

QUESTION OF A SLOGAN

By SAM DARCY.

UNDER this same head the question of the correctness of that section of the election program of a League dealing with educational opportunities for the young workers is raised.

The section reads as follows: "The practice of introducing vocational courses has become quite general when the needs were such and today that industry must look to the native population for unskilled labor their reduction or at least the stopping of their further development is also becoming quite general. This is of basic interest to the entire working youth of this country, that of struggling against a reduction of vocational courses in the schools so as to make it possible to enter industry as skilled workers."

The training should be given however under strict union supervision so that the schools be not utilized as agencies of the union hating bosses and a fair remuneration be insured the students for the products they turn out.

Greater Educational Possibilities.

In this question, namely the one of introducing more vocational courses into the schools cannot be separated from the larger question of donating greater appropriations by the legislative bodies for educational purposes. Even with the few and limited vocational courses that are given today we find the schools over-crowded and unable to accommodate the large number of entries. Over a billion dollars has been appropriated by the federal government alone for military purposes. This is in addition to appropriations made by state and city government. As a dramatic contrast to this we find the federal government spend-

ing almost no money for educational purposes thereby creating a dire lack of schools in the rural sections, and the city and state government spending so little money for this purpose that city and town schools are over-crowded and cannot accommodate all who should attend. The lack of schools and over-crowding makes it impossible to introduce more vocational courses. It therefore, becomes vitally important for the young workers and young students everywhere to organize and demand greater appropriations for educational purposes."

The article in the last issue however avoids giving the quotation from the election program but instead takes out a single phrase and distorts it with a definition by Paul Lort, Ph. D., who is a bourgeois economist.

The article goes on to say that our slogan must be for greater appropriations for school buildings, teachers' salaries, more teachers and smaller classes, for the purchase of school supplies, etc., but not for educational purposes. This is hair-splitting. The one is a summary of all the needs of the educational system, and the election program deals with it from the viewpoint of the needs of the working youth.

The problem of a slogan is solved when the central question can be answered: "Why this slogan inspire masses to struggle for better conditions?" which means a struggle against the boss class. And the needs of workers' children as discussed in the section of the election program quoted above is certainly one designed for that purpose.

*Editorial Note: The N. E. C. has instructed Comrade Darcy to write an article on this question expressing its view.