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VANCOUVER, B. C., OCTOBER 16, 1920.

The Need For a Labor College

NOTE.—The following article has been received for the consideration of the Dominion Executive Committee. It is produced here in the hope that Comrades interested may put forth suggestions as to how a Socialist School can be maintained. All will agree as to the desirability of such an institution, and no great difficulty should be met in arranging subjects of study or methods of teaching. Finance is the stumbling block. Suggestions on any or all of the points are invited.—Editor.

WE of the S. P. of C. claim to be scientific Socialists of the Marxian school and revolutionary in character and educationalists principally.

SOCIALISTS, in that our object is the social ownership of the means of wealth production and distribution.

SCIENTIFIC, because our conclusion, expressing itself in our objective is based upon knowledge, having studied history for its record of events, the everchanging methods of production, the laws underlying change in social life and the institutions resulting therefrom; hence our conclusion of social ownership as the logical outcome.

REVOLUTIONARY: Experience has taught us that to reform is not to re-form (which originally meant re-mold) but to patch up, and patching under the best circumstances is a makeshift. Its record tells its own story—first, in its ineffectiveness to alleviate the conditions of those upon whom it is bestowed, the workers, and secondly the benefit derived by the donors—the Master Class.

EDUCATIONALISTS in that we understand the conditions under which we live and urged are we to explain it to others, realizing that changes taking place in the structure of human society, of benefit to the workers, must first be preceded by at least an elementary knowledge of the problems to be solved.

Hence the need for education.

The function of a Socialist organization like that of the Socialist Party of Canada is to make more Socialists and to teach Socialism. This we do, but are we using all the means at our disposal?

The workers have reached a stage in their development (manifesting itself in the numbers of the class-conscious), and the general interest aroused for knowledge is such, that it forms the basis upon which the educational avenue can be added to. Therefore I submit the question of the establishing of a college for the due consideration of the D. E. C. Who is better fitted to teach scientific Socialism than a Socialist? What organization more able to undertake the management of a college—where Proletarian Philosophy, the Materialistic Conception of History, the Class Struggle and the Labor Theory of Value, can be taught, than a Socialist organization? There are comrades in the party who are experts in one or more of the social sciences, whose services would be very valuable as teachers in the making of more experts, and why not use them to the best advantage, even though it would create "jobs" for some of our members? You will admit that teaching under those conditions is a "job" not conducive to produce "fakers."

Experts in the social sciences can be more effi-

ciently produced in a college because of the systematic study. The order of books to read in any particular subject and the questions being arranged in their order, from the simple to the complex forms an obvious advantage at first sight. Secondly, because the courses can be sent to all parts in Canada, even to isolated places, among members of our class who desire to study. Efficient: because a teacher can have as many hundreds of pupils where now dozens are the rule.

In the progression of events, the need for knowledge, ability to understand and analyse is apparent. Events are succeeding each other in great rapidity—capitalism is declining fast, hence the need, not only of increasing the number of class-conscious and of dealing in the elementary, but also discussing the academic; teaching the technical and thereby swelling the ranks of the intelligentsia: comrades well-grounded in scientific knowledge, for theoretically speaking, political control implies or pre-supposes a knowledge of political economy and in so far as we Socialists are seeking to gain political power, more especially when that control will be more directly connected with the productive forces than what exists at present. How much more then is the need to increase the ranks of those with a sound knowledge of economics? I submit the question of the establishing of a Marxian College.

Before proceeding to give you a few suggestions that may form the basis of a discussion within the D. E. C. upon the question, let me make a few remarks with regard to classes as at present conducted bearing in mind the articles that have appeared in the "Clarion" upon this subject.

Apart from the need of teachers to adapt themselves to their class with its limited numbers, state of development, existing bias in ideas, the difficulties connected with economic classes present themselves not only in the difference of knowledge between teachers, but also in the class itself. Hence the teachers may be too elementary for some, and too technical for others, which results not only in a loss of students but also of encouragement to the teacher, for under this condition, the general and concrete, elementary, technical and academic are all introduced in a short time, much to the confusion of the beginner. Moreover, the subject being a science, requires presentation in a systematic way, a knowledge not possessed by many well-informed comrades because they have not given the time to classifying their knowledge and have not had a training in teaching.

The following are the suggestions, briefly stated, which I hope will be well discussed and will eventually result in a college that is definitely Socialist Scientific, Marxian, Revolutionary and Educational in character.

1.—(a) Financial possibilities. (b) Ascertaining the number willing to enroll. (c) Publicity campaign to that end.

2.—(a) Subjects beginning with economics, Industrial History and Sociology. (b) Corresponding Courses or Day and Evening Classes, which?

3.—The purchasing of courses from working class colleges already existing for critical examination and analysis, studied upon their merits, so that the subjects can be graded and systematized to equal if not surpass, courses in any given bourgeois school or college. (b) Committee elected for same.

4.—Teachers to be engaged from within the party as much as possible, and paid for their services, thereby enabling them to give their time to teaching and further perfecting the courses.

A. J. B.

SECRETARIAL NOTES.

Last heard of, Comrade Frank Cassidy was in Cranbrook, and we expect soon to hear that he is in Fernie. He reports good meetings in several places, and anticipates a continued successful tour.

Comrade George Wallack, of Tacoma, has been operating in and around Battle Creek, Michigan, Chicago, Ill.; Great Falls, Montana, and in other places, where he specializes in introducing the "Clarion" to newsdealers. He is now armed with some sub. blanks, and we expect soon to have some individual subs.

We have been asked to give publicity to the postal address of the weekly magazine "Soviet Russia." Subscription price to this magazine is \$5 per year;

\$2.50 per half year; \$1 for ten weeks. (Make all cheques payable to L. C. A. K. Martens). Address: "Soviet Russia," Room 304, 110 West 40th Street, New York City.

Through an oversight that we regret, our last issue failed to mention that the articles "Concerning Value," are by Comrade H. M. Bartholomew. Article number two appears in this issue.

Comrade J. H. Burroughs, of Prince Rupert, sends us \$5 as a contribution towards Soviet Russia Medical Relief, donated by Lyder Knutson. The money has been forwarded by us to the Relief Committee, Brooklyn, N. Y.

Comrade W. Moriarty, of Toronto, reports that the weather there is operating against successful street meetings. The Toronto comrades have introduced the "Clarion" to many people through these street meetings, and we are requested to state that the "Clarion" may always be obtained in Toronto at D. Goodman, Blind News Agent, corner Queen and Chestnut Streets.

"The Proletarian" (Detroit) has come to life again. Subscriptions may be sent to 174 Michigan Avenue, Detroit, Michigan. \$1.50 a year. The magazine is monthly, and the October issue contains several splendid articles on Soviet Russia.

Comrades throughout the country are still writing asking if Peter T. Leekie's "Economic Causes of War" is to be published in pamphlet form. We have announced several times since these admirable articles commenced that we intend to reproduce them in book form. Article No. 14 appears in this issue, and article No. 15, the concluding article of the series, will be commenced in the next issue. Article number 15 is a comprehensive summary of the whole, and as it is quite lengthy, it may take two issues to run.

Local (Vancouver) No. 1 commenced its winter class on Economics on the first Sunday of October, and its History class on Thursday 7th. The economics class will be held every Sunday afternoon at 3 o'clock, text book, "Capitalistic Production" (Marx), and the history class will be held every Thursday at 8 p.m., text book, "Industrial History of England," (De Gibbins). These classes are held at 401 Pender Street East, and an earnest invitation is extended to all who are interested in these subjects. There are able teachers in attendance at both classes, who are willing to help the intending student to a systematic course of study.

Subscriptions are falling off, and we have not yet discharged the obligations to our subscribers of October, 1918. The "Clarion" has been sent to every name on the 1918 list, and with issue number 831 we shall have completed our obligations. With every expiry we send a notice that the sub. has run out. The response is not enthusiastic. Paper costs have taken another jump and financial weather storms threaten us. We need more subs.

If number 830 appears on your address label, your subscription expires with next issue.

ECONOMICS AND POLITICS DURING THE PERIOD OF TRANSITION.

(Continued from page 1).

fundamental forces or classes and the change brought about in their mutual relations by the proletarian dictatorship in order to realize how infinitely absurd, nay, stupid, is the small-bourgeois theory (so prevalent in the Second International) that Socialism will be attained through "democracy in general." This colossal error is based on the belief in the classless character of democracy, a belief instilled by the bourgeoisie. In reality, democracy itself enters on a new phase under proletarian dictatorship, and the class struggle is lifted into a higher plane, superseding all and every other form of contest.

Generalities about liberty, equality, democracy are nothing but a blind replica of notions borrowed from conditions and relations in industrial production. The endeavor to solve by means of these phrases the concrete tasks of the dictatorship of the proletariat is tantamount to adopting, all along the line, the theories and principles of the bourgeoisie. From the proletarian point of view, the only important questions are:—

"Freedom from oppression by which class?"

"Equality between what classes?"

"Democracy on the basis of private property, or on the basis of the struggle for the elimination of private property?"

—"The Communist," U. S. A.

Note.—(*) One pood equals 36 lbs.—Ed.