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A SUCCESSFUL FAILURE.

A week or two ago, toward the eve of the United States Presidential election campaign, the La Follette publicists wrote that overwhelming support was coming over to the Progressive Party, State by State; and since Coolidge has gained 14,100,000 popular votes to 8,000,000 for Davis and 4,300,000 for La Follette it would appear that the electoral barometer is out of order.

The central point of La Follette's political philosophy appears to reach back into the Jeffersonian concept that the people are sovereign over their government, upon which principle there hangs a great deal of strife in American political life. The presumption is that, under the terms of the Constitution (plus Amendments) the people elect their government and that consequently its destiny is in their hands. But the Supreme Court may declare, by judicial interpretation, any act of Congress to be in violation of the Constitution and so upset the Jeffersonian principle concerning the will of the sovereign people as directly applied through the prevailing electoral system. Child Labor Laws, Workmen's Compensation Acts, Railroad Rates bills, Income Tax laws, Labor Laws of one sort or another have been discovered to be unconstitutional from time to time and the judicial interpretation of the Constitution which, until 1913, allowed a wide use of the injunction process to stop strikes, reserving its use to the government, has harassed the trade union movement in such strivings as it has made.

It is here that La Follette secured the endorsement of the official trade union movement, in advocating placing restriction upon the veto power of the Supreme Court over legislation by Congress. He had the pledged support of the A. F. of L., the Socialist Party of America and the progressive farmers, and these, with such others as were attracted to his progressive banner brought him the vote recorded.

Coolidge as the acknowledged candidate of big business meant nothing insidious or harmful in political life to the American voter, nor did Tea Pot Dome, nor the Lorimer Bank scandal, nor did the apparent marketing, huckstering and jerrymandering of Republican or Democratic nominating conventions mark any hesitation on the part of labor to accord its sanction. But two or more years of an uninterrupted chance to work under a Republican administration meant something; an Immigration Restriction Act meant something. Labor likes that sort of thing, and while it may lend a tolerant ear to expositions which concern its status, from present plans to theoretically curb the power of big business to town planning in the new Jerusalem, it plumps for what it sees immediately ahead.

Some men are well placed in opposition and La Follette—if it is not too tremendously compromising to be able to acclaim his failure—may have no reason to regret his non-success. As in the case of the Labor Government in Great Britain Brailsford's words are well given—they have lost office and have found a chance to rediscover their principles.

'IS IT NOTHING TO YOU?'

MEN do strange things in which reason appears to play no part. If the observance of Armistice day is expected to produce mass emotion it falls far short—far short even in emotional effect. Most people concerned seem in some fashion to appear not unwilling to do as others do, and to obey quiescently the general ukase commanding honor to the dead covering the space of two minutes, and so far as comprehending further significance in the ceremony is concerned there is no apparent anxiety in evidence.

Standing on the rear platform by our street car conductor on Armistice Day—he wore his France button—our conversation with him during the two minute stop ran along these lines—our question commencing:

"I suppose the substance of this ceremony is respect for the dead?"

"Yes, I guess that's it."

"I suppose it means all of the dead, Germans as well as Allied dead? No use in holding grudges now, don't you think?"

"Yes. Sure. That's it. No, I don't think it is, and yet I guess it is. I guess so. No. Damned if I know."

Thereupon the other passengers proceeded to discuss the matter of whether the dictatorship of the

dead was national or international and opinion appeared to be divided.

As an evidence of the fact that men do queer things we cite the following item from "The Daily Province" (Vancouver) Nov. 12, 1924:—
Ejection of London Veteran Halts as Silence Gun booms.

London, Nov. 12.—While William C. Rolfe, his wife and children looked on, bailiffs tossed the Rolfe household goods to the street in a poor section of London on Tuesday.

Sharp at 11 o'clock the warning gun for the two-minute armistice sounded and the bailiffs drew stiffly to attention, as did Rolfe. At the end of the brief period of silence, the ejection of the Rolfes continued.

Rolfe fought throughout the war in the British army.

What appears to us lacking in that news item is information to the effect that so well drilled a man as Mr. Rolfe neglected to help the bailiffs in shifting the furniture. We suspect, however, that his experiences in peace and in war have made Mr. Rolfe a trifle ironical. Or perhaps, like other people, he does strange things because his individual actions are not called particularly into question since he acts in a big company which as usual, finds such logic as may be needed for its actions in numbers.

PROFESSIONALIZING THE FIELD OF EDUCATION

By F. W. MOORE

THE following extract from the "Weekly Province" of August 14th, 1924, is self-explanatory: "The greatest task of the Canadian Teachers' Federation is that of professionalizing the field of education, stated H. C. Newland, M.A., L.L.B., of Edmonton, president of the Federation, in his presidential address this morning to the delegates here in convention. "The performance of this is conditioned in two ways: (1) teachers must assume the leadership in dealing with educational problems, and in framing educational policy. There can be no doubt that if the people of Canada really believe in education as they believe in medicine, or dentistry, or law they would expect expert guidance from teachers as from doctors, dentists, or lawyers, and would also pay the cost of education far more willingly and gracefully. (2) Teachers themselves must receive a training in scientific education which compares in intensity and in duration with a course in medicine or law."

The President of the Teachers' Federation is undoubtedly honest and possesses the highest ideals with regard to education, but unfortunately under the surveillance of a political system whose continued existence depends on the mental rape of the populace, they are absolutely impossible of attainment. We admit that his views on an intensive course of scientific training are both correct and practical, but an important question remains to be asked: Would teachers be allowed the privilege accorded to doctors and lawyers, to develop their art in strict accordance with the needs of humanity? We think not. The researches of doctors and lawyers are not incidental to the exposures of the economic causes of human degradation, whereas that is precisely the target to which the aim of a group of scientific teachers with an honest desire to give the best service, would tend. It follows that the legal and medical men would incur none of that enmity that must accrue to the teacher if he dare to benefit education by metaphorically fertilizing the soil in which alone it can yield a satisfactory crop. How barren it is may be judged from the fact (stated under different circumstances in another article) that the intellectually sluggish inhabitants of the capitalistic world of today are indifferently content with the allocation of a shamelessly small percentage of the international revenue towards purposes of education, while a proportionately large amount is squandered on wars and defence. In this respect the United States might be quoted as a typical ex-

ample of the rest. Her appropriations for the year 1920 amounted to nearly six billion dollars, and of this huge sum, according to Dr. Rosa of the United States Bureau of Standards, 92.8 per cent. was spent on account of past wars and present armaments, and 1/8th of 1 per cent. on education. (Social Service Bulletin, for April, 1921).

Under these circumstances one could hardly expect the multitude to develop much interest in, or possess a great thirst for education of the scientific variety. The extremely moderate desire that does exist is confined, for the most part, to the wealthier classes whose progeny have the time and the money to supplement the comparatively meager advantages that the expenditure of so disgracefully small a percentage of the national revenue has been the means of providing for the poor. How then could we expect the poor, who constitute the bulk of the population of every country, to have that enthusiastic love of education that would inspire them to insist on its development for its own sake, that is along lines that coincide with the development of the human race?

How the acquisition of these ideals was automatically prevented in the past is graphically described by Achille Loria in his "Economic Foundations of Society." On page 151 occurs the following: "The privileges of the owning class as a group finally engendered such a condition of affairs that it became irrational, and even dangerous to extend political power to the non-owning classes. In short the intellectual capacity necessary to good government was developed among the proprietary classes as their wealth increased, and opportunity was thus afforded of cultivating the higher virtues of the mind. The disfranchised classes, on the other hand, lost intellectual power with their increasing misery and degradation, and relapsed into greater brutishness as the distinction between the rich and the poor became more marked. This mental degradation of the non-owning classes involved political incapacity as well, and made it socially necessary to deprive them of privileges which they could only have exercised in an irrational and brutal manner, involving the entire society in anarchy and ruin."

The belief that these conditions are still to be coped with has, no doubt, inspired the leaders of the Worker's Educational Movement to give expression to such sentiments as are embodied in the following excerpt from the Social Service Bulletin for September 1922. The words are said to have been spoken by Fannia Cohn of the International Ladies' Garment Worker's Union at the first worker's
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