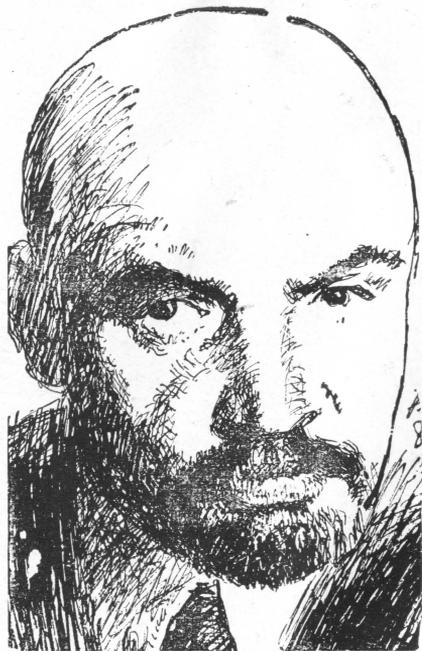


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siders itself not an organization of workers, but as a guild of journeymen in a certain trade. This guild is to protect the interests of its members not only against the bosses but also against the journeymen in other trades, against other workers. It was natural that from this philosophy there should develop the idea that the interests of American labor can be served also by clinching a monopoly on the American labor market for the labor already on this market. It is not the place here to show the fallacy of this idea. Suffice it to say that this idea gave birth to the demand of an embargo on immigration. For a long time these demands remained unheeded. But finally the American capitalists had congress limit immigration. The American Federation of Labor leadership said that this was the result of its policy of rewarding friends and punishing enemies at the polls. But in reality it was the desire of powerful capitalist interests that brought about the passage of this law.

For decades American capital depended on immigration. With the rapidly growing exploitation of hitherto untouched national resources grew the demand upon the labor market. It grew so rapidly that the natural growth of the American army of labor could never supply the need. Unrestricted immigration became an indispensable necessity for American capital. This period of American capitalism is now past. The development of native industry has slowed down. Now unrestricted immigration, while still attractive to some capitalists because of its promise of cheaper labor, has lost its attraction for the capitalist class as a whole. It would unduly increase the industrial reserve army and thus create a more or less permanent labor crisis. And such a crisis is a hothouse for the awakening of class instincts among the workers. Therefore, we are blessed now with a virtual embargo on immigration.

"Selective Immigration."

But the appetite of the American capitalist for docile and cheap labor has not diminished. So he replaced the principle of unlimited with that of selective immigration.

Up to now selective immigration was a mere term. It is true, the immigration law favored certain nationalities,

and the necessity for a visa gave the American consuls a chance to weed out undesirables (radicals). But only an Aswell law would make selective immigration really selective. It would turn every American consulate in foreign countries into a strikebreaking agency. And the immigrant caught by it unaware, would be subject to deportation if he would not go to the place for which he was contracted by the consul.

It is true that the law only provides for contracting of certain trades to certain states or cities, and not to certain bosses. But the local agent of the Department of Labor in the immigrants' point of destination would complete what the consul left undone. He would get the immigrant into the striking establishment, or would deport him.

This paragraph 19 of the Aswell bill, is if possible, more vicious than the other provisions of the law. It gives away the real intent of the bill. The bill is frequently using the term of "Americanizing" aliens. But that is exactly what the bill intends to prevent. The immigrant gets Americanized when he acclimatizes himself to American conditions, American standards, etc. That is what the bill intends to prevent. It puts the immigrant under constant and special police vigilance. And if he should show signs of Americanization, if he should become active in a labor union, if he should want American wages, then Mr. Aswell's "Americanization Engels" would swoop down on him and tell him that American capital can use only docile slaves. And since native workers cannot be kept sufficiently docile by police measures it is up to him, the immigrant, to give an example in docility. If the immigrant refuses, he is imprisoned and deported. If he accepts, he will be a good cheap slave for the boss—and an economic weapon in the hands of the boss to make docile also the native worker, over whom the police have not as much power.

This law must not pass. Neither nationality nor creed, color nor political convictions must be permitted to interfere in one united front of American labor in a mighty action to defeat this proposed legislative monstrosity.



The secondary subjects taught in the schools are of a social and cultural nature such as elementary political economy, the history of the labor movement (including the trade unions in all countries, the Comintern, Y. C. I., the Young Communist League and the Communist Party) and Russian history, grammar, and literature. During the first year two hours per week is spent on political economy and during the second year four hours per week.

The teaching in these schools is done by specialists in each subject and not necessarily by Communists; for example, in the textile school previously referred to, out of forty-five teachers on the staff, only seven are members of the party.

School Administration.

The schools are financed by the factories with which they are connected. Its supervision, however, is in the hands of the factory management, the trade unions, the Communist Party and the Young Communist League. The direct management of each school is in the hands of a committee composed of representatives from the teaching staff, the students, the trade union, the factory trade union committee, and the Young Communist League.

A modified application of the Dalton plan of teaching is used in most of the schools. Each class elects a students' council, which has the closest relationship with the instructors and acts in an advisory capacity on all questions affecting the class. They examine the programs proposed for study, make assignments, correct and distribute all themes. By this method the individual initiative of the students is drawn upon to the utmost. In the Orekevo school, out of the 965 students, over 400 are drawn into these students' councils.

The students in these schools receive regular wages, just as if they were working in a factory. During the first six months they receive from eighteen to twenty rubles per month and each six months thereafter, they receive an increase, based upon their work, which is determined by a committee of three composed of one specialist, a trade union representative, and a student representative. The students become members of their

trade union immediately upon starting in the trade schools, just as apprentices, with full rights and privileges.

Enrollment of Students.

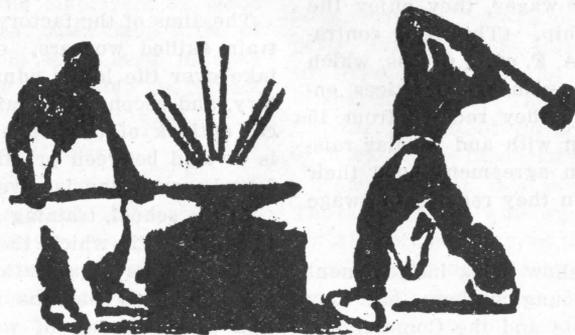
In spite of their growth these schools cannot as yet take care of all the young people who endeavor to enroll, so the question of who shall be accepted becomes a serious problem. In order to overcome this, committees are set up, composed of representatives from the trade unions, the Communist Party, the Young Communist League, the factory management, the students, the women's committees and from the Commissariat of Education, who, together with the school superintendent, select all students.

In order to be eligible for the school the applicant must have had from five to seven years elementary school training, be more than 15 years old (these conditions vary slightly in various localities), and pass a physical and mental test. The social and economic conditions of the applicant and his parents are gone into by the commission as a further factor in making their choice. As a rule preference is given to the children of workers in the factory with which the school is connected.

Building for the Future.

These schools, which are being established at a very rapid rate thruout the entire country, are the most inspiring development in the Union of Socialist Soviet Republics. Here one sees many inspiring things among the ranks of the workers, who have the same revolutionary outlook today that promoted them to carry thru the successful revolution of November, 1917. But in these schools one sees them turning out workers thoroly qualified technically to manage the industries of the country, yet thoroly imbued with a revolutionary ideology.

The Russian Communist Party is the guiding force back of these schools, not because of an autocratic power wielded over the workers, but rather because it has won the confidence of the workers during the long struggles that have been and are now being waged to establish socialism here.



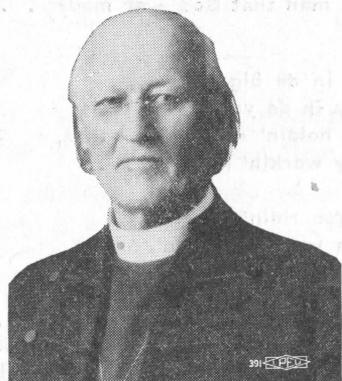
Trade Unionism as It Is—What and How to Study

(Continued from page 756.)

whole question of state intervention in labor disputes. Are government mediation or conciliation ever of benefit to the workers? Would you agree to voluntary arbitration of a dispute in which you were interested, if you were bound beforehand to accept the arbitrator's decision? How do you feel about the growing demand of employers to make arbitration compulsory?

Under union programs Hoxie compares a number of different union demands. He shows that these demands are drawn up on immediate consideration as practical means of improving the condition of workers in that particular union. He raises a number of interesting tactical questions. Should unions seek to increase output in the hope of getting more wages? Are the unions justified in limiting output? Should unions resist or encourage the introduction of new machinery? See whether you agree with Hoxie's answers.

Scientific management under capitalism has two objects—to squeeze more profits out of the workers, and to break up trade unions. Hoxie, who wrote another valuable book on this subject alone, shows how motion study and the stop-watch aid in subdividing processes and destroying the workers' craft skill. Hence arises the question, can the unions co-operate in time study and scientific management plans without endangering their own existence? On the other hand—and this is a point which Hoxie fails to raise—could not scientific management be used to great advantage by the toilers themselves under workers' control of industry?



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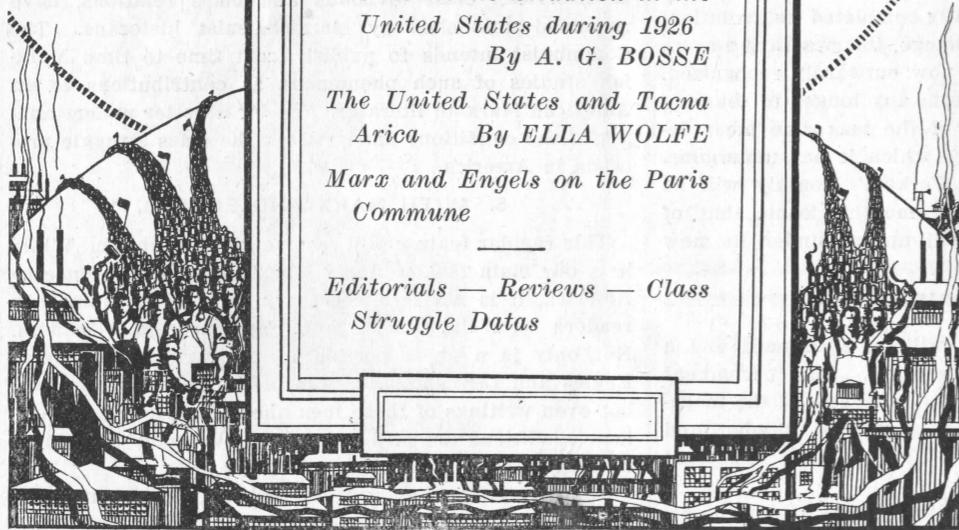
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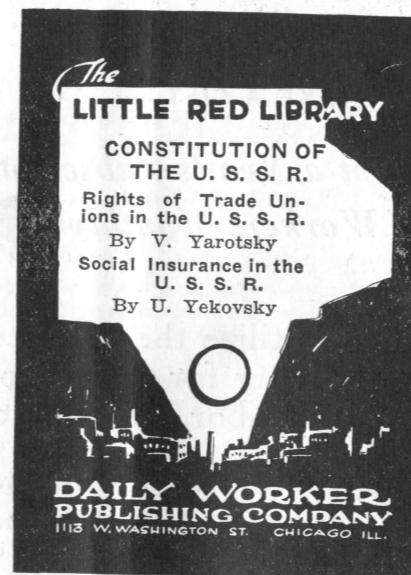
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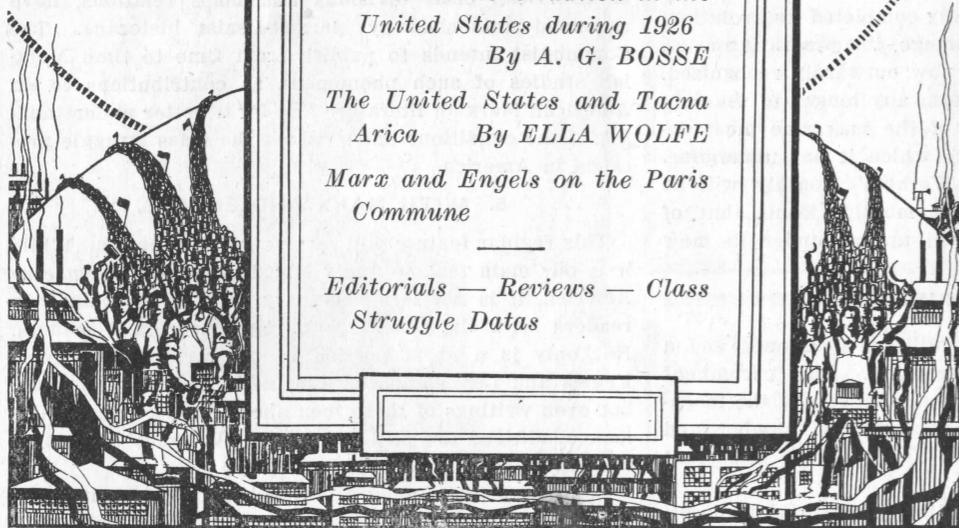
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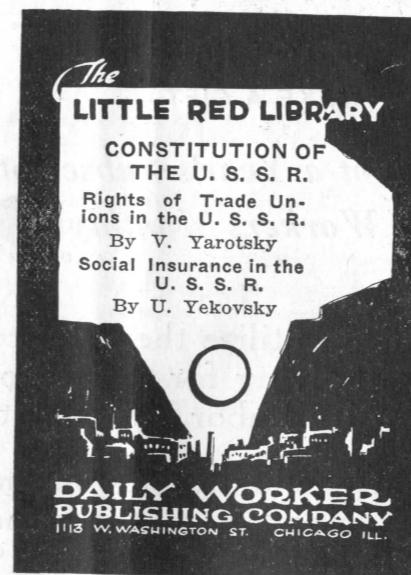
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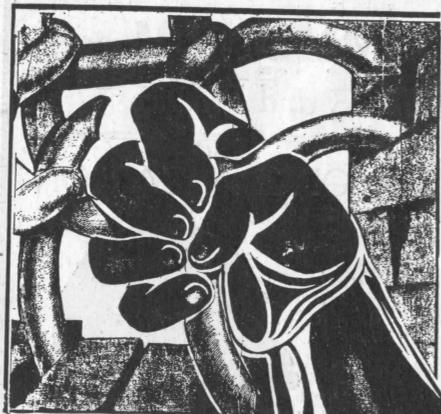
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