

# STUDENT REVIEW

published by the National Student League

OCTOBER, 1935

FIVE CENTS

## EXTRA! WAR IN AFRICA!

A history lesson (revised) by an observer at  
the Paris International Conference to Aid Ethiopia

## ONE AMERICAN STUDENT UNION

Joseph P. Lash, Secretary Student LID

Joseph Cadden, Secretary NSFA

Clarence Irwin, A. F. of L. Steel Organizer

## CLIPPING THE CAMPUS

with James A. Wechsler

Editor, '34-35, "Columbia Spectator"

## MY FATHER IS A LIAR!

Nancy Bedford-Jones

## MICHIGAN CORRESPONDENCE

President Ruthven to  
Mr. Feldman, and back

### Mobilization Against War

The most tremendous impetus is given to the movement against Fascist Italy's aggression in Ethiopia by the news we learn as STUDENT REVIEW goes to press. The student divisions of the Young Men's Christian Association and the Young Women's Christian Association, on Tuesday, October 8, introduced into a meeting of the Student Vigilance Committee, the national continuations group of the April 12th anti-war strike, a call for a two-hour "Mobilization of Students against War" to begin at eleven o'clock on the nearest school day to Armistice Day, November 11. Although not official members of the Vigilance Committee, the YMCA and the YWCA, the Committee on Militarism in Education, and other students groups, all joined with the National Student Federation, the American Youth Congress, the NSL, the SLID, the American League against War and Fascism in unanimous approval.

On every campus! Build united anti-war committees. See that every campus group is represented in your Vigilance Committee. See that the Armistice Mobilization of Students is the broadest and the largest action American students have ever taken. We who have seen 185,000 students go on strike against war—must now see and make a reality a demonstration of anti-war and anti-fascist opinion many times larger than April 12th. It is our vote against world war!



# STUDENT REVIEW

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by the

## National Student League

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## American Student Union— A Necessity, A Fact

**B**Y now you know the news. Amalgamation between the National Student League and the Student League for Industrial Democracy has been approved at a joint meeting of the national executive committees of both organizations. The membership of both organizations has responded enthusiastically to the proposed merger and the resulting formation of the American Student Union. A joint unity convention will be held Christmas week in the mid-west.

In issue after issue of *STUDENT REVIEW* we have stated the case for amalgamation. We have appealed for unity. To many it seemed that we were beating the drums for a lost cause. Let us say now, simply and without pretense, that we are overjoyed at the imminent establishment of the American Student Union. Let us say that we congratulate the national executive committee of the Student LID for its decisive stand on student unity.

### The Negotiations

**W**E wish to present a very brief summary of the negotiations that led to unity. The NSL sent a letter urging amalgamation to the June 29 meeting of the national executive committee of the Student LID. As the result of extended discussion following the reading of this letter, a resolution was passed stating that a basis for unity now existed in the student movement.

The schedule of terms submitted to the NSL included affiliation to the International Socialist Student Federation, the same relations that exist at present with the adult LID and the maintenance of the name Student LID. Although there was considerable disagreement and discussion on this schedule, there was marked agreement on all questions of program and policy. Both

committees were interested in forming a new united organization that would appeal to the great majority of students.

It was on the basis of this mutual desire for a broad non-sectarian organization that the NSL argued against maintaining old ties and nomenclatures. We found the Student LID committee willing to compromise on a number of its terms but insistent on affiliation to the LID and maintenance of the name Student LID, on the ground that only in this way would the organization have the support of many professors and conservative student elements, and the regular subsidy of the LID that would guarantee a stable financial income.

The NSL committee argued vigorously, pointing out that the name Student LID would be a decided misnomer for the organization we were trying to build, and that it would not attract the large percentage of students we thought an amalgamated group could attract. We found the Student LID committee intractable on these questions. At the point when it seemed that the negotiations would be terminated, the NSL committee accepted the name Student LID and affiliation to the parent LID, but with the understanding that the new organization would have complete autonomy and absolute control of its own affairs. The NSL committee indicated its disapproval of these terms, but made it plain that it considered unity of such crucial importance that we were willing to make a serious sacrifice and accept what seemed to us a most undesirable name. At the conclusion of the negotiations, it was decided to hold a joint meeting of the two executive committees, in order to approve these terms and to plan ahead.

The joint meeting was held on September 14. After a discussion of a number of problems, Joseph P. Lash took the floor for the Student LID, and in separate motions, proposed that the name of our new organization be the American Student Union and that it be affiliated to no other organization except by a  $\frac{3}{4}$  vote of its national executive committee. Amidst applause, these motions were passed.

### American Student Union

**W**E find it most encouraging to report that both national executive committees are in almost unanimous agreement as to the character and program of the new organization. In merging the NSL and the Student LID we consider that we have but taken the first step toward the formation of an all inclusive American Student Union. The new organization is not the vested interest of the NSL and the Student LID. It belongs to the American student body. It belongs to those 185,000 students who defied recalcitrant school officials and struck for peace on April 12. It belongs to those tens of thousands of students in the various church groups who support the stu-

dent movement in fact but have been unwilling to join any existing organization.

The American Student Union will be concerned with the interests and problems of the student body. We will oppose racial discrimination, academic reprisals against teachers and students, and educational retrenchment. We will take our stand against war and all military preparations in the schools. We will oppose the precipitous development toward fascism in high schools and colleges. At the same time we will point out that these student problems are not isolated. We will indicate in our daily activities that the urgent and desperate needs of so many American students are the consequence of a faltering and corrupt social order. We will show that when we meet the opposition of administrations and encounter the hostility of press and police, we do not fight a solitary battle. We have on our side the American working masses who are beset by similar problems, and whom we will support in their struggle for a decent living.

### The Movement Develops

The American Student Union is not the febrile brain-child of negotiations and discussions. It is the most logical and natural development of the present situation in the student movement. It is the most fitting answer to the needs and problems of the student body.

The radicals did not invent the militant student movement. That very native American phenomenon, the depression, is to blame. There was a time when many students could still be accommodated by an expanding social order. There was still room for trained professionals. And at that time American students acquired an international reputation for philistinism and intellectual smugness.

That reputation has long since been blasted. As the bottom fell out of the stock market and the breadlines began to form in every sizeable American city, the needs of the students and of their trustees conflicted. Jobs were no longer plentiful after graduation. Papa stopped sending ample checks on the first of the month. Exorbitant fees were no longer regarded by students as the God-given prerogative of the administration. One had to work after school, and learn to skimp on meals.

Student rebelliousness began to flare up, when fees were charged in presumable free schools, or when teachers were fired, or when the trustees got cannipion fits about occasional teachers who dared to tell the truth. Students began to act. They began to ask embarrassing questions about the depression and the danger of war, and why schools did not fit them for life. The professor forfeited his inalienable right to be dull and irrelevant.

The National Student League was formed in 1932 to organize students throughout the



country to deal with these problems that had begun to trouble the campus and flare up in sudden and spasmodic protest. We pointed out from the start that the student protests that began to make the first pages of the newspapers were neither the careless pranks of boyish exuberance, nor the sinister plots of alien agitators.

The NSL maintained that these new and pressing student issues were reflections of the same conflicts and economic and social dislocations that were causing unemployment and labor unrest. A fight for lower tuition fees in order to be effective must be taken to city hall, and ultimately to the bankers who do the heavy thinking for the city fathers. A campaign against ROTC was also a fight against the war department and against those forces that were driving this country into a new world war.

Once we understood this, our approach to present society and to the forces that are trying to change it could not be superficial or external. We recognized that we are hitting at a decaying social and economic system when we take our stand against its campus manifestations. We realized also that students must support the working class, not because some one told us to or because we once read it in a book, but because we have seen, as a result of our daily experiences, that our interests and our needs are in common.

These were the things the NSL stood for. Of course we did not manufacture these conceptions of a student movement out of whole cloth. We recognized the facts of student life, and acted accordingly.

### *The United Front*

AS students began to deal with new problems, new forms of activity were necessary. Students began to use those by now tried and true methods of protest, the petition, the mass meeting, the strike. Student resolutions and anti-war pledges have become accepted as a regular part of student life. Nobody faints or writes home when the college green or the high school corner is used as the scene of a protest meeting. The most important of these new tactics for the growth of the student movement is the fact that it is an indigenuous student movement rooted in the problems and issues of the student body. Another reason, of equal decisiveness has been the efficacy and the power of united action.

Student issues and grievances were common in most cases to the majority of the students in the school. United action was necessary for success in order to secure even the most elementary concessions. Many chapters of the NSL and the Student LID began to conduct joint activity in 1932 and 1933.

Finally after repeated appeals, the Student LID at its December 1933 convention in Washington accepted the NSL proposal

for a national united front. It was at this convention that the NSL first proposed the merger of the two groups and the unification of the militant student movement. United fronts that had not been directed by any national plan or single purpose now became coordinated. Immediately, marked progress was apparent. The first dramatic joint action was the April 13 strike of 1934. The response was far in excess of the combined membership of both organizations.

In most schools the united front expanded to include diverse local clubs and organizations. Large anti-war conferences were held in many high schools and colleges.

When preparation began for the 1935 anti-war strike, the ground had been laid for a far more inclusive united front than the year before. The National Council of Methodist Youth and the Middle Atlantic Interseminary Movement affiliated to the National Strike Committee. After the strike the National Student Federation of America also joined the committee, which has since been renamed the Student Vigilance Committee.

We all know the result: on April 12, 185,000 students left their classrooms at the stroke of 11 in protest against war and fascism. The startling importance of this fact appears when we consider that little more than three years ago there were only isolated liberal clubs in a few schools.

One fact began to appear with persistent clarity for the members of both the NSL and the Student LID. Together we had launched a mass movement. Together we shared responsibility for the vast outpouring of students on April 12. Hundreds of thousands of students have been rallying around the united front movement. Nevertheless the NSL and the Student LID have only been growing in membership with the speed of a tortoise. Together both organizations have no more than some 8,000 members, in spite of their huge influence.

It has become indisputably clear. Everything on the campus is ripe for a broad student organization which alone could organize into effective and persistent action the tens of thousands of students who have been willing to participate in activity but have been unwilling to join either the NSL or the Student LID. These students have been waiting for the American Student Union.

We know wherein lies our strength. It lies in the united front of action, and in unity of organization. We must also understand the gravity of the situation that faces us during the coming months. If we do not, we will make fatal errors.

### *The Tasks Ahead*

WE have long talked of the threat of fascism on the campus. In all too many cases that threat is becoming reality. In

a number of high schools, rowdism and ignorance are utilized by reactionary school officials in order to disrupt student meetings. In Wisconsin, a meeting of the Student LID was broken up by a fascist group. Very frequently the administrations show leadership and initiative in directing student reaction.

We have long pointed to the alarming danger of war. Many times it seemed that our fears were groundless, and our words hacknied. Now the war has begun. The enormous black headlines in the pink and green tabloids announce the mounting total of casualties in the Italian invasion of Ethiopia. World peace now depends on the desperate resistance of those millions who are opposed to war.

The emergencies of which we have talked are at hand. We believe that we American students will make our greatest contribution to the cause of peace and progress by building a powerful American Student Union.

We do not begin in December. We can help build the ASU now. We can pave the way for the all-inclusive organization of American students. We can arrange discussions in our clubs and frats. We can get our school papers to run editorials. We can write letters to the free for all columns. We should interest prominent student leaders. We should involve hundreds of students in the preparation for the American Student Union, so that when it is formed it will be the concern and pride of every progressive student in your school.

We have the task of strengthening the united front and extending its scope to the entire campus. The formation of the ASU instead of limiting the usefulness of the united front will give it new, unlimited possibilities. We have the responsibility of throwing all our resources and energies into the fight against Italian aggression in Ethiopia. We have the job of rallying the most forceful student mobilization against war on Armistice Day in November that has yet been seen.

We have also the task of building our own organizations. We intend to make the NSL a better and more effective organization. We believe that in this way we will be helping to build the American Student Union. We call upon those of you who do not as yet belong to any organization, not to wait but to join either the NSL or the Student LID; depending on the local strength of each organization, and on the manner in which each serves the fight against war.

Our daily actions during the next few months may be of untold significance in determining which forces will emerge victorious on the American campus. In carrying out our concrete tasks and responsibilities we will be influencing the outcome. We will also be building the American Student Union.





"Onward, Civilization"

## To The Students of America:

**W**E American students are known the world over for our April 12th strike against war. We have spent several years mustering our forces to preserve peace. We have made it clear that we will not die to make war profits for bankers.

Now, today, the peace for which we have been fighting has been ruptured. A freedom-loving people faces loss of its sovereignty by force of bayonet and bullet. The fascists of Italy are invading Ethiopia; they are attempting to smash Ethiopian independence with their artillery and tanks. And the people of Ethiopia, like our forefathers in 1776, are fighting with their lives for every ounce of the liberty they now hold.

The forces which have begun war on Ethiopia are not confined to Italy. They are working now in England, France, Germany, Japan, in our own country, everywhere where big business and profits exist. They are seeking new avenues for expansion; they want new markets, new peoples to exploit, more raw materials. And these forces—the industrialists, the bankers, the munitions-makers,—desperate for new profits will not hesitate to use the governments they control to make war.

How long it will take before other nations are involved and a new world war is begun no one can tell. We cannot be passive in this situation. We cannot be content with hoping the forlorn hope that those who are preparing war will suddenly change their minds. We must realize that only the collective action of the peace-loving people of the world in opposition to the fascists will stop the spread of war.

**P**RESIDENT Roosevelt has declared a policy of neutrality. Wilson did the same, but . . . a few months later we were at war. The ROTC is being strengthened and expanded. The C. C. Camps have already mobilized 600 thousand youths. These are measures for war, not for peace. The President's order on neutrality provides for embargoes against both Italy and Ethiopia. In reality, this means helping Italy by disarming Ethiopia and preventing the possibility of her obtaining arms.

We students in high school and college must mobilize to prevent the further use of our schools for war preparations. We must fight more energetically for the weakening and final abolition of ROTC. Immediately, we must see to it that students in every school unite to oppose the war of advance being waged by Mussolini: student committees should visit Italian consulates and present messages of protest from the students they represent; mass meetings should be called in all schools; answer Emperor Selassie's appeal with money and medical supplies.

Mass meetings everywhere and student newspapers should declare in favor of sanctions against Italy by the League of Nations. The U. S. government must support the League by ordering a complete embargo against Italy and lifting the embargo against Ethiopia. By aiding Ethiopia, by enabling her to purchase the supplies and equipment she needs, we will all be striking a telling blow against the Italian aggression, against fascism. We who are anti-war and anti-fascist . . . who wish the defeat of Italian fascism . . . who wish to prevent the spread of the war . . . now we must speak out—against Mussolini's invasion, for defense of Ethiopia.

NATIONAL STUDENT LEAGUE



# History Lesson: Revised Version

## by Richard Edwards

*The author has just returned from Paris, where he attended the International Conference for the Defense of the Ethiopian People. He was graduated in June from a large Eastern University.*

ON October the second every city and country newspaper carried the same dynamite in its headlines: DUCE INVADES ETHIOPIA! Of course the press knew days in advance that Italy would proceed with its war against Ethiopia even without the formal declaration. But not many of the newspapers, despite their johnny-on-the-spot feature writers, knew or cared to say WHY Italy went to war. As a matter of fact, the New York *Herald-Tribune* wondered editorially "What is it about?" and then answered its own rhetorical question to the satisfaction of no one but itself, "The answer is lost in a sense of complete and helpless mystification."

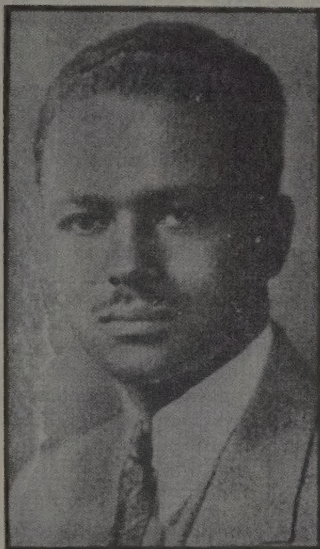
Lacking the frankness or the naiveté of this paper, the remainder of the reactionary, conservative and liberal press played safe by feeding the public the reason which the public had been taught to believe. "It must be true. Miss Greenspan said so. The history book says so." Mussolini says so, too. Italy is overpopulated, overcrowded, and therefore must expand.

Since this is the most popular reason for excusing Il Duce's mass-murder in Africa, it should be exploded by cold, pointed facts. Students should be prepared to stand up in their classrooms and disclose the utter inanity of such logic when they hear it. It is true that Italy is overcrowded with 344 persons to the square mile. It is true that Europe at present offers no territory for the dumping of a surplus population. (Italy has had its eyes on Austria, but so have Hitler and Laval.) And therefore, the sages say, Mussolini must find room for his people in Africa. Other nations have had slices of the rich colonial pie, what about Italy?

What about Italy? She already possesses four colonies in Africa: Eritrea, Italian Somaliland, Cyrenacia, and Trioli. These colonies have a combined area of 875,485 square miles. This is approximately nine times the size of Italy and nearly three times the size of Ethiopia.

What about population? With 344 to the square mile at home Mussolini still puts a premium on large families. The European population of Tripoli is 29,749, of Cyrenacia 19,000, of Italian Somaliland 1685, and of Eritrea only 1658. The combined native and white population of all the colonies is 2,369,254.

These figures point to one irrevocable fact: if Italy really just wants to unload



DR. MALAKW BAYEN

Nephew of Emperor Haile Selassie, last year a student at Howard U., Washington, D. C., and presently in charge of a Red Cross unit in the Ethiopian war area.

—Courtesy of Washington Daily News

excess population in Africa she could do so without waging a war of aggression against an independent nation. For should Mussolini increase the population in his colonies to the still low figure of 50 to the square mile, there would be nobody left in Italy but himself and the Pope. The truth of the matter is that the Italians love their homeland and don't want to be transported to Africa. Even those who agree to go find that the climate and the tropical diseases are too much for them.

It is true, too, that Italy's present colonies are not as fertile and rich in natural resources as part of Ethiopia. But in these four practically undeveloped colonies there are gold mines. There is oil and petroleum. Cotton and grain can be cultivated. There is room for almost any type of animal husbandry, agriculture, and grazing. Tripoli and Cyrenacia have palm orchards, olive and lemon groves, almond and fig trees. There are some vineyards and plenty of space for more. Besides this, Italian Somaliland has a coastline of 1100 miles on the Indian Ocean which has not been developed for commerce.

Unreasonable greed may be driving Italian facism into Ethiopia, but it is not only the necessity for space or raw materials

AND so we must search elsewhere for the reason Mussolini went to war; that is if Fascism or Fascists can be expected to

have any sort of a logical reason. Mussolini has a reason: unrest at home. For many years now the Italians have tightened their belts and yelled "Viva Il Duce!", proud that their leader was feared and respected throughout the world, proud that Italian diplomats were making important treaties, proud that Italian airships had flown the Atlantic, proud that the trains ran on time, proud that the streets were sanitary, and even proud, perhaps, that Fiorello La Guardia was mayor of the world's largest city. But hunger and the longing to cry out can gnaw pride to shreds. Mussolini knows this. And if he didn't know it the riots and strikes and the value of the lire would tell him.

Conditions in Italy are now worse than ever, worse than they are anywhere else in Europe. A report delivered by a delegate of the Italian workers at the International Conference for the Defense of the Ethiopian People held in Paris last month, claimed that the number of unemployed in Italy has reached two million, despite the fact that the official figure is half that number. On all sides Fascism is cracking. Export trade has fallen off at an alarming rate, while internal trade has suffered immeasurably due to the low standard of living forced on the masses.

Il Duce realized all this when he prepared to divert the attention of the workers from their plight by a triumphant war. His plans were clear the moment he put his official stamp on the governmental budget for this year back in January. The allotment for public education had been cut by 124 millions of lire, while that for war planes was increased by 130 million lire;

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141 million was sliced from the public works program, allowing an addition of 80 million lire for the navy, and 34 million for the colonies. As a result of this budget, industry which had been lagging sadly was artificially stimulated by the demand for war materials; things became keyed up to a higher and higher pitch until a breaking point was necessary. A flush of patriotic excitement was wooed back into the white, emaciated faces of the Italian workers and peasants. Students, unable to continue schools and universities as a result of the curtailment in funds for education, were inoculated with a stronger virus of propaganda and sucked into various Fascist units.

Mussolini shuffled his few remaining tricks and made plans to play them once more. He had one chance in ten to shoot his way out. By defying the League of Nations with a show of bravado he added a fresh spark to the fire of Italian pride which he had been carefully fanning during the lean months. The people liked being

told that no nation could boss Italy, even as many Americans fall for Hearst's ranting against all forms of internationalism and cooperation. It may be our undoing someday, too.

Now at last Mussolini has had to lay his cards on the table. His caution had been due to his lack of partners and his fear of Britain. But having probably reached a secret agreement with British imperialists, and having been assured economic help from Germany in the advent of League sanctions, he gave the order for invasion.

WITH Roosevelt, already on his campaign for reelection, promising to keep America out of war much the same as Wilson did in 1916, it looks safe for us. But it isn't. Capital is so intertwined that anything may happen. If Japan or England join Ethiopia for some imperialistic gain, we may find ourselves on the side of Italy. A glance at our own naval appropriations under Roosevelt shows that American capitalism has been preparing steadily for a war

against either or both of its closest commercial rivals, Great Britain and Japan. Or on the other hand, an Italian shell might fall on a French consulate, or a British, or an American . . . ! The possibilities are unlimited.

Students and workers are the sufferers from war preparations and from war itself. And the Italo-Ethiopian business gives us a living example of the truism that Fascism leads inevitably to war.

What we must do is simply to organize a united front against war and against Fascism. If we are against war, we are against Italian Fascism which is responsible for the opening of hostilities. If we do not wish to see the conflict grow and involve other nations, then we will help defend the Ethiopian people, through medical supplies, through raising money. We will ask the Roosevelt government to lift the embargo on Ethiopia, so that we may obtain the materials to carry on her own defense.

Here is a war. Do we know what to do about it?

## J. B. Matthews Decides He's a Boss

By ARTHUR KALLET

*Author, "100 Million Guinea Pigs"*

CONSUMERS' RESEARCH has become a focal point for the interest of the whole liberal and radical movement through the stand taken by its officials, J. B. Matthews, F. J. Schlink, and his wife, M. C. Phillips, against their striking employees. These three, especially Matthews, have always professed a radicalism which, however sincere it may have seemed, appears to have been of a superficial nature when their employer relationship is at stake. They are reacting in exactly the same way as any profit-motivated employer.

A three-month old union of stenographers, file clerks and engineers has to fight all the strike-breaking terrorism and intimidation of any coal or steel strike, including private police, armed, a rigid injunction that makes picketing useless, and a red scare almost worthy of Mr. Hearst. All these are used to break a union whose members have almost no strike experience, who earnestly desire the welfare of Consumers' Research, and who are on strike only because of a job insecurity and labor turnover so great that it has made efficient work impossible.

Members of the Board of Directors have repeatedly expressed the belief that the union's "foul purpose" was unconditional capture of CR. They have stated that the union members intended to bomb the plant, threatened to kill numbers of the "loyal employees" and have several times attempt-

ed to destroy or otherwise damage property of CR.

Although constables employed by the Board have run down peaceful pickets in their cars, and have constantly threatened the pickets with violence, and the management has refused to meet overtures from the union and from disinterested parties for a settlement, the Board seemed to consider itself the innocent victim of a revolutionary plot of the union, subsidized by big business, to overthrow CR and set up in its place a communist controlled organization. The charge of this new kind of united front—union plus big business—comes oddly enough from the organization which boasts that it, and it alone, has the unswerving integrity and clear vision necessary to save the Consumer.

The union (Technical, Editorial and Office Assistants Union, A. F. of L. Local 20055) has prepared a statement on the case in answer to gross misstatements sent to subscribers by the Board of Directors. This may be secured by writing to Consumers' Research Strike Aid Committee, 41 East 20th Street, N. Y. Funds are needed for the long siege also. Send all contributions to the same address.

### *In the South*

FRANCIS FRANKLIN, graduate of the University of Virginia, is at present touring the state of Virginia in behalf of the national office of the NSL in order to solidify the existing NSL groups and to concretize opinion sympathetic to a student movement in both Negro and white schools in preparation for the proposed American Student Union.

## ROTC Gets Slammed Again at CCNY

ANTI-MILITARISTS at City College (New York) advanced this term another step in the fight for the abolition of the ROTC on the campus when the faculty by a unanimous vote granted to all undergraduates the privilege of taking two years of hygiene whether or not they took military science. Formerly those who were not ROTC members were required to take three years of hygiene. This is another partial victory in a nine years' campaign during which indignant mass demonstrations were classed as 'riots', students were suspended, the school papers were censored, and student protests increased.

The pressure of organized student opinion gained its first major victory when in 1926 military training which had been compulsory was made elective but an extra year of hygiene was substituted for those who did not enroll. The last faculty announcement ends this discrimination against those who do not join the ROTC, and the sole objective yet remains—to drive ROTC permanently from the campus.

"Umbrella" Robinson, school prexy, started the year off right by granting students a room in which at certain hours they could discuss anything they wanted exactly how they wanted to.

And Dean John R. Turner, recently imported to act as chief discipline man and redbaiter, started his year by suspending Herbert Robinson, prominent SLIDER, secretary of the Student Council and member of the Faculty-Student Discipline Committee.



# CLIPPING THE CAMPUS

with James A. Wechsler

THE unemployed college graduate was once a favorite theme of burlesque; there is nothing funny about him any longer. When a condition becomes a chronic ailment, the established citizenry prefers not to labor the point. Hence the incredible solemnity with which thousands of young men and women were greeted in their academic halls in recent weeks with their prexies assuring them that "revival" was now only a matter of months. Apparently unnerved by the spread of doubt, our benign administrators have decided to organize a chorus of academic cheer-leaders to solve the dilemma. But they are far from persuasive. Truth is on the other side. Thus, for example, a writer observes in the August issue of *Harper's*:

"...The post-1929 college graduate is the American tragedy. He is all dressed up with no place to go. He finds himself trained but without any chance to use his training... There were 50,000 young men studying engineering in 1920; 75,000 in 1930... To what end? At the moment there are more than 50,000 unemployed engineers.

"The number of male college graduates for the five years of 1929-34 was between 1½ and 2 millions. During these years college appointment offices have generally placed the percentage of unemployment between 50 and 85 per cent. The actual figures, however, are appreciably higher. A considerable percentage of the 1929-32 graduates who were employed at graduation have lost their positions..."

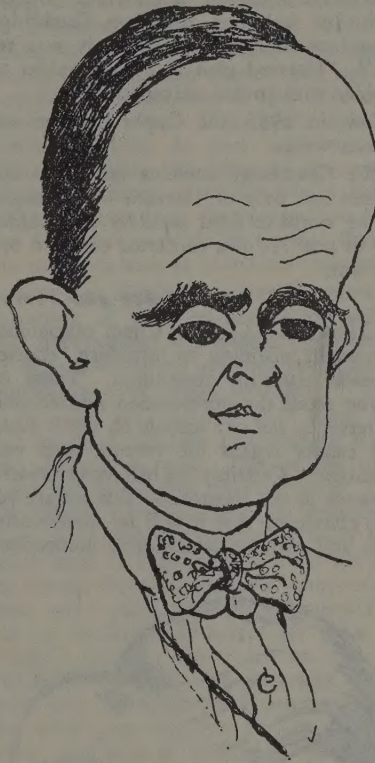
To my knowledge these statistics were not placed in evidence by the academic mind. Self-deception is one of the first tenets of the higher learning—and fact in 1935 can often become an "incitement to riot."

## How Hitler Educates

IT is a revealing co-incidence that renewed reports of educational retrenchment in this country emerge simultaneously with this dispatch to *The New York Times* from Berlin:

"Since Hitler came to power the number of students in German universities and technical high schools has been reduced nearly one-half from what it had been under the 'previous liberalistic' system.

"...During the Summer semester this year only 77,000 students could be counted. During the Summer semester of 1932 the total number of students was 130,000. In the universities the number dropped during this period from around 100,000 to 55,000."



GLENN FRANK  
President, Wisconsin U.

Blamed by State Legislature Investigation for "subversive activities" on campus. NSL-SLID know better.

In high Nazi circles, notes the despatch, this reduction is hailed as "a victory of the National Socialist campaign against 'intellectualism' in favor of brawn in the National Socialist State."

## The Vanishing Schools

AND in an article in *The Reader's Digest*, Thomas M. Johnson observes the status of learning on our own shores:

"The depression has already locked the doors of ten colleges. Scores of others stay hardly a jump ahead of the sheriff." Appropriations for tax-supported schools, he discloses, have been slashed as much as sixty per cent.

## Dartmouth Bans Hearst

MR. HEARST'S life is becoming an increasingly disconsolate one. Last Spring his newsreels were driven from numerous college towns; now, at Dartmouth, broadcasting of football games will not be entrusted to any Hearst affiliates because of undergraduate pressure. The procedure

could well be duplicated in other areas where the San Simeon monarch represents the most advanced stage of our own, native American reaction.

## School-marms in Uniform

THE plight of school teachers is so acute that it is seldom mentioned any longer among those who cannot stand gruesome details. If our college faculties have their difficulties, they are at least endowed, in some places, with a veneer of freedom; they are even permitted to suggest that the depression is peculiarly lasting without being ousted for propagandizing. But the grammar and high school teacher was long ago deprived of even those consolations. In *The American Mercury* of August, "A School Teacher Talks Back":

"I doubt if anyone who has never been a teacher realizes the precariousness of my job. I may be dismissed for almost anything: for failure to go to church, for spending too many week-ends out of town, for living in an apartment, for too strict discipline, for too lax discipline, for spending too much money outside the community, for having too many opinions, for not playing favorites with children of school board members, or for holding a position coveted by some home-town girl... I teach in a town where there has been considerable labor trouble within the past few years. We teachers are strongly advised to keep our opinions to ourselves."

And from the West Coast comes one more confirmation of her views—if further confirmation is needed. Victor Jewett, a teacher in a Junior High School at Eureka, has been dismissed. According to *The Nation*:

"The dismissal of Mr. Jewett is coincident with the Eureka lumber strike. Mr. Jewett's real crime... is two-fold: first, in his course in social studies he urged such subversive ideals as scientifically planned production, minimum wages, low rent, social insurance. Second, Mr. Jewett is sympathetic to labor. As a member of the American Federation of Teachers' local and of the Eureka Trades and Labor Council, he considers himself a laborer."

## Reaction: Fall Models

IT is hardly startling to report that the student movement has aroused the anguish of the better one per cent of our people. But the fury of their disapproval has steadily advanced and with it the development of new techniques. In this issue are detailed the antics of Mr. H. Bedford-Jones;



since his performance two other events of note have occurred. The first is the appearance of "Red Salute", a film which outdistances all its competitors in at least one respect—sheer viciousness. It is exclusively devoted to an attack on student "malcontents" who, according to Hollywood, are not only insane but depraved. We are at least credited with possessing a remarkable way with innocent women—or vice versa, depending upon which member of the love duo is innocent. If "Red Salute" dares to show its head in collegiate communities, I suspect that the protest will be long and deafening. It ought to be. Hollywood will renounce Hearstism if convinced that it doesn't pay; the patriotism of the flag-wavers is always closely identified with their pocketbooks. The cue is obvious.

Meanwhile, the American Civil Liberties Union has uncovered secret memoranda sent out to news commentators by officials of the Crosley Radio Corporation in Cincinnati—owners of stations WLW and WSAI. The first document reads:

"Our news broadcasts, as you have already been told and which has been our practice for some time, will not include mention of strikes. This also includes student strikes and school walkouts."

The same admonition was repeated shortly afterward. The conspiracy of silence is on—and Powell Crosley, wealthy manufacturer who owns the stations need hear none of the unpleasant details of contemporary life. Neither, Mr. Crosley believes, should anybody else.

#### Dr. Ward Stays

**O**CCASIONALLY the nature of academic freedom, as conceived by those in power, is inadvertently revealed. For the edification of those who believe that the "untrammeled search for truth" uninterruptedly persists in our universities, I submit the credo of Mr. Ralph Easley, National Civic Federation and spokesman of the generous providers of endowments. Mr. Easley is amazed at the continued presence of Dr. Harry F. Ward, noted liberal, on the faculty of Union Theological Seminary. He asks: "Just why the seven trustees of Union Theological Seminary—six of whom are Wall Street bankers—should have tolerated on its faculty the presence of such a skilled disseminator of revolutionary ideas... is difficult to understand."

Mr. Easley wants to know why—and we suspect that the answer lies, not in any inattention of the Trustees, but in the vigilance of the student body. They will not let Dr. Ward go without a determined fight; We have not yet reached that stage where the Trustees are prepared to wage so desperate a battle.

#### Cambridge Against War

**A** NOTEWORTHY document called "Cambridge University and War" has been

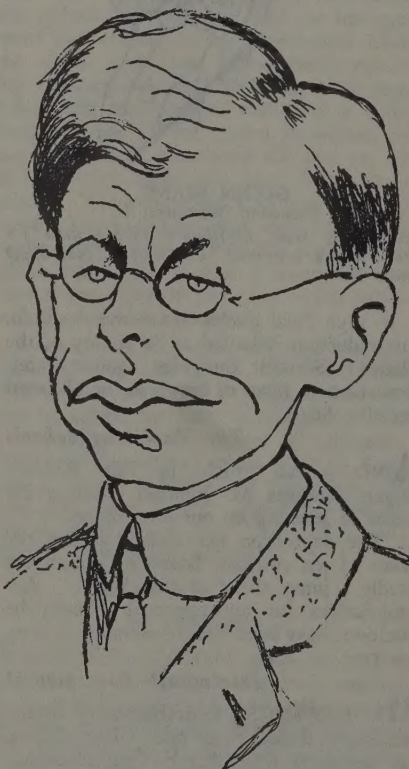
issued by anti-war societies at the English university. It is a factual and analytical study of the university's role in the last conflict and the overseers apparent determination to reenact that surrender. When America declared war on Germany in 1917, the vice-chancellor sent the following telegram to the President of Harvard: "British Cambridge welcomes American Cambridge as brothers in arms." The reply was received: "Harvard glad to fight shoulder to shoulder with parent university."

Now, in 1935, the Cambridge anti-war societies write:

"We Cambridge students call upon the students not only of Harvard but throughout the world to fight shoulder to shoulder with us now... in a concerted effort to oppose war."

#### Peace and Terror

**I**N New York City the school officialdom is reputedly planning to introduce "courses in peace" into the curriculum. Those of us who recall the unrestrained intimidation and terror in the city schools on April 12th, 1935 cannot regard the venture with vast enthusiasm. Certainly we believe in preaching peace in the classroom. But we are yet to be convinced that it will be done realistically and without deference to unmention-



JAMES B. CONANT  
President, Harvard U.

*Opposed Teachers Loyalty Oath until it was passed. His professors aren't so meek, though.*

ables. Moreover, there seems valid basis for the charge that Superintendent Campbell and his aides are more interested in diverting a militant anti-war movement than in giving impetus to it. They are willing to furnish an ounce of doctrine in the classroom to stem a sweeping advance outside; in that aim I suspect that they have the cordial agreement of the sponsors of conflict. If this seems sheer ungratefulness, again I reiterate that it is difficult to envisage the men who so bitterly and viciously condemned the student strike and heaped reprisals on its victims now suddenly overcome by remorse. It was Superintendent Campbell who banned a textbook of Professor Carlton Hayes from the city classrooms several years ago with this explanation:

"We believe that neither the author nor any other historian can point to any historical value in the statement: 'When one man comes into the world penniless while another inherits a million, there can be no real equality or opportunity.' This amounts to open advocacy of a socialistic doctrine."

#### "A Nuisance"

**W**HEN Cornell Agricultural School turned him down, and when even liberal Oberlin didn't answer his application, Lewis Wechsler, graduate of DeWitt Clinton High School in New York smelled a rat. Wechsler had been an important NSLer at Clinton, a leading figure in the campaign for lower lunchroom prices, for a democratic General Organization, for abolition of ROTC. He knew moreover that many high school graduates had been practically blacklisted by their principals in the April 12 anti-war strike.

Maybe Wechsler's wonderings are over now. For, on the front of his record card on the strength of which he was finally admitted to City College evening session, is the signature of A. Mortimer Clark, principal of Clinton. And on the back, typed, this neat eulogy:

Innately an agitator of a particularly obnoxious kind. Always eager to circulate petitions for this and the other thing. His voice is always raised in protest. We regard him as a nuisance.

!!!! Naturally Clark would regard Wechsler as a nuisance. Consider Clark's war record, and Wechsler's anti-war record. But when Clark attempts to finish the academic career of one of our leaders by seeing that he is refused admission to a higher educational institution—then he puts his foot into it. For he bucks up against the entire student anti-war movement. He will find himself the recipient of hundreds of protest letters. Why not write one? Have you noticed how his phraseology parallels Hearst's?



# Inciting to Riot

## by Maurice Gates

*The author is a prominent Negro student leader and member of the NSL national committee. A former student at Howard U. in Washington, Gates toured the South last fall consolidating liberal student groups into NSL chapters and forum clubs.*

**D**ONALD MURRAY, Negro graduate of Amherst University and resident of Maryland, is now attending classes at the University of Maryland Law School.

But the National Association for the Advancement of Colored People had to make the Baltimore City Court issue court order to the University to get him in.

A tax-supported institution to whose upkeep Negro citizens of Maryland contribute, the University makes a practice of excluding Negro students from its various colleges. The state alibis this jim-crow by granting money to inferior Negro colleges. And although the state makes no provisions for graduate work or professional training for Negro students in its own boundaries, it beneficently lays out a sum of \$10,000 a year for graduate work outside the state!

When Murray made application for admission, he was refused. And when the City Court supported his right to graduate study, the University appealed. So a frightened administration at the thought of a break in the policy of handicapping ambitious young Negroes desiring the maximum of education that they asked the Court of Appeals to take up the matter immediately, in special session, rather than wait until regular session after school had opened.

So acting President H. C. Byrd, who had taken office after the original court order, sat himself down and tore off the following riot-provoking letter to the Maryland attorney general.

The Attorney General of Maryland

Dear Sir:

The order of the Court to admit a negro to our law school has created a situation which may be very disastrous for the University, and I am herewith making a special appeal to you to request the Court of Appeals to hear, immediately, our appeal from the lower court's decision.

Under the law I am responsible for all discipline in the University, but if the order of the lower court is carried out, and negro students are admitted to the University, I should not like to be held responsible for what may happen. With five-hundred girls on the campus at College Park, and with girls entering the Baltimore Schools in constant increasing numbers, the seriousness of the situation for the University, financially and in many other respects, cannot be overestimated.

I am convinced that the people of Maryland, because of custom, the State's long-standing policy, and laws enacted by the Legislature, will support me in this respect. Sincerely,

H. C. Byrd  
Acting President.

for what may happen, eh? President Byrd, it smells as though you wished something would happen. It smells almost like an invitation to the KKK or the Silver Shirts, or the lynch mobs and their deputy-leaders from Eastern Shore. You are responsible for discipline at the University, for law and order. You didn't make any public statement, in your capacity as an educator, hailing this blow at jim-crow in education, stating that you would protect Negro students from the enraged attacks of the five hundred girls at College Park or the other students at Maryland University.

No. You didn't. You merely protest this infraction of your jim-crow rules and aid the drive against educational opportunities of any sort—to say nothing of equal opportunities,—for Negro students.

for what may happen, eh? Well, what did happen? Murray is attending school, and doing very well. Despite the incitement to riot implicit in your letter, President Byrd, there has been no disturbance. The placid newspaper accounts from Baltimore seem to indicate that there has been no serious threat to anyone's virtue—except your own. And although you should not like to be held responsible for what may happen, you can bet a hat on this: the NAACP, the NSL, the American campus will very definitely hold you responsible for what may happen: for any violence, since you bear a substantial part of its instigation; or for a judgment ending Murray's studies, since you have plainly enough stated you don't want him or any other Negro in the University.

**Y**OU have friends, President Byrd, on the Board of Visitors of the University of Virginia, in your sister state.

When Alice Jackson, a Negro graduate of Smith College, applied for admission to the graduate school of Romance Languages, they instructed the dean to "refuse respectfully" her application. This case also will be taken to the courts by the National Association for the Advancement of Colored People, which is now developing a broad campaign against race discrimination in public education.

To quote their legal adviser, Charles H. Houston, "The campaign will reach all levels of public education, from the nursery school through the University. The ultimate objective of the Association is the abolition of all forms of segregation, whether in the admission or activities of students, the appointment or advancement of teacher or of administrative control. The Association will resist any attempt to extend the segregated schools. Where segregation is so firmly en-

trenched by law that a frontal attack cannot be made, the Association will throw its immediate force toward the bringing of Negro schools up to an absolute equality with white schools."

The National Student League has pledged its wholehearted support to this campaign. In every possible way it intends to organize student support for this very necessary and long-needed movement.

The question which demands an answer is: Shall Negroes be denied entrance into schools maintained in whole or in part by public taxes? There have been 113 cases attempting to answer some phase of this question since the Civil War. Forty-nine cases or 43 percent have resulted in favorable decisions for the Negro people, while sixty-four or 57 percent resulted in unfavorable decisions. This doesn't establish anything, of course, except that the courts are not to be relied on to champion the cause of the limited Negro people.

No one can tell what the Maryland Court of Appeals will do in the Murray case, or what the Supreme Court of the United States will finally decide in this and in the Jackson case. But this much we do know; the answer is largely conditional upon what we do in the interim.

The progressive student movement in America can play an important part in the cause of justice and equality by making its influence felt in this campaign. Inequality in education must go. Negro students must be admitted immediately to tax-supported institutions. The State courts and the U. S. Supreme Court must be pressed in their opinions by the weight of mass opinion of students and progressive minds throughout the country. Let's put an end to dual justice—and quickly.

President Byrd, inciting to riot, pleas for mob rule, invitations of demonstrations against Negro students—these will not answer the question. You are responsible for that! We are responsible for seeing that equal opportunities await all students.

— Girls! Girls!

**T**HE editor of the Hunter College year-book, the president of the upper junior class, the chairman of the Student Strike Committee, the secretary of the Peace Council and the outstanding freshman leader—all five of whom were suspended last term because of anti-war work were re-admitted to school this September. President Colligan evidently was too wary of the wide campaign of support which had been conducted all last term to attempt any continuation of their suspension.

President Colligan, however, managed to put over on all students entering Hunter College at this time a pledge more drastic in its implications than the infamous student loyalty oaths introduced in several state legislatures early this year.



# "Unite and Challenge"

"THEREFORE TO THE AMERICAN YOUTH OF ALL PARTIES I SUBMIT A MESSAGE OF CONFIDENCE—UNITE AND CHALLENGE"—address of President Roosevelt to American youth, August 24th, 1935.

**R**EPRINTED below are excerpts from the keynote address of Waldo McNutt, national chairman of the American Youth Congress, delivered at the second Youth Congress, held in Detroit over the July 4th week-end this summer. The American Youth Congress is the official, progressive representative of a million and a half of America's working and student youth.

## *Shall It Be War!*

April 6, 1917, war declared by the United States on Germany. The call to arms. We, young America, had heard that call before. We had heard it in 1776—and answered—for Independence; again in 1861—and again answered—for a united nation, to free the Negro. And now 1917. We're not cowards. We had fought for the right before. We merely asked: Is this another call to carry forward the traditions of '76?

Our leaders said "Yes." They talked of "saving the world for democracy," of a "war to end wars." They lied. America was again divided. Not north against south, nor east against west, not city against countryside—but those who gain from war against those who suffered and died in it.

Today we ask for life. It is not too much to ask. In reply we are promised—death in war. There is nothing too good, never enough, for this war machine. A thousand millions of dollars this year to make death for us more certain.

## *The Two Worlds*

Two great forces in the world today stand in sharp contrast to the fascist war schemes, united in maintaining the peace—the sentiments, the wishes, the organized movements of the people of the world against war, against fascism, for peace, for freedom, for progress together with the peace policy of the Soviet Union—having no colonies, no foreign investments to protect, proposing world disarmament, inviting the whole of the world. We, the youth of the world, together with the great masses of the people, united in our hatred of war, organized in our demand for the right to life, confident in the strength of our numbers—we are the forces for peace—there are no others. The peace belongs to us. And it shall be ours.

We ask for liberty. It is not too much to ask. We are answered with tyranny. We ask sometimes only for the freedom to life, for peace; for this we are clubbed, arrested, condemned and called traitors by our Tories, and tyrants.

## *A Tree and a Rope*

We are the Negro youth. Twelve millions of my race are Americans. Together we are an oppressed national minority. In the South we are segregated. We enter theatres by side doors, we ride in special compartments in street cars, we eat in designated places, we are ordered away from the ballot box. Sometimes, at night, one of us is seized, dragged to a tree, and there tortured and hanged as though he had greatly crimed against humanity. Our brother is innocent, innocent of everything except his color. Perhaps his only crime is his willingness to accept his misery. Sometimes, one of us rebels at his oppression, and an Angelo Herndon is sent to a Georgia chain gang.

Everywhere, even in the North, we are discriminated against. But everywhere, too, things are changing. We will have many Herndons. We offer to the world the example of the Scottsboro boys, sentenced to death again and again, each time saved from the march to the electric chair by the wave of protest that swept the world: they shall not die! This very hour, they lie in jail awaiting trial once more for their lives. It is for us, you and me, Negro and white alike, to free them, to advance once more the cause of freedom, to find courage in the spirit of '76.

## *Youth in the Colonies*

We speak from Cuba, Mexico, the Philippines and South America. We, too, would declare our independence, but we cannot. Your marines and battleships have visited our harbors, invaded our land, terrorized the population, dictated our government. We bring to you the banner of internationalism; we will carry it together.

## NATIONAL YOUTH ADMINISTRATION

*(Washington Speaks for Youth)*

**PURPOSE AND EXTENT:** To extend aid to approximately 500,000 youths between 16 and 25 whose families are on relief. To give them vocational apprenticeships, relief project work and student aid.

**WAGES:** High School students \$3 to \$6 per month. College students \$15 maximum. Some are already receiving only \$10. Unemployed youth \$15 per month on relief projects and similarly low scale for apprentices.

**WAGE SCALE:** Not specified in executive order. However, organized labor has protested NYA'S failure to maintain prevailing wages, tendency to depress general wage level in private industry.

**ADMINISTRATION:** National, state and local boards, appointed by government without consultation with or representation of youth organizations or organized labor. On the national board is Bernarr MacFadden, Liberty publisher, and Owen D. Young.

**TYPES OF PROJECTS:** Tending to displace regular labor and furnish private employers with cheap labor.

**SOURCE OF FUNDS:** Existing relief appropriations by Congress, thereby reducing amount available for adult relief.

## *The CCC—War Preparation*

Now to half a million of us, they offer another choice, to leave our parents and friends, for the Civilian Conservation Corps, directed, guided, controlled by the War Department. We are not blind; when it comes—the young go first.

## *On the Campus*

We are students. The doorway to education becomes increasingly narrow with each tuition, with each additional fee. We study and graduate—doctors, lawyers, chemists, engineers, teachers, architects—but we are so only in name. Society has no place for us. We are despised, our ambitions are thwarted.

From us too comes the cry for freedom. Our teachers, our professors, sometimes join with us. Together we have struggled for the right to an education, against the military on the campus, for peace, for academic freedom; together we have been driven from the campus, expelled, suspended, dismissed, terrorized and gagged; together we have fought back in an attempt to rebaptize the campus with the spirit of '76.

We recall with pride the zero hour at 11 a.m. on April 12, when out of the class rooms and off the drill fields marched 150,000 American students in strike against war and fascism, an inspiring demonstration of solidarity. If drums

## AMERICAN YOUTH ACT

*(Youth Speaks for Itself)*

**PURPOSE AND EXTENT:** To provide for vocational training and regular employment for all unemployed youth between 16 and 25, estimated variously between 3 and 7 millions, on public projects, to provide full educational opportunities and vocational training for high school college, and post-graduate students. No discrimination for nativity, sex, race, color, religious or political opinion.

**WAGES:** High School and vocational students minimum of \$15 per month plus fees. College students minimum \$25 per month. Unemployed youth minimum \$15 per week, plus \$3 for each dependent.

**WAGE SCALE:** Wages equal to prevailing rate as determined by organized labor, and where necessary for student projects by local Youth Employment Commissions.

**ADMINISTRATION:** The Secretary of Labor and the Commissioner of Education together with Youth Employment Commissions, whose membership shall be one-third representatives of youth organizations, one-third representatives of organized labor, one-third social service or education representatives.

**TYPES OF PROJECTS:** Beneficial to the community, such as building, maintenance, operation of cultural and recreation centers, libraries, playgrounds, public gyms, health centers, adequate school facilities, etc. No projects of a military character or supervised by the military, or subsidizing private profit-making enterprise.

**SOURCE OF FUNDS:** Treasury funds otherwise appropriated, and if further funds needed, to tax inheritances, gifts, individual and corporation incomes over \$5,000 a year.



of war could disrupt our educational system in 1917, converting the campus into barracks, sentencing the finest in body and mind to death, who dares question our right to halt the educational system for an hour to demonstrate for peace. We hail the great student strike. We pledge it shall be greater in 1936.

#### Hitler and Hearst

Hitler fascism, seeking expansion eastward, chief organizer for war, particularly against the Soviet Union, ruthless and barbaric in its international policy as in its internal, represents the greatest threat to the peace, to the lives of the youth of the entire world, to our lives.

The epitome of reaction, the king of liars, the exposed corruptor of morals, spreader of race hatred, enemy of the oppressed, hypocrite, demagogue, traitor—Hearst stands today as the chief spokesman for all the forces of retrogression.

We the youth stand for peace, for freedom, for progress; he speaks of war, of tyranny, of destruction.

### How We Stand...

STRANGE as it may seem, the National Student League considers the establishment of the National Youth Administration as a tremendous victory for the student movement and for the American Youth Congress. For the NYA represents a complete reversal of government policy in the past; it is recognition of the special problems of working and student youth. It is recognition of the voice of youth which has for a long time been raised in appeal for aid and opportunity.

The Roosevelt government, however, is attempting a tricky step with the NYA. At the same time that it extends youth aid and thus tries to soothe the unrest, the NYA is so designed in its provisions and administration to limit even further the educational and vocational opportunities of the young people of America. The meager pittance offered to high school students (providing they are 16 years old), the small sums allotted to college undergraduates and graduate students, the low-wage apprenticeship system, the minute size of the entire appropriation—will all work out to the disadvantage of youth.

Therefore, the NSL is unconditionally opposed to the NYA as its stands and is unconditionally in favor of the American Youth Act and genuine youth aid.

#### What Is the Declaration?

The Declaration of Rights of American Youth, reprinted in the next column, was adopted by the second American Youth Congress at Detroit, Michigan, July 4-7, 1935, by some 1,200 delegates from 850 organizations representing 1,350,000 American Youth. For copies of the Declaration or information concerning affiliation to the AYC, write to the National Council of the AYC at 22 East 17th St., New York City.

## Declaration of Rights

ON the Fourth of July one hundred and fifty-nine years ago our forefathers declared their independence from despotic rule in order to realize their inalienable rights to life, liberty, and the pursuit of happiness.

THEREFORE, on this Fourth day of July, 1935, we, the Young People of America, in Congress assembled, announce our own declaration—"A Declaration of the Rights of American Youth."

*We declare that our generation is rightfully entitled to a useful, creative, and happy life, the guarantees of which are full educational opportunities, steady employment at adequate wages, security in time of need, civil rights and peace.*

Yet we are threatened by wars that are even now being prepared by those who profit by destruction, wars from which we can reap nothing but misery, mutilation and death. We oppose this war and its trappings of militarized youth and mounting armaments. *We do not want to die!* We assert our right to peace and our determination to maintain peace.

In song and legend America has been exalted as a land of the free, a haven for the oppressed. Yet on every hand we see this freedom limited or destroyed. Progressive forces are persecuted. Minority nationalities are exposed to arbitrary deportation. The Negro people are subject to constant abuse, discrimination and lynch laws. Workers who strike for a living wage are met with increasing violence.

These we affirm to be the omens of that modern tyranny, fascism. More brutal, more vicious and reactionary than even that against which our forefathers rebelled in 1776.

*We are determined to realize in actuality the ideals of a free America. We demand not only the maintenance but the extension of our elementary rights of free speech, press and assemblage. We oppose company unions and affirm the right of workers to join labor unions of their own choosing in order to advance their economic interests. We consider full academic freedom essential to progress and enlightenment. We strongly oppose Fascism, with its accompanying demagoguery, as a complete negation of our right to liberty.*

Our country with its natural resources and mighty industries can more than provide a life of security and comfort for all. But today we are not provided with this security, are not permitted to enjoy its comforts. We want to work, to produce, to build, but millions of us are forced to be idle. We graduate from schools and colleges, equipped for careers and professions, but there are no jobs. You can find us along the highways, or in Army-supervised Camps, isolated from friends and family. *We refuse to be the lost generation.*

*We urge a system of unemployment and social insurance as an immediate improvement in the condition of unemployed youth and we affirm our right to be employed on all relief projects at equal wages for equal work.*

*Our right to work includes the right of proper preparation for work. Education must be available to everyone without discrimination, poor as well as rich, Negroes as well as white, through free scholarships and government aid to needy students. Our educational system should provide for vocational training at adequate wages, under trade union supervision.*

We declare that the workers of hand and brain, the producers of our wealth, the builders of our country are the decisive force with which all true friends of peace, freedom and progress must ally themselves. We recognize that we young people do not constitute a separate social group.

We look at this country of ours. We love it dearly; we are its flesh and marrow. We have roamed its roads; we have camped in its mountains and forests; we have smelled its rich earth; we have tended its fields and dug its earthly treasures. We have toiled in it. Because we know it so well, we know that it could be a haven of peace, security and abundance for all. Because we love it so dearly, we demand that it be turned over to the working and farming people of America.

*Therefore, we, the young people of America, reaffirm our right to life, liberty and the pursuit of happiness. With confidence we look forward to a better life, a larger liberty and freedom. To those ends we dedicate our lives, our intelligence and our unified strength.*

# United We Challenge!



# Interfering with Students

by Martin Anderson

THE University of Michigan has had the reputation of a tradition of liberal learning. At present, however, the University has the role of an intellectual concentration camp. For on July 9, four undergraduates of the University, William L. Fisch, Joseph D. Feldman, Daniel Cohen, and Leon Ovsiew received this letter from President Ruthven:

It has been decided by the authorities of the Universities of Michigan that you should be asked not to reenter the University. It has proved to be impossible to persuade you to refrain from interfering with the work of the University and with the work of the other students.

What constituted interference with the work of the University? Inferior scholarship? Failure to university obligations? Moral laxity? President Ruthven assured the campus in statement made a month later, "this action has nothing at all to do with the political and social beliefs of the students concerned."

But the administration-controlled *Michigan Daily* soon answered the question. In a front page editorial entitled "Good Riddance of Bad Rubbish", the editor pointed out in his best Hearstian manner that since Fisch, Feldman, Cohen, and Ovsiew had been active members of the National Student League and that since they were *ipso facto* "publicity hounds, agitators, and black marks on the name of the University", the administration was to be congratulated on its courageous action.

In the course of the past year, the Michigan chapter of the National Student League raised many campus issues. One campaign was against the exclusion of Willis Ward, star Negro end, from the Georgia Tech football game. The NSL chapter was prominent in the sessions of the Michigan Youth Congress which took place in Ann Arbor. It sponsored a series of well-attended lectures given by such outstanding speakers as Angelo Herndon, and John Strachey. On April 4, the NSL led 1200 students in the Anti-War Strike. It campaigned against the vicious anti-labor Dunckel-Baldwin Bill. It issued *Student News* when the administration clamped down a censorship on *The Michigan Daily*. In short, by the end of the year, the National Student League had become the most active and influential student organization on the Michigan campus.

## Ruthven Makes Threats

Ruthven's bombshell was therefore not unexpected; it was also well-timed. A statement issued at the opening of school after the Spring holidays clearly indicated what he had in mind:

University work has been interfered with and the reputation of the institution has been called into question recently by the pervasive activities of a few professional agitators, by certain other misguided persons not connected with the University... and unfortunately by a small group of immature students.

Threatened reinstatement campaigns on the part of an outraged student body caused two previous attempts to expel students during the school term to be dropped. But on July 9, when the regular session was over, when the campus was deserted and a reinstatement campaign impossible, President Ruthven launched his "cleansing" campaign and sent his letters of expulsion.

AN organized effort to readmit the four expelled students began at the opening of the school year. All campus and faculty organizations are being involved. Public opinion throughout the state is being called in to protest action by the Michigan Youth Congress and the United Front Conference against the Dunckel-Baldwin Bill. Delegations from different parts of the state as well as from nearby Big-Ten colleges will visit the President. The American Civil Liberties Union has furnished a defense lawyer in an attempt to force the administration to make public adequate and legally sustained reasons for the refusal to readmit the dismissed students. A nationwide campaign will probably be conducted by the Student Vigilance Committee.

Letters and resolutions protesting the administration's actions have already been sent to the President. In its editorial of August 14, *The New Republic* stated:

President Ruthven does not want to curtail freedom of speech—no, indeed. The president's action, if we are to believe him, "has nothing at all to do with the political or social beliefs of the students concerned." We venture the opinion, however, that the reputation of the university among those whose opinions are worthy of consideration has been badly injured by his own action. The only thing that could save that reputation would be a determined opposition to his high-handed course by students and faculty. If that follows, it will prove that Michigan is an institution that takes education seriously.

Those of us who believe in liberty sufficiently to fight for it are presented here with the task of beating back a forerunner of fascism. Disciplinary action against students because of their religious, social, or political convictions or activity, can only result in complete intellectual stagnation and the death of all thought. Only through the action of a courageous faculty and student body against the administration can the University maintain its tradition as a center of learning.

We are reprinting the exact correspondence between a parent of one of the expelled boys and President Ruthven. Ruthven's replies give absolutely no reason for the expulsions.

August 12, 1935.

Pres. Alexander G. Ruthven,  
University of Michigan,  
Ann Arbor, Michigan.

Dear Sir:

As parent of Joseph D. Feldman, a student of the University of Michigan I am anxious to be informed as to the actual cause provoking your letter of July 9, asking my son not to reenter the University.

From a news story in the Michigan Daily, confirmed by the Associated Press I learn that you have stated: "the action has nothing whatsoever to do with the National Student League." And still further that: "This action has nothing at all to do with the political or social beliefs of the students concerned."

On receiving your letter I assumed that "interference with the University" meant my son's membership in the N. S. L. and his political views (views with which I am in no agreement). But your own statement rules this out. This being so, there must be some other reason in back of your drastic action.

I wish to be informed of this reason.

I feel that this is a duty which you as President of an institution of learning must discharge to every parent anxious for the welfare of his son. In the two years Joseph has attended the University the only communication I have received from the school was a commendation on his excellent scholastic record. You can see then, that I am puzzled by your request not to reenter.

It is my sincere hope that you would not have me believe that there is no reason for denying my son readmittance.

Respectfully yours,  
PHILIP FELDMAN

August 14, 1935.

My dear Mr. Feldman:

I want you to know that I very much regret the necessity for the action which was taken by the University in the case of your son, Joseph D. Feldman.

It is not true, as intimated by some of the newspapers, that your son's political views of his membership in certain organizations had anything to do with the decision to ask him not to return to the University. There is a distinct difference between holding of particular opinions and discussing them, on the one hand, and interference with the work of the University, on the other.

If your son is honest with you, he can tell you about his conference with me in which I attempted to explain to him the error of his ways.

Sincerely,  
ALEXANDER G. RUTHVEN.

August 26, 1935.

President Alexander Ruthven,  
University of Michigan,  
Ann Arbor, Michigan.

Dear Sir:

I am gratified by your promptness in replying to my letter.

My son had already told me of the interview which he had with you, but I have rediscussed the matter with him. I do not think he has concealed anything.



From his story of the interview (the only time he had the opportunity of talking to you) I find that the following facts emerge:

1. He was not summoned by you, but came to your office on his own initiative as editor of Student News to ascertain the validity of a rumor that you intended disciplinary action against N. S. L. leaders.

2. You verified the rumor, but refused to reveal the individuals to be affected.

3. You stated the political beliefs were not the cause of the action. Rather, "certain students" had committed "misdemeanors" and had "interfered with University work".

If what Joseph says is substantially true then I fail to see how you can state that in that interview you attempted to convince him of the error of his ways. For, *not only is it obvious that you had already decided upon your action*, but in addition you did not inform him that he would be affected, finally you refused to elaborate upon what you meant by misdemeanors and interference with the University.

It is this last point which particularly concerns me. My first letter to you was written because I felt that I, as a parent, had a right to something more specific than "interference with the University". This, especially in view of the fact that you deny your action has anything to do with my son's political beliefs, or his membership in the N. S. L.

If my son is not being barred from the University for his beliefs, then just what moral or other crime is he guilty of? I think you can see how disturbing your vagueness is to my peace of mind. I hope for a reply which will satisfy my anxiety.

Sincerely yours,  
Philip Feldman.

September 10, 1935.

My dear Mr. Feldman:

In my opinion there is no need for continuing our discussion of the case of your son. I regret the necessity of taking action in his case but if he is not sufficiently honest with you to tell you how he interfered with the work of the University and with his own work as a student, then I can only call attention to his school record during his last semester and to his attempts to begot the issue during the last summer.\*

Yours sincerely,  
ALEXANDER G. RUTHVEN.

### Cuban Student Leader to Tour

Carlos March, fiery Cuban student leader—known and respected for his work in the campaign against exorbitant school fees—arrested by Mendieta for appearing on the Havana docks to welcome the American investigating commission which was deported—Carlos March comes to America next week.

Under the auspices of the NSL he will tour the country and tell the story of imperialism in Cuba. March studied at the Massachusetts Institute of Technology for two years. He speaks English almost perfectly.

March will remain in New York for two weeks before he begins his national tour. For information about his trip, write to Room 84, 31 East 27th Street, New York.

\*Feldman's record, referred to above, is a "B".

# My Father Is a Liar!

by Nancy Bedford Jones

*Nancy Bedford-Jones' article was first printed in New Masses, the same week as her father's article appeared in MacFadden's Liberty. Now Student Outlook and Student Review offer it directly to the students of America. Her father slanders the student movement—but her father is a liar!*

I HAVE a story to tell. It is a sordid, unpleasant story. It deals with lies—deliberate, malicious, insidious lies—*lies my father told the American public.*

Maybe you read them. Maybe you even believed them. Heaven knows they were clever and sly enough. You read them if you read "Shaw's" article called, "Will the Communists Get Our Girls in College?" in Liberty for September 7.

Yes, this article was written by my father. But not under his own name. He didn't want America to know he wrote it. He was ashamed. He knew that he was lying. He knew the truth.

Not even to me did he admit that he wrote it and the article attacks thousands of progressive students directly through me. But I know that he wrote it. He did tell me that he gathered the material and outlined it. He told me this himself. And I saw the manuscript before it left his hands. It was written on his typewriter and by him. I know this. I have read hundreds of thousands of words typed on his machine; I would know the peculiar type, an unusually small one, anywhere. And all my life I have been reading his stories and articles; I know every trick of diction, sentence structure, style that he uses.

The author of these slanderous lies is my father—H. Bedford-Jones. He is a famous writer. He is America's most prolific writer and has entranced millions of readers for two decades. I had always loved and admired my father as a pal and I was heart-sick when I learned of this. I didn't believe a father could do this to his daughter and even more to the movement in which her ideals are bound. But it is true. I can swear to that. It is fantastic, incredible, sordid—but true.

### Three in One

Why am I so sure the article in Liberty is about me?

If you read it, you have learned that it pretends to be a discussion by three men of their daughters, tracing the changes made in the girls by their absorption in the student progressive movement. You remember that it tells of "their" intellectual, spiritual, even attempted physical, prostitution—all resulting from the progressive movement, which is termed a collegiate system

of Red penetration enmeshing young girls by a "systematic campaign of mental and moral damnation."

But remember that I am really each daughter, the one person these "three" represent. My father told me so himself. And he proves it definitely by what he says of each of the "three." There is no doubt that each one is really I, and I alone. If I can show this, it must be admitted that I have the real truth to tell about the rest. And I can show this. I am the daughter of Shaw—of Johnson—of Morgan.

FIRST, the article tells of Shaw's—the alleged writer's—own daughter. "Shaw" is my father; I am the daughter. He speaks of a conference which his daughter attended involving the Y.W.C.A. and the Epworth League which he claims was really a meeting for recruiting revolutionists. He says further of his daughter that a month later her name was in the papers as a radical leader, and that she is 17 years old.

Here is the truth. At the end of last December I attended a Pacific Coast student conference, an annual affair sponsored by the Student Christian Association, made up of college divisions of the Y.W.C.A. and the Y.M.C.A. From all over the Far West and from Hawaii, Christian students gathered, this year, to discuss freedom in the modern world in the light of the teachings of Jesus Christ. Known as the Asilomar Conference, it has been bitterly attacked by reactionaries for its supposed radicalism. But it is only as radical as existing injustices make any true Christian. Two months after I was at Asilomar, my name was in the papers, not because I pretended to be a "radical leader," but because I was active in the student strike against war sponsored by the progressive student organization. I am 17 years old. I was the only 17-year-old at Asilomar whose name has been associated in the press with the student movement. *I am "Shaw's" daughter.*

Of the second girl, supposedly the daughter of a man called Johnson, the article says that she was one of the victims of "Cyril Gerbevitch," allegedly a young Red who seduces girls in order to travel about the country at their expense; according to the article he borrowed the car of Johnson's daughter and forged her name to gasoline certificates. The article insinuates that Gerbevitch is the true name of the chap and that he "derussuianizes it at times." But his real name, according to his birth certificate and other documents, is actually Seril Gerber. As a leader of the National Student League, he has been prominent in the student peace strikes of the last two years.



### *She Helps Gerber*

Yes, I lent him my car, a Ford roadster and on one occasion also lent him my gasoline credit card and gave him permission to sign my name to the certificates. I recall, also, that I gave him in writing permission to sign my name in case the gas-station attendant wanted verification. Is this forgery? Frankly, I do not know the technicalities of the law about this. But how many of you have not permitted a close friend or relative to sign your name to gas warrants or store accounts? How many of your friends are guilty of such "forgery"? It is clear—I am *Johnson's daughter*.

Lastly "Shaw" considers the case of "Sally Morgan"; he tells that she had been "working at a journalism course," and that after she was ensnared by the tentacular network she hitch-hiked to the state legislature to address it on a bill. "A fall guy for this cursed S.L.I.D.," he wrote of Sally Morgan.

Since I was in Junior High School I hoped to enter Columbia's School of Journalism and I did visit the California State Legislature. I drove to Sacramento, the state capitol, together with fourteen other students, representing the thousands of southern California students who want peace and freedom. The occasion was a public hearing on proposed bills which, had they been passed, would have smashed in California every vestige of liberties of free speech and assembly. I was elected spokesman for the group and we appeared, not before the legislature, but before an Assembly committee. Do you doubt that I am *Sally Morgan*?

**W**HY was this article written? Why did a father write these cold-blooded lies of his daughter? His attack was not on me—it was an attack on every progressive idea, every progressive student and citizen, the whole progressive student movement of America. It is only an infinitesimal part of the vast flood of propaganda deluging America, attempting to discredit the beliefs of hundreds of thousands of students and citizens.

But it is a new strategy. How the Red-baiters and mudslingers will welcome this new angle! Not the old "Red scare"; not the old "un-American" gag; not the old sneers—but a vicious attempt to fill American fathers and mothers with a deathly fear for their daughters—fear of some vile, horrible web of moral and mental conspiracy that exists in the public schools. How clever an attempt to strike at the most vulnerable unreasoning spot in the adult's armor—their children.

Yes, there is a web of "moral and mental disintegration—" but it is not spun by the progressive movement. It is woven from the sewage and filth of American reaction—Hearst, Macfadden, et al. And this is a new strand.

I owe it to my fellow students, to the American public and to the ideals which I hold—to tell why and how I became a part of the student progressive movement. When I entered the University of California at Los Angeles last September, I was imbued with more than average eagerness at the prospect of college. I wanted to inquire, to learn, to act. Here, in the university, would lie the greatest freedom to do so.

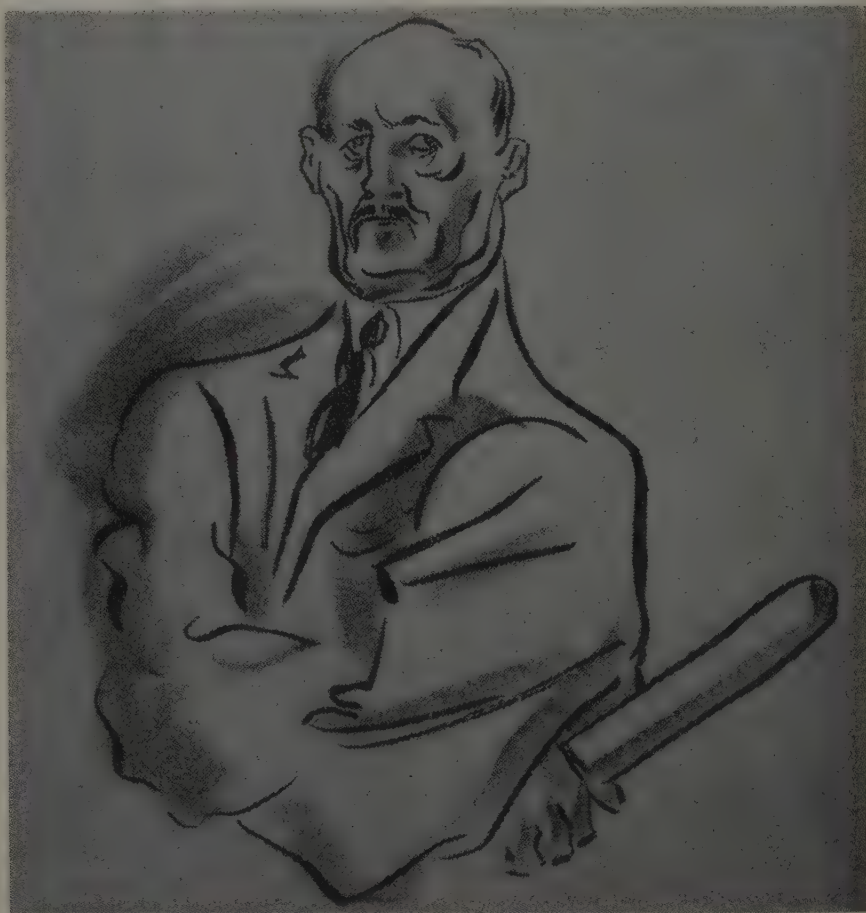
It was not so. From the day I entered the classroom I found not vigorous thought but stifling dogmas. I saw professors and instructors mouthing these text-books ideas—even though they knew them to be untrue. How many times has a professor answered an inquiring student with "I'm sorry, but I cannot answer that in the classroom; come into my office after class and we'll discuss the matter." What mental degradation!

### *They Disrupt a Rally*

And then the climax. One morning in November, I was caught up in a crowd of three thousand of my fellow students. They were assembled in the middle of the cam-

pus quad. Someone was trying to talk, perched on the steps of a building. Suddenly those grouped about him were attacked; a flying squadron pushed through the crowd and seized the speaker. Another took his place and was knocked down. A girl tried to speak and was hurled to the ground. It was true: students were not allowed to speak on their own campus! The campus was swarming with police and detectives. We rebelled, the 3,000 of us; we wanted to hear what was to be said. We knew that five students, recognized campus leaders, had been suspended from school the day before as a result of their activities as leaders in a movement for a student-controlled campus forum. Not until then did I realize and appreciate the meaning of the struggle of our forefathers for freedom from tyranny.

**B**ITTERLY shocked and disillusioned, I determined to find the factors responsible for this situation. Was this an incident, a passing phase of obstreperous students and stern administration? If so, it was apparently duplicated to an unusual degree



**Pedagogue from the School of Hard Knocks**



elsewhere. I looked to a nearby school, Los Angeles Junior College, and on April 12, as 2,500 students were gathered in a strike meeting—part of the great national strike of 175,000 students against war and fascism—I saw police led by the director of the college club two girls into unconsciousness. High-school students in my own city were intimidated by principals for protesting educational retrenchment, and when they organized demonstrations against war, were suspended from school.

I looked beyond the campus. In the agricultural fields of California I saw workers arrested for trivialities, thrown into prison, beaten and half killed by vigilante gangs. I heard all about the veteran Tom Mooney who lies in prison for life. I heard about the Scottsboro boys and attended a meeting at which Angelo Herndon spoke. And always I asked why do these things happen. I learned fast. The agricultural workers wanted a decent living and democratic rights; Mooney was a working-class leader; the Scottsboro boys had black skins; Angelo Herndon led Negro and white unemployed workers together in a struggle for relief. I saw the line-up clear as day: bankers, industrialists, monopolists, government, police, courts, newspapers, school administration against workers, students, farmers, liberals progressives, radicals—the minority against the majority.

I still wasn't satisfied. I wanted to know the real cause of it all. Well, I've decided about as follows: that what I saw was part of an entire economic and social structure, rent with conflict, the economic interests of the few pitted against the welfare of the majority; the few had power now and were determined to resist all attempts to change the situation and build a system of justice and security; that our only hope was in common organization of all progressive elements into one solid front.

SO I say to my father (although he knew it when he wrote his article; I've told him a hundred times), I say to my fellow students and to the American public that I became part of the progressive student movement because of this scene of injustice that I was determined to change—and not through any web of moral seduction. This is the truth and I believe the American public will recognize it as such.

Yes, these are the things motivating our student movement. These and nothing more. We're not all agreed as to how we will change things. Some of us think that we can do it within the present system, others of us say that we can better things under this system but the final solution of all these problems lies in a new socialist society. But we all know the strength of unity and so we've joined hands around the slogan "Peace, Freedom, Progress."

This is the reason for the American Youth Congress; this is the slogan of the Congress. I became associated with the American Youth Congress shortly after my return from the Asilomar conference. I acted as secretary of the arrangements committee for the Southern California Regional Youth Congress and to this very day aid in the work of the continuations committee elected by the Congress.

My father writes that the Youth Congress is part of the vast network whose object is the enmeshment of young people and students especially, into the corruption of the radical movement.

Let me quote from the famous Declaration of Rights of American Youth adopted by the 1205 delegates to the Second Congress in Detroit, July 4, of this year:

We declare that our generation is rightfully entitled to a useful, creative and happy life the guarantees of which are: full educational opportunities, steady employment at adequate wages, security in time of need, civil rights and peace.

Our Youth Congress includes church, workers, student, political, farm, unemployed, social, sport—every conceivable sort of youth group. Founded in 1934 it has been welcomed and supported by youth in almost every state of the nation. Its program is one that answers the needs and desires of the vast majority of American youth. It is 100 percent democratically run—with equal rights for all participating groups.

My father did not object to my work for the American Youth Congress. But he did object to my participation in the activities carried on jointly in California by the Student League for Industrial Democracy and the National Student League, and to my membership in the former. Incidentally, both these organizations are participants in the American Youth Congress.

### *Her Mail is Read*

The week-end of the April 12th anti-war strike he and my sister successfully conspired to draw me over a hundred miles from U.C.L.A. on the pretext of some fabricated family matter. Since then he has coolly read my mail in secret, believing that I knew nothing of it, has forced me to withdraw from U.C.L.A. at the expense of my scholastic credit and his constantly threatened to take legal action on trumped-up charges against my closest friends.

In the light of all this you will understand my father's continuous attacks on Joseph P. Lash as the "man responsible for much" of what he calls this "damnation." Lash is the national secretary of the Student League for Industrial Democracy. I joined the organization knowing nothing of Lash and to this very day I have never met him, he being in New York and in California.

I have been in correspondence with Lash and were I to reprint here the substance of these letters you would agree that they are entirely in line with the best ideals of our American student movement.

Politically, Lash is a Socialist and he has no reason to hide the fact.

What I have written is the simple truth. My father does not know, as yet, that I have written this. After he learns this, he will undoubtedly take action against me. But he has not and he cannot change my beliefs. Nor can he hurt the progressive student movement. No lies can, because that movement has truth and right on its side. It is fundamentally impregnable to these attacks. We call upon the youth of America once more to join in the struggle for a world of peace, freedom and progress.

## **In the Field**

EDWIN I. ALEXANDER, Jr., leader of the 21 anti-fascists expelled from City College (New York) in 1934 following the visit of a delegation of Italian fascist students, is in Chicago now as a representative of the national office of the NSL. He will stay there through December, helping to lay the groundwork in the Chicago area for the proposed American Student Union.

## **An NSL Book**

*Genetics and the Social Order*, by Dr. Mark Graubard. Tomorrow Publishers. 75c.

HERE is a handbook on heredity written from a new viewpoint. Composed by Dr. Graubard of Columbia University who gave a course on this subject at the NSL School in New York last school year, it presents an interpretation of genetics from a materialist outlook.

Not only does it give a sound scientific basis for genetics, but it does not, as do most elementary texts, stop there. It goes on to show in a truly convincing manner the effect of this knowledge upon society.

In chapters such as the ones on "Human Nature" or "Biology and Social Structure", we see the tremendous advantage appurtenant to the scholar who can use the sharp tool of dialectical materialism as contrasted to the unscientific floundering of eminent scientists, laden with petty-bourgeois philosophy, when they step out of the realm of observation and attempt an interpretation of the social significance of their work.

This is a book that should be read by every student of biology. For progressive students, it is added to the "required list."

R. B.

### *Gerber Recuperates*

Serril Gerber, acting executive secretary of the NSL, is at present recuperating from an emergency appendicitis operation which took him unawares about three weeks ago. Supposed to be resting, Gerber refuses to let his mind be taken off the problems of the student movement.



## THREE VIEWS ON THE A.S.U.

*Two stitches were taken under Joe Lash's eye on the opening day of RED SALUTE in New York—the latest tribute to his brave and ceaseless efforts for student interests. As executive secretary of the Student LID, he is warmly thought of by NSL'ers for his steady, cooperative work for amalgamation ever since the beginning of negotiations this summer, and before that.*

by Joseph P. Lash

ANYONE who has been working among students in colleges or high schools knows that they are on the move. They are demanding answers, solutions, a faith, and a conviction. It is as if a mammoth landslide were about to take place whose direction was not yet determined. Whether it goes in the direction of peace, security, the good life, or in the direction of starvation and war is a question that will be decided in the coming months.

There are many reasons for approving unification of the Student L.I.D. and N.S.L., but this basic one far outweighs all others; if harmonious unification of our two organizations can be achieved, (and the N.E.C. of the Student L.I.D. has the profoundest faith it can) then we will have contributed something toward turning the landslide into constructive channels.

The magnitude of our task does not emerge, however, when we consider it only in terms of amalgamation of the Student L.I.D. and the N.S.L. Those students in the National Student League who, now that amalgamation is almost a fact, sit back and think that their job is done; and those L.I.D.-ers who will not embrace the new line with conviction and ardor, but will just tag along, will be drags on the student movement. Our job is now only beginning. The unification of the Student L.I.D. and the N.S.L. is only a first step; a first step toward building massive union of American students. Between now and Christmas we must persuade the campus that what is taking place is not a coalition of socialist and communist students, but the establishment of a new type of organization—a non-political student organization which bases itself on the struggle for the immediate needs of the American student population convinced that a sincere struggle for these needs must lead to a struggle for socialism.

Each and every one of us must think of how we are going to set up the American Student Union on our local campus and in our high school. We must consider how we are going to obtain the support and enthusiasm of students who now are neither in the Student L.I.D. nor N.S.L. We must think now of the type of projects we can undertake, the papers we can publish, the

cultural activities we can initiate because of the new strength that will come to us from unification. We must envision the American Student Union with a department for the law schools, for the medical schools and other professional faculties; with a high school section that will dwarf all the others; with a myriad of creative activities such as dance, art, music, literary, philosophical, etc. groups. We must set about creating new symbols of loyalty to replace the old ones. We must publish a national magazine that will far surpass *The Student Outlook* or *The Student Review*, and have a much greater circulation. We must build a tolerance and understanding of one another by trying to find the points of agreement among ourselves, not by emphasizing our differences.

Only the National Executive Committee of the Student L.I.D. so far has acted on the question of setting up an American Student Union. But already the response from our chapters indicates how widely the plan is being received. However, we pledge that we will not relax our Student L.I.D. activity before the Convention, for that would prejudice the Convention's decisions, but there are many things that can be done between now and Christmas to help launch the American Student Union auspiciously—not the least is to see that our spirit and attitude are right.

Our job is a tremendous one, but if it succeeds, we will have the satisfaction of knowing that our American Student Union prevented the American students from going fascist, and in its small way helped to achieve a finer society, a socialist society.

*Secretary of the National Student Federation of America and editor of its STUDENT MIRROR, one of the most tireless leaders in the fight against the Nuremberg Loyalty Oath Bill in New York last year, Joseph Cadden has long been an active figure in the student movement. He returned in September from the congress of the International Confederation of Students—a body of the "official" student groups throughout the world—in Czechoslovakia. He calls himself an "outsider" in the article which follows. We can't see that.*

by Joseph Cadden

UNFORTUNATELY, people don't always want things that are good for them. By that I don't mean that the American Student Union is castor oil, but I feel that it's not going to be fully appreciated.

Students need a Union for the same reason workers need a Union as well as to point out to them that their need is the same as the workers'. The complication of that sentence symbolizes the confusion in the mind of an innocent person trying to

explain to students that they are not a Class set in diamonds, quite separate from the rest of the world. The high walls described as "collegiate atmosphere" have given the student the impression that he is immune to the injustices apparent in the world outside. Often he is willing to discuss these "maladjustments" but because he is protected by fraternities, courses in "contemporary civilization" and football games, he is seldom willing to do anything about them.

His membership in an active Union built along the lines of a labor union (this does not imply an A. F. of L. charter) would undoubtedly accomplish two important things. It would awaken him to the realization that his lot is the same as all others, that he has the same obstacles to buck—and it would harness the enormous potential power of the million undergraduates in this country.

But will the million join a Union which has as its nucleus the "red" members of the NSL and SLID? The answer is "no" but it isn't so discouraging as it sounds. The million would not support a Union unless membership included admission to two proms, three football games and a subscription to the Satevepost.

However, with a sensible minimum, "against war and fascism" program it does seem that the 184,000 who participated in the April 12 Strike are likely customers. With that number, benefits of membership could be proven; the potentialities of a unionized whole could be demonstrated. That number would in fact represent a larger percentage than can be boasted in many industries.

This membership of 184,000 is, however, only possible if the Union's program is a minimum one. How minimum can only be decided by trial, but it is certain that all of this number are not looking for the revolutionary way. That a minimum program is more difficult to carry out than a full one is evident to anyone with organizational experience. If it can be arrived at and carried out, there is no doubt but that this venture will be of great national importance. If it isn't, the result will be indistinguishable from the SLD-NSL united-front.

It may be futile for an outsider to warn members against internal dissension which will prove a more fatal obstruction than any outside opposition. But the establishment of the American Student Union seems of such real importance that I express the hope that the students responsible will look beyond their noses in deciding policies and outlining tactics.



*The writer is President of the Duquesne District of the Amalgamated Association of Iron, Steel and Tin Workers, A. F. of L. Expelled with his local last year, along with other rank and file leaders and their locals—a majority of the locals in the A. A., by the way—for opposition to the do-nothing, undemocratic old-gang bureaucracy of Mike Tighe, he is back at his job organizing the steel workers, after a storm struggle for reunification of the union was successful.*

by Clarence Irwin

**T**ODAY, when war and fascism are rearing their heads in so many parts of the world, all the forces of peace and liberty must be ever on their guard and ready to fight for their principles. Under these conditions the unity of all such forces becomes a matter of prime importance. Only through the united strength of all fighters for peace and freedom can the legions of reaction and personal privileges be defeated.

The unity of two such powerful organizations as the National Student League and the Student League for Industrial Democracy will be an important step toward victory in the student field. Undoubtedly many questions will arise before final and complete unity will be established. However, when the major question—the question of program—is solved, other things which seem to be obstacles can be easily eliminated.

The student body of our country—both high school and college—represents a very important section of our population, and the students of today will have an even more important role to play when their undergraduate days are complete and they assume a more active part in the affairs of the working and professional world.

Unity between the NSL and the SLID will more than double the present strength of the divided organizations. I believe that the many problems which face students today can much more easily be solved by a united student body than in any other way. But even the amalgamation of these two great organizations will not complete the task of unity. There are other groups in the schools which must be brought into the organization. The YMCA and YWCA also have student groups which play a significant part in school activities. Complete unity in school circles will be a fact when these and other campus organizations are brought into one unified student body.

Such a united student organization can and will become one of the best weapons in the fight against war and fascism. Only strong, militant student organizations, led by strong, militant labor organizations, can defeat these twin horrors.

In every war the great majority of victims have been the young people. War today is an imminent danger in this and every other capitalist country. The students can best furnish leadership to the youth in their fight against becoming cannon-fodder

to further the imperialist aims of the financiers.

The discrimination in the schools, as well as outside, against Negroes and other racial, national, religious or political minorities may well pave the way for the terrible fascist persecutions of minorities which we have witnessed in fascist countries of Europe and elsewhere. Here again, a determined stand for equality for a strong, united student organization will be an effective measure against any fascist dictatorship.

The unification of all student groups and the establishment of a militant united student organization will be a red letter day not only in scholastic circles but also in the entire labor movement. Unity and victory go hand in hand.

## A Letter or Two

From a Labor School

To the Editor:

Just noticed the item in the paper on the proposed merger. Congratulations!

As a united front school Commonwealth Colleges welcome enthusiastically all moves to unite forces to fight fascism.

Fraternally,

CHARLOTTE MOSKOWITZ  
Secretary, Commonwealth College

Mena, Arkansas

New York Student Theatre

To the Editor:

This Fall marks the inception of a phase of student life that has heretofore been neglected. A student theatre! With the choice of *Question Before The House*, written by Doris Yan-kauer and Herbert Mayer, the *New Student Theatre* will open its season in New York.

*New Student Theatre* wishes to leave the old "escapist-romantic" type of varsity play with which a student drama has become associated and prove once and for all that students are alive—keenly alive—to the world about them, and that their years of schooling are not a refuge and a shelter from world problems, but a testing ground for their future activities as alert and intelligent members of society—struggling for an end to war and injustice.

*Question Before the House* will be represented during the week of November 9th—Anti War Week. Not only does *New Student Theatre* intend to produce full-length plays, but it is open for booking in short skirts, one act plays, monologues, etc. Anyone desiring more information concerning the group may address all inquiries to it, care of National Student League, 857 Broadway, N. Y. C. The group is supported by the National Student League as part of its cultural program. Any chapters desiring to arrange benefits should get in touch with the district office. Subscriptions and contributions are needed urgently and may be sent to the group in care of the N. S. L.

*New Student Theatre* deserves your whole-hearted support!

Sincerely,

EUGENIA CAMMER

DIRECTOR OF NEW STUDENT THEATRE

## ON THE HIGH SCHOOL FIGHTING FRONT

**L**INCOLN HIGH, New York—After completing an active spring term by defeating the school administration's attempt to bar militant anti-war students from entering college, the NSL chapter flung itself into the new semester with even better prospects. A joint NSL-SLID demonstration against Italian fascism and in support of the Ethiopian people is being planned, and the first issue of the chapter newspaper, a bi-monthly, is already out.

**NEW BRUNSWICK HIGH**, New Jersey—The new term brings a new NSL chapter to New Brunswick. Big actions are ahead.

**CRANE TECH HIGH**, Chicago—When the leader of the Drum and Bugle Corps here announced that it had been affiliated to the ROTC, 25 out of 27 members quit.

**BELMONT HIGH**, Los Angeles—The NSL chapter here is working for a united front peace conference of all school clubs sometime this semester. The group is also campaigning against the censorship of the school newspaper. Trouble and reaction face them, but the NSLers are strong and ready.

**EVANSTON HIGH**, Chicago—Negro students of this school are discriminated against and jim-crowed. Negro and white students do not attend music classes together because the administration claims that "Negro and white voices do not mix". The chapter has already begun a campaign around this issue.

**GLENVILLE HIGH**, Cleveland—A committee of NSLers attempted to interview the principal with the intention of achieving official recognition. The principal swore at them and kicked them out of his office. At any rate, writes the committee, we "managed to get his opinion" on the NSL and its activities. A leaflet on this incident started the campaign for recognition, and the chapter is mobilizing general student support for their aim.

**ALTOONA**, Pennsylvania—News comes in from this part of the country of the beginnings of an NSL group at a local high school. This news is part of ten or fifteen letters from all parts of the country, announcing the formation or projected formation of NSL groups in high schools that have never been touched before.



# Letter from Home

by Charles Hatchard

EVERYTHING shivered and cried loneliness. The trees stood alone in the white cold and their branches jiggled and creaked. Lights in first-floor windows snuggled into the snow, trembling. In the tower of Dartmouth Hall a bell shook up and down.

Daniel Ward ran from the library to his room in a thin jacket, one spot of heat that might go out seething in him. He had to get his heavy green sweater with the letter for tennis on it and arrive downtown in time for his food-basket. Head forward and feet scuffing the complaining snow, he thought over and over again that he had better hustle.

Every night at nine he took his allotment of refreshments to sell in the dormitories. Men hurrying in the cold heard the dinner-bell in his wagon rattle when he wheeled his cargo on the campus duck-boards. Inside he would bite his stinging finger-tips, kick the snow from his ski-boots and climb half a flight to ring his bell and holler jerkily, "San-wich, Ice cream, Milk, Candy, Apple, Cigarette!"

Ward found his door unlatched. Tony was home, burrowing darkly into his chair, deeper and deeper, holding up a frayed notebook. Ward threw his text on the desk and banged open the closet-door. As he fumbled in three feet of clothes and laundry on the closet-floor, the room's warmth came over him like Gulf water when he dived from the surface. Some noise had to be made. Tony was too silent.

"Jesus, it's colder than a fart!" Ward yelled.

"Letter for you," said Bonelli. "Looks like from your folks."

"Good." Ward fought his way into his sweater. "Listen, my furry rascal, one more week of this god-damned cold and eat-peddling and I'll be dancin' mah way to dear old Gee-orgia!"

He pulled the letter from under his notebook. *Ward and Stanley, Investments, Oglethorpe Bldg., Atlanta Ga.* crossed out with pale blue ink and over it, *S. Ward, 1621 Columbus Street, Marietta, Ga.*

The handwriting was his mother's. With an ivory, initialled paper-cutter remaining from other days, Ward ostentatiously slit open the envelope. He read the letter and edged into his desk-chair to read it again. Then, upright and gloomy, he listened to the shivering of the window and stared without reading at the sign pinned on his wall-drapery: *It takes 15 Days for the average Human Body to recover from the Loss of two consecutive nights Sleep.*

"Gonna be late," Bonelli said, turning the page. Ward stared at Tony's blackened

corduroys. "Save me an apple if you can. Here I am hungry already. I should have taken seconds on hash. But gosh. Hash."

"Goin' now." Ward scratched his head and brooded. He felt dusty all over.

"Matter?"

"Nothin'."

Bonelli stared softly into his eyes. Embarrassed, Ward put on his jacket and his torn mittens hurriedly and slammed the letter into a drawer.

"Get it out and read it if you want to," he said at the door. "Bound to Rise, or The Making of an American. Well, hell—" He paused a moment. "Nobody's fault, I guess."

AS he walked towards the Commons building where the baskets were being filled, he no longer noticed the cold. He saw his father sitting at home working the crossword puzzle and heard the chipped marble clock chime and the mangy collie snuffing at the hall-door and Negroes talking in the streets.

Brother-in-law Frederickson had deserted Grace after he and the old man failed in the business. Ward saw Grace's two little boys playing in their worn blue overalls while Mother uncertainly explained to Mrs. Buxton, "We thought we'd leave Atlanta, where it's so noisy and all." As if it was the noise. As if there had been any choice.

He seemed to have memorized the letter by heart. Assignments and necessary quotations you forget. You remember the letter by heart. Assignments and necessary quotations you forget. You remember the letter, word for word almost. *I'm sorry you won't be with us for the Winter vacation—it is the first time and I do pray it is the last, Danny. Your father can't send you anything and you write you will not have enough. Perhaps you can find some little job in Hanover and then be able to visit Aunt Kay in Haverhill for New Year's. You ought to pay your respects to the old lady. I'll write her for you—enjoy yourself. You know we miss you. But if things were as they were when you entered the College*

Enjoy yourself and don't swallow any nails. Enjoy yourself and what the hell, cheri. If things were as they were and the old man's Buick had gas in it, Tallahassee would be calling. Sure, Margaret honey, you can look for me in the mornin'. If things were, we could have tennis again and at night eating and drinks on the pavilion. Hands under the table and something coming into the throat. We'd go out to the flying field and watch Brother Henry's old airplane turn like falling silver in the sky.

*What are you going to do when you get*

*out? What are you going to do when you get out?*

Cart refreshments over bumps of ice, doing the rounds twice, make change to impatient hands reaching out through the crowd in pajamas shuffling up and the late roamers in mackinaws running in from the cold asking, "What are the sandwiches tonight? Any fudge ice cream?" The bitterness sweats itself out of you in the hallways, you can feel it under your arms. In the windy arcades between dorms, as you drag the basket and the long gray container up snow steps, the bitterness is frozen out of you. You see all the faces, brown and red, everyone on his way to somewhere or other. Doors open on rooms laughing in the orange lamplight. Someone looks at your varsity sweater and then at your face.

Someone comes out and talks to you.

WHEN there was money in Atlanta, they roomed together. Now they merely neighbored in economics class. Jack Mather came out blithely in Streeter Hall and bought a sandwich, peanut butter and jam. His clothes were as new, his face as feeling and brilliant as ever. He held a large black book, the palm of his hand supporting it pulpit-fashion. *The Coming Struggle* was silvered on it. Ward had been hearing something of Jack's recent lease on campus work, speeches, essays, reviews, vigorous editorials in the college paper.

The crowd dribbled off, doors slamming shut. A freshman with four oranges for friends on the top floor took the steps three at a time. Mather lingered.

"Passed in your eccy paper?" Ward asked, scrutinizing the brilliant brass guards on Mather's ski-boots, uncertain about him.

"Yes, I did," said Mather, hazel eyes warming. "I took the effect of the NRA on monopoly for a subject. Brother Dill-hurst took a little arguing before he approved the subject. Wanted me to do something about Bentham's place in nineteenth century eccy or something. Dry stuff, huh?"

Mather was ready to say much more, glad to have someone to talk to who wanted something more than the usual line about chances of a B and how the old boy was a pretty fair marker.

"That's the subject I took," Ward said. He shifted his feet, bent over and crumpled together a few discarded apple-wrappings.

"Oh, well—"

"Look," said Ward wearily. "Here's what I been wantin' to know. How are you goin' to write about the NRA when all these magazines go on contradictin' each other. I mean I can quote authorities for my paper, at least . . ."

He was thinking how everything you put your hands on leads to some more confusion. And all the time you were talking about economics and whatnot, worse con-



fusion was waiting: What are you going to do when you get out?

"Sure," Mather was saying, confidently. "But all I do is get good statistics, check them against each other and write down the explanation that fits the facts."

"Sounds all right, sure enough. I notice Dillhurst's for the NRA. He says it—"

"That's where I'm due to catch hell from him. I think the NRA encourages monopoly at the expense of the little guy. Roosevelt sits down there trying to maintain morale until he can get big business what it wants. That's what." Mather laughed.

Ward wet his lips, feeling washed out. Here was Mather so confident and critical and all he could think of was that letter and Margaret and the trees smelling fresh at Christmas down there and the question that went on throbbing.

"I don't know," he said. "Maybe. But business sure is getting better. All those experts ought to know what they're doin'."

He was late. Men in Lord Hall were probably in the corridor waiting. Ward took up the ice-cream container, dragging it. He felt hot and miserable in his outside clothing.

"Sure they know what they're doing, Mather said, smiling through his peanut butter. "But does it do you any good?"

"Not yet," said Ward solemnly. "Hell, no." Mather waved triumphantly. "Well, be seeing you, Jack." Ward bumped his basket towards the doors.

The cold wind shot into him. The ridged ice was slippery, invisible. *What are you going to do when you get out?*

*If things were as things were. Enjoy yourself and pay your respects.* The Gulf water is light green and a Christmas breeze takes up the top sand as you rest on the beach and nicks it against you, grain by grain almost. I guess it was two years ago Christmas we had the swell week there and I told her, "Margaret, when I get out I'm gonna put my hands on some piece of work and take it and do something with it. I don't know what. But real work, honey, none of this graft."

None of this graft. Eight hundred dollars in educational loans and Mother and Dad and Grace and the kids in Marietta waiting for something.

But does it do you any good? They know what they're doing, but does it do you any good? But won't there be an upturn sometime soon? Search me. And if I had just one little half of what I spent New Year's Eve of my freshman year—

*What are you going to do when you get out, what are you going to do when you get out?*

## PARAGRAPHERD FROM COLLEGE MAIL

OHIO STATE U., Columbus—"The NSL House that we are establishing here is progressing nicely. It will give us an opportunity to consolidate our work and prove to the students that we are a permanent and growing organization. We shall have a library, reading room, newspaper and magazine files, and other such inducements for newcomers to 'come up and see us'.

"We have been trying to work with the OSU chapter of the SLID, which is again trying to establish itself. We offered to hold joint meetings, issue joint leaflets, manage the Student House together, etc."

HARVARD U., Cambridge—"As to Celeste Strack, it was no mistake sending her out on tour. She goes over swell and handles people with a tactfulness hitherto unimagined in this region. The way she answered a southern boy here on the need for breaking down the jim-crow in the south, and the way she won over those ROTC boys at Tech was beautiful. She helped us a lot."

DEPAUW U., Greencastle, Ind.—"Waiting for Lefty," Clifford Odet's smashing play about the New York taxi strike, is being considered for production at DePauw by the NSL, the SLID and the Drama Club. Other groups are being interested at the moment.

REED COLLEGE, Portland, Ore.—"This year we are attempting to form a group of young people on the campus who are interested in the policies of both the NSL and SLID. We are not certain as to whether we should have these two organizations at Reed or whether the entire group should join one. Before deciding, we would like to know more about national amalgamation. The group at Reed is in favor of national amalgamation."

## Strack on Tour

CELESTE STRACK, Phi Beta Kappa from the University of Southern California and national women's debating champion in 1934, left New York on October first for New England on the first stage of a three months' coast to coast tour.

She will speak at some seventy-five meetings of NSL chapters and interested campus groups on the amalgamation of the NSL with the Student LID, and the Italo-Ethiopian situation.

Miss Strack will be remembered as one of the five students suspended at the University of California at Los Angeles, to which she transferred last Fall, because of their campaign for an uncensored open forum. Following strikes at the U. of California both at Los Angeles and at Berkeley, Miss Strack, together with the president of the student body and the three other Student Council members who had been suspended, were unconditionally reinstated.

This summer Miss Strack was sent to Cuba as the representative of the NSL, with an investigating committee of fourteen headed by Clifford Odets, noted young playwright. The Commission was arrested on reaching Cuba, and subsequently deported.

(Information about Miss Strack's tour and requests for open dates should be addressed to Walter Relis, NSL, 31 East 27th Street, N. Y. C.)

### Boycott "Red Salute"!

United Artists' film—"the gayest romantic comedy of the year"—is having plenty of trouble. For Mary (*Red Salute*) had a little lamb-ast at the student movement. And everywhere that "Mary" went a picket line was sure to go.

125 students arrested on a Friday night in New York for picketing the Rivoli Theatre were dismissed. But 18 others, arrested on opening day, are being held for Special Sessions Court. The charge is "unlawful assembly"—a new one for picketing. It means six months to two years, if convicted!

- ☐ I want to join the NATIONAL STUDENT LEAGUE.  
☐ Please send me more information about the NSL.

DUES: College Students—\$1.00 a year, in four quarterly installments. Includes subscription to Student Review. Send .25 with this application.

High School Students—.40 a year, in four quarterly installments. Includes subscription to Student Review. Send .10 with this application.

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Mail to Room 84, 31 E. 27th St., N. Y. C. or give to NSL secretary in your school.



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**ANNOUNCEMENT: A NUMBER BY REQUEST!**

All former students in Dr. Mark Graubard's classes at the N.S.L. School (N.Y. Branch) are requested to send in for their reserved copies of **GENETICS AND THE SOCIAL ORDER** which was published at their request. They are to be complimented for their excellent choice of a most timely and valuable book. **STUDENTS EVERYWHERE WILL WANT TO READ IT.**

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*Announcing*

**AN EDITORIAL WRITING CONTEST ON A NATIONAL  
ISSUE OF IMMEDIATE INTEREST TO STUDENTS**

*The Topic:*

**WHY CONGRESS SHOULD PASS THE NYE-KVALE AMENDMENT\***

**Who's Eligible?** Any undergraduate in any college or university in the United States who mails a typed copy of his editorial as written, together with a clipping of his editorial as published locally, to the Committee on Militarism in Education on or before January 3, 1936.

**Prizes:** Cash prizes will be awarded the three best editorials, as follows:

**First Prize: FIFTY DOLLARS**

**Second Prize: THIRTY DOLLARS**

**Third Prize: TWENTY DOLLARS**

**Judges:** Prizes will be awarded within six weeks after the close of the contest by the following Committee of Judges:

MR. BRUCE BLIVEN	Senator LYNN J. FRAZIER (Tentative)
MRS. DOROTHY CANFIELD FISHER	Congressman KNUTE HILL
REV. HARRY EMERSON FOSDICK	MISS HELEN SEABURY
	MISS MARY SEABURY

**Instructions:** Papers submitted must be mailed to the Committee on Militarism in Education not later than January 3, 1936. They should be written in editorial form. Length, from 800 to 1,200 words.

Before mailing to the C. M. E. each contestant should submit his editorial to his own undergraduate newspaper requesting its publication. If, because of censorship or for other reasons beyond his control, the contestant is unsuccessful in getting his editorial published he should not fail to send to the C. M. E. at least a typed copy of his editorial as written, together with a brief statement on the circumstances preventing local publication.

Student editors, of course, are eligible to enter this contest; but they will not be favored over other contestants. We solicit their cooperation in enabling their fellow students to get their editorials published either as "guest editorials" or in "student opinion" columns.

**FURTHER INFORMATION ON THIS CONTEST AND ON THE NYE-KVALE AMENDMENT, AS WELL AS A BIBLIOGRAPHY AND OTHER MATERIALS ON THE MILITARY TRAINING QUESTION MAY BE OBTAINED FROM**

**GEORGE A. COE, Chairman, or EDWIN C. JOHNSON, Secretary**  
**COMMITTEE ON MILITARISM IN EDUCATION**  
2929 Broadway, New York City

**\* What's the Nye-Kvale Amendment?**

*Why, haven't you heard? It's a proposed amendment to Section 40 of the National Defense Act, introduced in the Senate and the House on July 24th last by Senator Nye and Congressman Kvale, duly numbered S. 3309 and H. R. 8950, which, if and when enacted into law, will "limit its application (the Defense Act's) in the case of civil educational institutions to those offering elective courses in military training." This purpose the Nye-Kvale amendment would accomplish by inserting a phrase at the appropriate place in the present law providing that no R. O. T. C. unit shall be established or maintained at any school or college "until such institution shall have satisfied the Secretary of War that enrollment in such unit (except in the case of essentially military schools) is elective and not compulsory."*