Uncle Toms. On page 405, they say:

"His education, his rights, his relations to white men—is still unsolved. Only the first steps have been taken. The Negroes of the new generation are self-supporting; thousands of them are in professions, as

lawyers, doctors, editors and ministers, negro leaders have arisen like the late Booker T. Washington and his successor, Robert Moton, who have spent their lives in helping the people of their race "find themselves." By their efforts, industrial schools have been founded to train the negroes in farming and various trades."

On page 406, they come clearly to the point with their advice to the Negro people:

"Most negro leaders feel with the white men of the South that the two races are better apart—for the present at least. But they do not wish their people to be treated as inferiors. They insist that the 'Jim Crow' car shall be fitted up as well and kept as clean as the white man's; and that the schools to which the negro sends his children shall have their proper share of public money so that they may have as good teachers and good equipment as the schools for white children. This kind of equality has not yet been fully secured. For this reason, many negroes are leaving the South for other parts of the country where they hope for wider opportunity."

Their solicitude for the Negro people, however, does not prevent them from giving currency to the usual stories of the Reconstruction.

These are a few of the type textbooks which students must be wary of. The fight for Negro rights, as the fight for all the demands of the student body, must be fought on all fronts.

HIGH SCHOOLS FIGHT FASCISM

BELMONT HIGH SCHOOL, LOS ANGELES — It is now commonplace for intimidation to be used in California in fighting a militant student movement. Belmont High School is no exception. The N.S.L. chapter here had

led a fight for the reinstatement of Jack Dixon, as candidate for student body president. Although he was very popular, the Administration had taken advantage of a technicality to disqualify him. The leading members of the N.S.L. chapter, well known among the students for their activity in the fight for students rights, were intimidated and threatened with physical violence by both the administration and the R.O.T.C. The military boys had sworn revenge on the N.S.L. several months earlier because of the campaign carried

out which discouraged many students from signing up for drill. Now a number of R.O.T.C. members threatened leading N.S.L.ers. But these attacks cannot detract from the strength of N.S.L. leadership against war and fascism.

MORRIS HIGH SCHOOL—One result of the preparations for the April 12th strike has been the exposing of the true colors of administrations. The past several months in Morris High School, in New York City have brought forward the true character of its administration, and especially the faculty

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advisor of the Morris Organization Council, Mr. Coyle. He has won for himself the qualities of war-supporter, red-baiter, and fascistically-inclined. He has repeatedly made anti-semitic statements, one of which appeared in the school paper. Recently, at Morris Organization Council meeting, where sponsorship of an anti-war conference had been accepted by a 10 to 3 vote, Mr. Coyle, speaking of the April 12th strike, bellowed forth, "I am not in favor of any strike led by Russian-Jew Communists!" Later the principal, Mr. Bogart, refused to allow an anti-war conference, corroborating the description of "pro-war" given him by the N.S.L. for all his actions against the anti-war movement at Morris.

NORTH HIGH SCHOOL, MINNEAPOLIS—In Minnesota, the Law and Order League, Incorporated, has found the schools open for its propaganda, but neither the students nor the teachers. The best exposure of this organization lies in its own statement that "it sort of crystallized during the (truckmen's) strike," and that the main keynote of its program is strict support of the laws of the American system of government. The N.S.L. chapter of North High School has disclosed the fact that the Superintendent of Schools, Reed, although he denied membership in the Law and Order League, was actually one of its directors. He, assisted by the Assistant Superintendent of Schools, also a member, and many other noted local educators, tried to introduce the Law and Order League to the curriculum of the civic classes. Opposition of teachers forced the dropping of this plan. Now the Law and Order League is planning to conduct a membership drive by way of a vote of the student bodies for endorsement of its program. The N.S.L. is leading a mass protest of students against such fascist regimentation in the schools.

The Press League contributed over \$3,500 to the Revolutionary Press in the first year of its existence. It hopes to double the amount this year. It aims to provide a permanent sustaining fund for the Revolutionary Press by means of a regular dues paying membership. Here is a concrete way in which you can express your sympathy with the revolutionary movement. For information write Press League, 112 East 19th Street, Room 605, New York City

OHIO STATE—We had arranged an all-campus mass meeting on Scottsboro. Mrs. Norris, mother of Charles Norris, and William Sanberg of the International Labor Defense, were to speak. Coming right in the middle of a campus campaign against racial discrimination in the College, the meeting raised great interest. But, "it is disrespectful to discuss a case still before the courts," said our ever-present trustees. They picked a very strategic time for their gestures of courtesy to Alabama's lynch courts, just sixteen hours before we were to call the meeting to order.

We went straight ahead. Every N.S.L. chapter, as every organization which questions the status quo, must lay the ghost of illegality. We flooded the buildings and campus with leaflets, and called the students to protest the dictatorial behavior of the administration. The meeting came off as scheduled. Hundreds of students jammed the auditorium steps to learn the facts of the Scottsboro case, and listen to a rousing expose of our own administration, both as a supporter of the Alabama verdict, through their red tape maneuvering, and as a reactionary, discriminatory force against the Negroes in our own school.

The problem of "illegality" withers away before well organized mass pressure from the students.

MARIETTA—At Marietta the vigilantes have steadily attempted to quash the anti-war forces by using intimidation and violence. The N.S.L. Chapter, initiated in the spring of 1934, immediately planned an anti-war mass meeting. A feature article in the "Marietta Times" stated that not only would the "entire city government" oppose any such anti-war meeting, but also the "American Legion and all the local patriotic societies will take a hand."

After an Armistice Day meeting, vigilante groups visited various students

who were known to be liberals or who were suspected of N.S.L. membership. In the evening, N.S.L. speakers were informed that if they dared to speak on imperialism again "you will be taken for a one-way ride."

These threats have been the daily fare of the active students at Marietta. But the local chapter of the N.S.L. continues to withstand the brutal suppression and in a mimeographed paper "The Marietta Vanguard" urged the entire student body to strike against War and Fascism on April 12th.

HUNTER COLLEGE—President Colligan of Hunter College developed a sudden and acute case of tonsillitis when reporters from New York City newspapers began to besiege his office for information on the "insurrection" which occurred on the campus late in March. The "rebels" were the leaders of all college activities, the official student council, the weekly newspaper, the yearbook, the literary magazine, and the clubs. The entire student body participated in the opposition which defeated attempts of the administration to regiment student extra-curricula life under the direct control of President Colligan. The faculty "recommendation" for suppression of campus activity came shortly before preparations for the April 12 strike were in full swing. The student body answered with a sharp condemnation of the proposed restrictions. Clubs and campus groups held regular meetings, in many cases endorsing the call to the strike and beginning preparations. The Students' Rights Committee, set up by representatives of the major clubs, publications, and organizations voted to lead the campaign for a broad strike April 12.

SERRIL GERBER—delegate from the National Student League to the World Student Congress against War and Fascism held in Brussels in Decem-

ber, is now touring the major campuses of America. He has already addressed students in Los Angeles, Pomona, San Jose, Berkeley, San Francisco, and San Diego. He is now concentrating on building a strike in the middle west, having spoken at the University of Minnesota, West High School, North High School, Minneapolis, Milwaukee State Teachers, University of Wisconsin, Lewis Institute, Y.M.C.A. College, and over fifteen colleges and high schools in Chicago.

UNIVERSITY OF MICHIGAN—

John Evelyn Strachey was a dangerous alien. This was the conclusion of the immigration authorities abetted by our super-patriots like William Randolph Hearst. But even before Mr. McCormack succeeded in bringing charges against the British economist a few educators had vague fears about the man who had exposed the menace of fascism and had analyzed the nature of capitalist crisis.

The students were slightly braver. At the University of Michigan the National Student League on the strength of official university permission entered contracts, sold tickets and concluded other financial obligations for a lecture by Strachey. Almost three weeks after the lecture had been sanctioned an unsigned statement by the Committee on

Lecture Policy said of the request of the National Student League that it was "not convinced of the responsibility of this organization to sponsor public lectures in university buildings and therefore refuses to approve its request."

The N.S.L. pointed out in connection with this charge of irresponsibility that it underwrote all the expenses involved in the lecture and that the charge was simply a subterfuge to veil the suppression of free speech. A protest meeting was called and a Committee for Strachey lectures was formed. Leaflets were issued.

The opposition to the administration move, which was widely interpreted as suppression of student opinion, was so great that the lecture was given as planned. John Evelyn Strachey spoke at the University of Michigan.

COLUMBIA UNIVERSITY—The usual candy-coated dose of journalistic "problems" was concocted for the 1500 students who were to attend The Scholastic Press Association Convention held under the auspices of Columbia University. There was the usual run of speakers and the unvarying instructions in typography and newspaper style.

The Columbia chapter of the N.S.L. initiated activities to vitalize the conference. It distributed leaflets and the circular calling for the April 12th strike; it issued a new statement to the delegates each day; its individual members established personal contacts with many of the students. There were concrete results.

UNIVERSITY OF VIRGINIA—

The University of Virginia was founded by Thomas Jefferson. For years its students ruminated quietly on the nobility of its traditions. But soon the discontent with a chaotic world was reflected in a campus group of alert students. Just before Christmas the War Department offered the University an R.O.T.C. unit. At once a protest petition was circulated which pointed out that the students were opposed to militarism, that military training has nothing in common with the purposes of a

university and that the money so spent was sorely needed by various departments of the university but not for militarism. This petition was submitted to the Board of Visitors of the University. The result of the student pressure was a statement by the Board that "the \$35,000 to be furnished by the University cannot be found." The University of Virginia students have added a new and revolutionary thread to their venerable tradition.

DARTMOUTH—Up at Dartmouth,

we are materialists. The belly motive is ever important, and realizing this, we have organized "Joint Eating Clubs." We buy our meals collectively in groups of ten or twelve, and put the profit from our quantity purchases into the N.S.L. treasury.

In connection with April 12, we plastered the school with slogan signs, against Hearst, and exposing current class issues, such as Scottsboro, and the strike wave.

Hanover was chosen as the meeting place for the first Vermont-New Hampshire Convention Against War and Fascism. The students, and there are many, who signed support to the congress are coming more and more under the leadership of the N.S.L. in the struggle against war and fascism.

SMITH—Most of our Smith students come right out of "society," and on graduation they hope to go back where they came from. But even on our secluded campus, reverberations of the depression 1929-35 are heard. The students are well aware of the war dangers of the world and the Fascist trends of America. They are becoming politically—if not class—conscious. The N.S.L. has grown phenomenally. We run weekly educational classes that even surprise us with their popularity. But our best achievement of course is on the anti-war front. Every dormitory, every social club, even the student council sent representatives to the April 12 anti-war committee. The Smith "society" students are presenting a solid front to the war makers.



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