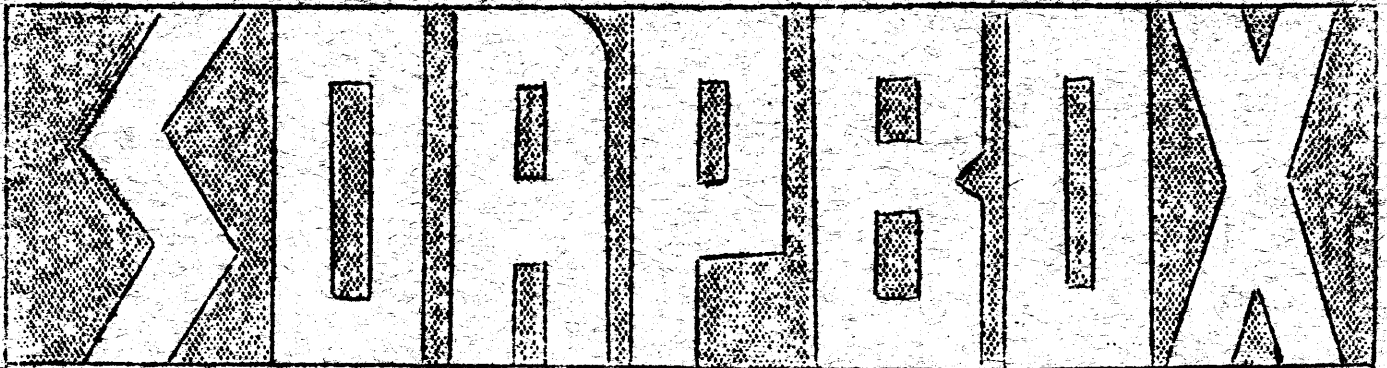


"RED RADICALISM HAS PLANTED A



IN EVERY EDUCATIONAL INSTITUTION" -- W.R. HEARST

VOL. I NO. 3

APRIL 5

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LEARN A TRADE  
BOOK AND BOMBS IN SPAIN  
TALENT SQUANDERED  
FRESHMAN COUNSELLOR  
STRIKE MOVEMENT BETRAYED  
TODAY'S POINT OF VIEW  
LETTER TO THE EDITOR  
WORK FOR YOUR TUITION

published by the  
student section of the  
YOUNG PEOPLE'S SOCIALIST LEAGUE

PUBLISHED TWICE MONTHLY BY THE  
YOUNG PEOPLE'S SOCIALIST LEAGUE OF  
LOS ANGELES (4th INT'L)  
STUDENT SECTION

ADDRESS ALL COMMUNICATIONS TO THE  
SOAPBOX, 524 S. SPRING ST. RM 218

SOAPBOX WILL WELCOME ALL COMMENTS  
FROM ITS READERS ON MATTERS PERTAINING  
TO THE LIFE OF STUDENTS AND WORKERS.  
SIGNED ARTICLES IN SOAPBOX DO NOT  
NECESSARILY REPRESENT THE OPINION OF THE Y.P.S.L.

TO THE EDITOR:

I am writing this letter because of a strange coincidence which it is my desire to cast some light upon. All have heard of the Moscow trials. Let all beware for these frame-ups are subject to exportation. Before I tell of the coincidence it will be well for me to relate to you who I am and where I live so that you can better judge what is to follow. My name is Bob Hull and I am an ex-member of the Young Communist League and have been a member of the Young People's Socialist League for the last nine months. I live at 1163 Steuben Street, Pasadena. The owner of the house at this address is Mrs. Mary H. Bloedorn. She is 80 years old and also lives at this address. Now for the rather unusual coincidence.

The other day a member of the Anti-Nazi League who lives in Pasadena wrote a letter into Hollywood Now, official publication of the issue in which the letter appeared was March 12, 1938. In true cowardly fashion the writer did not have the courage to sign his name so that he could be checked up on. According to the letter one Bob Hall is reputed to be living at 1163 Steuben Street, in Pasadena, California with Mrs. Mathilda Van Geelkerken and Jan Cornelius Van Geelkerken both of whom are reported to be members of the Los

Angeles county Nazi organization. It was further reported that Bob Hall often goes into the Beardsley Press and that one Henry Allen a member of the Pasadena Silvershirts also goes there. So it is implied in true Stalinist logic that Bob Hall and Henry Allen are both fascists. Now it may be that there is a Bob Hall who lives in Pasadena. It is also possible that he is a fascist and an ex-member of the Young Communist League as reported by the letter. We would like to secure further information on the subject so that we can expose him.

It is also quite possible to confuse Hall with Hull. But when errors go so far as to spell the names Mathilda Van Geelkerken and Jan Cornelius Van Geelkerken as substitutes for Mrs. Mary H. Bloedorn then it can be reasonably stated that the error is no longer an unintentional coincidence. To say the least it is an exceptional variety of error.

No Bob Hall lives at 1163 Steuben Street and to the best of my knowledge never has a person by that name lived there. Further more the Geelkerkens do not live there now and never have. I can say with equal certainty that I have never gone into the Beardsley Press and that I have never had any dealings with any of these people.

No Progressive worker is free from these lies and slanders and frame-ups. These lies must be nipped in the bud and exposed before they bear seed. It is the duty of the revolutionary movement to expose the corrupt political methods of the Stalinists and to do all in our power to wipe Stalinism from the face of the earth. Don't forget Stalinism has no ethical code and therefore anyone who gives political opposition to their treachery is subject to the methods of gangsterism. Let each one be on his guard.

Respectfully,

(Signed) Bob Hull

# STUDENT STRIKE MOVEMENT BETRAYED

It is now only 3 weeks before April 27th. On about that date every year for the last years students have demonstrated against war in the form of a strike. Throughout the country hundreds of thousands of students participated in this movement which inspired those who struggle against war in every section of the world. The labor movement was beginning to feel that it had a strong ally in the student body. Today with the outbreak of a world war a daily possibility we see no signs of a united student movement for a strike. Why? The working class is awakening to the war danger. Although their opposition against war is still confused and at times misdirected, the main trend is toward a militant and revolutionary position. Why are the students lagging behind?

Considering the Easter holidays, only twelve school days remain before the date set for the student strike. Not one public word has been said by the American Student Union for example. What are they doing?

The truth, fellow students, is that the leadership of the A.S.U. are opposed to a real strike. But they don't say so openly. The truth is that what they really are for is Aud calls and Assemblies under the patronage of the school administrations, who are themselves a part of the war machine. But they don't say so. They have resorted to tricks and maneuvers. They fear to openly tear down the tradition of militant student action against war. They say they are for a strike if they can get it. And how can we get a strike? They say: by asking the Directors and administrations! But these gentlemen won't give us a strike. Therefore, we must accept an Aud call instead. This is actually what is being told to those who are beginning to demand action. What a farce! If the leadership of the A.S.U. wants a strike, why don't they ask the student body? Why haven't they been educating the campus to the necessity of a strike? It is hard to understand

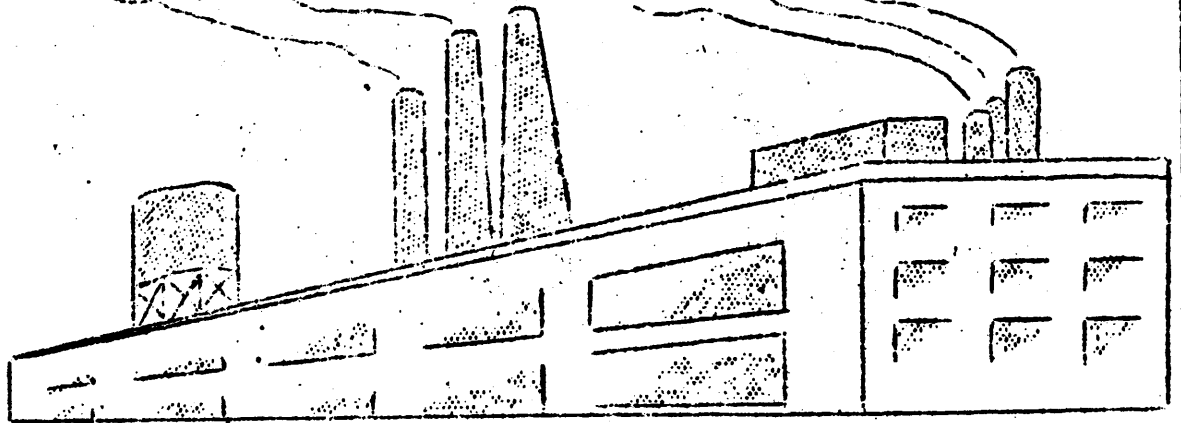
whether these people believe they are being clever.

The Y.P.S.L. has been the only organization that has raised the slogan for a student strike, independently conducted by the Student body. We have been criticized for this. Opponents have said that we have no right to call a strike on our own hook. They have intimated that we are rocking the boat that is sailing on smooth waters.

We have only this to say. The Y.P.S.L. is not "calling" a strike. We have merely acted on our conviction that the student body and all its organization shall thru united action call a strike. We have tried thru public proclamation of our views to convince the campus that we are correct. What is so strange about this. Are we all expected to say among ourselves that we want a strike and then fritter away our time in inactivity and endless negotiations with the directors. We prefer to be in the bad graces of the directors if this is necessary in order to carry on our educational work on the campus.

In the remaining days the YPSL will intensify all of its work for a strike. We don't say in advance that we will win the support of the student body but we will at least (can't on page 10)

# LEARN A TRADE



Every major city, Los Angeles, not excepted, is generously sprinkled with all sorts of trade schools. Ostensibly, these exist to provide, thru academic training, opportunities for advancement for ambitious (and who isn't?) young workers who seek to rise above the miserable conditions of their class, and establish themselves a higher standard of living.

Thus, upon a casual survey, one finds thousands of youth eagerly pursuing the pot of gold tantalizingly extended by the Chambers of Commerce and private corporations whose financial support makes easily accessible the multi-colored rainbow of trade schools of every variety. Aware of the inability of modern capitalist society to provide economic security, the youth in the trade school consoles himself in the hope of escaping these conditions; of elevating himself above them; of distinguishing himself thusly, a real measure of independence and economic sufficiency.

These ill-bred delusions are rudely shattered after graduation; the very pot of gold supposedly contained in their newly acquired training turns out to be but a pot of lead, ball-shaped, and attached to them with an iron chain.

At this point is the true role of the trade school revealed. Like everything else in society, its nature has undergone constant change. Thus, today, it fulfills for the

the student the very opposite of its original purpose.

In past years, the trade school helped immeasurably in the economic development of capitalist industry. By furnishing its special requirements of highly skilled labor, it made possible a rapid tempo of industrialization and economic expansion.

This condition had its own contradictions. On the one hand, it actually permitted workers to rise above their class, become supervisors and managers, and occasionally; to enter the ranks of the still maturing capitalist class. On the other hand, it nursed the very conditions tending to constrict and finally eliminate such opportunities. The rapidity of economic development, the intensity of productive activity, the deep-going factor of modern competitive enterprise, made inevitable the development of large scale production based upon a break-down and division of labor into ever simpler categories.

Thus we find that presently, skilled labor, while performing an important function, occupies a subsidiary position. By far the vast portion of labor employed performs unskilled operations, simple functions of the complex skill possessed by the trained craftsman.

Simultaneously, the security enjoyed by skilled labor has been (Turn Page)

LEARN A TRADE  
(CONT. FROM PG.3.)

undermined and largely destroyed. The labor market is flooded with an overabundance of craftsmen and mechanics; the former position of independence has been transformed into its opposite. The skilled laborer finds difficulty in selling his labor power.

In this light, the present nature of the trade school is clearly portrayed. By increasing the supply of skilled labor it sharpens the competition amongst the workers themselves, thus breaking down still further the already declining wage standards established by previous generations of skilled workers.

Moreover, it strengthens the positions of the capitalists in their struggles with the workers. At one time it was almost an axiom that the participation of skilled workers victory. Today, with the excess of skilled labor constantly increased by the trade schools, capitalists are able to obtain from employment and scab herding agencies, on almost a moments notice, scabs to any quantity and of any quality.

The trade schools also engage directly in such shameful practices. The average worker student, courageously plodding in an effort to educate himself, eagerly grasps the "opportunity" to earn a few dollars to sustain himself, not realizing that in doing so, he is inadvertently destroying the very living conditions which he seeks to attain. A notorious example of such reprehensible practices was exhibited in the W.R. Darling strike of 1937 when the Frank Wiggins trade school furnished scabs against striking members of the ILGWU.

Besides this open form of scabbing which conforms to the open expression of the class struggle itself, there goes on constantly a veiled undercurrent of scabbing in a different form. Many trade schools actually produce commodities for sale on the market, thru spec-

ial arrangements with capitalists, who sell them at prices sharply undermining the wage standards of workers producing them industrially.

Adding insult to injury, the students are in most instances required to pay for their training even while engaged in such productive activity. This shameful exploitation is explained away by pointing to the "experience" derived from participation in actual production, thus "proving" the "practicality" of the course of training.

That the capitalists shrewdly recognize the tremendous value to them of the trade school is proven by the great number of courses offered in preparation for new industries. The presence of sufficient labor power tends to keep at a lower level the scale of wages. Thus, years ago, thousands of courses were offered in radio-electricity, throwing on the market thousands of skilled radio technicians. Similarly, Diesel experts are now being trained to accommodate the imminent requirements of that vast new field of automotive engineering, which is still in the experimental stage.

From the foregoing only one conclusion can be drawn. The trade school is an instrument of the capitalist class. The worker attending it is tragically contributing to his own exploitation. His inability to find other channels of escape from exploitation exposes the sharpness of his dilemma, as long as he remains worker.

Underneath these contradictions is revealed with crystal clarity, the true solution. The student worker must unite with all other workers and forge an instrument which will destroy once and for all, the capitalist system of wage labor, substituting in turn a socialist system of production for use. This work has already begun. The YPSL has dedicated itself to the achievement of this historic task. JOIN WITH US IN THE FIGHT AGAINST CAPITALISM! FOR A SOCIALIST SOCIETY OF PEACE AND PLENTY FOR ALL!!!. ##

# TALENT SQUANDERED

A significant portion of the now 14,000,000 unemployed citizens in the U.S. is contained within the ex-student population.

Did you ever think of the immense treasures of creative talent that the thousands of graduating students represent? Young Chemists spend years in the laboratories over test tubes, fitting themselves for jobs that do not materialize.

The same is true of hosts of young dentists, architects, lawyers, doctors, teachers, agricultural experts, civil engineers, and many others. While crops were being plowed under; hunger stalked the land. Babies died from rickets in the dust bowl area; meanwhile thousands of gallons of milk were being dumped into the Rio Grande river a few hundred miles away. The tenements so descriptively portrayed in the picture "Dead End" need the talents and abilities of the graduate engineers and archi-

itects. Yet no demand is made for them.

WHY?

Let this question sink into the minds of every thinking student.

WHY?

The answer lies in a system that will not permit either the wheels of industry to turn nor the utilization of the trained energies of college graduates unless a profit can be made.

Is it not about time for us of the campus to unite with organized labor against that black future that is their joint fate---a future of war, unemployment, fascism.

Or a future or powerful fighting unions alert, revolutionary students that will step by step to a scientific society of socialism, production for use and use of all creative talents.

MAN---college grad. 23; CIVIL ENGR. DRAFTING, surveying exp. MAN, yng., college, needs work. Chauffeur where, do anything.

MAN, 23, college grad. versatile, any job. Local refs.

YOUNG MAN desires something with a future. Anything considered. 2½ yrs. college. Can type.

YOUNG MAN, 30, reliable. Any kind of work. Exp. Serv. Sta. Garage helper, driver. Ref.

YOUNG MAN, H.S. Educ. Honest, Reliable, neat appear., wants work of any kind.

YOUNG MAN, varied exp., not afraid of work.

YOUNG MAN, exp. in Apt work. Chauff. Butler, Plain Cook.

YOUNG MAN varied exper., not afraid of work, learn trade.

YOUNG MAN, 20, with car, wants steady work. Local ref.

YOUNG MAN, any kind of work, heavy factory.

YOUNG MAN, 28, honest, willing, wants work.

MAN ex-Navy, needs work, married can drive, anything.

MEN, 2, age 22-23, ex-Navy, honorable disch. Exp. electricians.

HOW TO LIVE WELL on \$1 week particulars free. Address-----

# WORK FOR YOUR TUITION

You've seen the above advertisement in numerous places, street cars magazines, newspapers, etc. It's an ad put out by the various Business Colleges, inducing students who are eager for an education in business, and unable to pay the required fees to enter the school to "work their way through". The fact that one may secure this opportunity is appealing to many people who heretofore would be denied an education in this field. But there's another side to the story that one doesn't discover until he commences "working for his tuition".

The average tuition fee for business colleges is \$25.00 per month.

## TODAY'S POINT OF VIEW

Among the features that appear in the Los Angeles Collegian is one by Director Rosco Ingalls called "Today's Point of Views".

One particularly unfortunate statement appears Friday, March 18. It reads:

"The three chief handicaps facing the youthful job-seeker today are, (1) immaturity and inexperience, (2) lack of training for the jobs available, (3) ignorance as to where to look for vocational advice and placement counsel."

Now the surprising thing is that Director Ingalls apparently hasn't heard about the depression (Recession). Even Franklin D. ("I Hate War") Roosevelt admits "1/3 of the nation is poorly clothed, poorly housed and poorly fed." Late figures from Washington say "13,000,000 unemployed."

Come, Come, Director Ingalls is it really the lack of the proper approach that prevents the young man and woman from getting a job? Or isn't it really the machine production of capitalism that throws thousands out of work, and that permits no utilization of the creative talents of youth.

P.S. Director Ingalls, don't you think that when American Imperialism starts to defend its markets in the Orient there will be plenty of jobs in the old army?

A student paying this amount attends school 5 days a week, 6 hours a day. When a student works he goes to school 3 hours a day and generally works 3-4 hours each day, some places demanding the students' services for 3 hours on Saturdays. The school receives from the students' employer between \$5--\$6 a week which averages \$20-\$24 a month. In other words, were the employer to give the student the money and the student in turn pay the school \$20-\$24 a month for 3 hours a day, tuition, whereas, for \$25 you receive full day tuition!!! Strangely enough, the school encourages this part-time work.

At the school I attended there were some 150 students who were engaged in this activity. Figure it out for yourself and see the immense profit the school benefits. The training one receives in the office is invaluable. But many employers take advantage of their workers. I was doing work that should pay \$16-\$20 a week. I was not merely an office clerk, I did practically all the work that the secretary does. (Many were the times that I worked overtime with no compensation.) Then there is that "little" question of additional carfare, which is a burden on the student who is working his way through. It cost me from \$4.50-75 a week extra for carfare and many students work in outlying districts which requires transportation on a

(con't on page 8)

# SPANISH

## BOOKS AND BOMBS

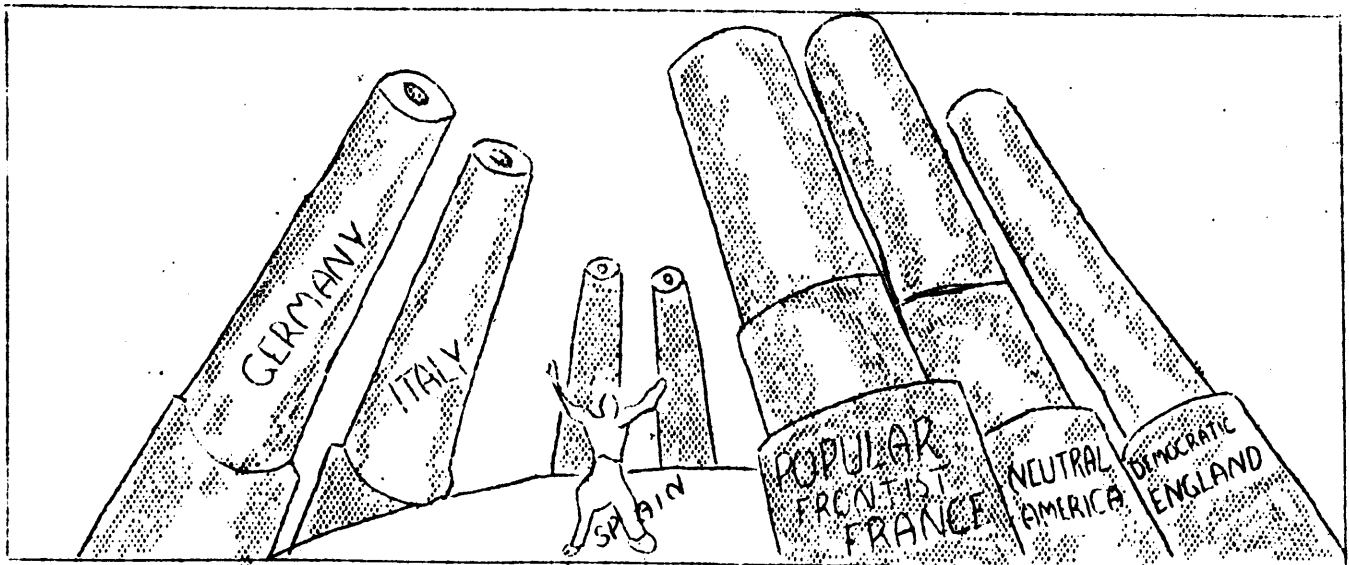
The schools of Vallehermoso are rationalist in tendency and are located at Calle Fernandez de los Rios 42. This modern and attractive building is composed of several pavillions, which give it the appearance of a colony of small hotels. Nevertheless it was an asylum of the old type, under the control of the Provincial Council for the Protection of Miners. This was the situation until the 19th of July, 1936, on which date, by reason of the military rebellion aided by international fascism, the people took over all capitalistic institutions, suppressing the majority of them and adapting to the new conditions those that were useful.

The schools maintained by the Atheneum commenced to function almost as soon as the movement started. They were inaugurated on the same premises where the Atheneum was installed, but already six months ago, on the first anniversary of our struggle, there were so many pupils enrolled in the cultural institution of Vallehermoso that the schools had to be moved to their present quarters, where they have been carrying on their work since July, 1937.

In this simple manner the revolution entered one of the most typical strongholds of the old system and made a wonderful school out of an old asylum.

During the day three hundred children of different ages and sex attend the classes. At night, a great number of workers can be seen entering the school. Some go for elementary instruction and others take up languages or general cultural. The children who now study there would most likely have remained illiterate under the system that collapsed in 1936. The men lacked all opportunities to study. Some could not even sign their names. But now everything has changed. Everybody is given the opportunity to study. Seven teachers give constant attention to as many classes, and the classrooms are equipped with modern material.

All teaching in the Vallehermoso rationalist schools is absolutely free of charge, both for minors and adults. The Atheneum does not receive a single penny from its pupils either directly or indirectly. It covers its own expenditure and that of the schools  
(turn page)





# BOOKS AND BOMBS (CONT.)

with its own means, that is with the normal income derived from the village.

We consider that this fact is worthy of mention because it emphasizes the value of the work carried on there day after day. Also it demonstrates the productive capacity of the cooperative work which is often identified with the self denial of the people.

Another fact worthy of mention is that in the Atheneum not only do the pupils pay no fees but also they are not asked any questions in regard to their political views or the social activities of their parents. The schools of the Atheneum are open to every child or adult who wishes to attend. All that is necessary is to fill out the application form.

Further, the schools of Vallehermoso are provided with a Natural History and Physics Laboratory, and this laboratory has fine zoological, botanical and mineral collections. It has also a miniature electric plant.

The children learn about the realities and phenomena of nature as if they were playing a game. They learn to understand the marvelous mechanism of life and come in contact with the soul of things. They learn to produce as men do, and to love, preserve and improve everything around them. As everything belongs to the people, of which they form part, they are careful not to spoil or destroy those things they use.

One night last November, the black birds of Fascism carried out a raid on Madrid. They dropped twelve bombs on the Schools and destroyed the hall where the laboratory was installed. Fortunately, the material and collections were saved and the laboratory was placed in a more secure part of the building.

This laboratory situated a few steps from the front line, which

has already been bombarded, is the most outstanding detail of the schools. It is like a white pennant placed amid the barbarities of war, an active expression of Progress advancing in spite of contrary winds and rough seas. And both this laboratory and these schools are the result of great libertarian efforts and libertarian work. ###

( Con't. from Pg. 6.)

red street car, thus increasing their expenses to \$1.00 a week. The school when approached on these questions, answers, "after all you're getting your tuition." This agreement works out much to the advantage for the employer. About 1/3 of the offices in this city are filled with people who are working their way through. And that is the reason why you see such lines in employment agencies seeking office jobs. "Why should an office hire a girl for \$16-\$20 a week when he can get a girl for \$5-\$6 a week. True, the girl may not be as skilled as the finished secretary but then in time she increases her knowledge and does become so efficient and adopts herself to the methods practised by this particular office that in a very short time it would be difficult to recognize the difference between her and the girl engaged in the secretarial field for a number of years. Something should be done to alter this condition. Either the student should be given some compensation by the school to pay the student half and the other half to the school. Thereby the secretaries would not be exploited. This entire set-up is in reality a racket that should be looked into by the Labor Commission.

Many offices employ two girls, one for the afternoon and one for the morning, 2 girls for \$10.00 week!!!!###

# FRESHMAN COUNCIL

ANONYMOUS

I came to the University three weeks ago as a freshman. My first contact with the upper class counsellor assigned to me was a telephone call during freshmen Week. A pleasant voice said, "This is Ed White. You got my letter, didn't you?" Following the usual amenities he suggested that I come over to his room, talk over whatever problems and questions were puzzling me, and generally get better acquainted. I was impressed by the genuine friendliness of his voice. It was a great deal different from what I had anticipated. For one thing I had a mental picture of my own probable reaction if I had, as a senior, been assigned to act as nursemaid to a couple of raw freshmen. So I said I'd be glad to.

When, some time later, I found myself shaking hands with him, I took stock. A good, honest, homely face. Average build. A pipe, slacks, and a maroon sweatshirt. He seemed genuinely pleased to see me.

Inside the room, I glanced around. A huge Chicago banner. A case of books. Clothes everywhere. Pictures of his girl and family. On the wall were photographs of a destroyer, a bewildering pattern of camouflaging paint. He apologized for the state of the room. He was just moving in, he told me. Grabbing an armful of ties off the nearest chair, he sat me down, rustled around for an ashtray, produced cigarettes and matches, then sat on the bed and proceeded to stoke his pipe.

I asked him about fraternity life on campus, and his eyes lit up. I could see that he was enthusiastic about his own fraternity and liked what he saw of others. To an overly fastidious Interfrat-

Reprinted from Chicago University Soapbox. Characters and author anonymous for obvious reasons.

EDITOR

ernity chairman, his discussions might have seemed like a mild hotbox for dear old Theta

Zoke, but in general he stayed within the line. He kept saying, "now you understand, Jim, you'll have to discount my personal bias. My own fraternity is used only as an example of the system as a whole, since, of course, I know my own fraternity better than others. But you'll really have to admit, after you meet them that they're a sell bunch of fellows.

As he talked I began to revise my first estimate of the man. He still seemed tremendously likeable. He didn't have much in the way of personality, but he seemed frank honest and middling intelligent. I discovered, for one thing, that, he was older than I had thought at first. His face had that maturity which is almost indescribable, expressed in the set of the teeth, the texture of skin on neck and temples, the shape of the jaw. His body fit his clothes with a fullness that meant maturity. You couldn't put your finger on any one point and say, "This shows him to be no youth," but when you added all those factors together you knew he'd never see thirty-three again.

But it was deceptive. His clothes, gestures, haircut, speech all said "College man." There seemed to be a deliberately cultivated gaucherie of manner and language in his makeup; he hadn't the grace of a man thirty-five. In his conversation I noticed he always chose the collegiate word, sometimes even hesitating until he found it. But there it was. You knew he was well over thirty. Nothing he said or did would ever quite achieve the unconscious you-

(turn page)

# FRESHMAN COUNCIL

(cont' from page 9)

he was seeking.

We had progressed to personalities and I told him something of my background. Then I said, "Say, by the way, Ed, how's the red situation on campus? Maybe you could give me some tips there. I hear the place is simply crawling with communists."

His face changed, became very serious and he leaned over and tapped me on the knee as he spoke. I noticed a new distrustful look in his eyes. "That's a lot of ho-ooey?" he said. "Oh, there's a crowd of radicals running around campus hollering for the revolution, but nobody has much to do with 'em if he can help it. My advice to you is to leave 'em alone. It won't do you any good in the right circles to be seen associating with 'em and you'll only get into trouble."

"Well, # I said, "who are they? How many? What do they do?"

"Mostly a bunch of Jews. Now don't get me wrong. I haven't any prejudice against the jews. Some of my best friends are Jews. But that's one thing you'll have to find out about anyway before long, and I might as well tell you now.. The Gews are the biggest problem on campus. They're probably about forty per cent of the enrollment. Of course that raises hell with the Gentile fraternities, for one thing. We have only sixty per cent of the available men to pick from and two or three Jewish fraternities, can afford to take only the cream although they're in a minority. I know a lot of fellows in Jewish fraternities. I've got this to say for 'em, most of 'em are all right. They don't go off their nuts with this radical stuff. Some of 'em hate the reds even more than we do, but they can't do anything about it. I say to 'em, "Why in hell don't you clamp a muzzle on these Jew reds? They'll only react on you in the end anyway." They say they'd like to but

they can't since they're in a minority there too. And that's the big trouble.

"Now you can be broadminded as all hell, but even when you've gotten rid of your prejudices you'll have to admit that the Jews as a whole are pretty scummy. They're yellow, for one thing. They do a hell of a lot of talking, but when they bastards get down to fighting they always back out. They haven't got any nerve."

He paused, hesitated a moment and then grew confidential. Learning toward me seriously, he said, "I'm going to tell you something I don't often tell.

To be continued in the next issue.



READ  
THE

CHALLENGE OF  
YOUTH

(CON'T. FROM PG. 2.)

try.

Fellow Students! This is not the time to be in favor of peace in the abstract. We must begin to do our part to strike heavy blows at the war machine and the war system. If we confine ourselves to vague peace sentiments we will find ourselves in a war fighting for peace. This is what happened in 1914-18. The imperialist can always disable the pacifist movement and turn it into its pawn. Only the militant and revolutionary struggle of the workers and students can do the job.++