

**ECONOMIC HIGHLIGHTS---**

During the last few years, there has been an increasing amount of discussion of some of the textbooks used in high schools and universities, along with the character of the teaching. The textbooks in question, for the most part, are used in teaching economics, history, sociology and kindred subjects. And the criticism has been based on the fact that in a great many instances they produce—either by direction or indirection—the impression that the capitalist system of economics is all wrong, that we have a great deal to learn from communism, socialism, and the other ideologies, that the American economy has about reached maturity and is becoming static, and that, as a consequence more and more of the primary economic functions of our society must be directed, controlled, and/or owned by the government.

This criticism would be unimportant if it came only from those with a particular axe to grind, who are unwilling to see anything taught or printed which is not in consonance with their ideas. However, it has appeared in many leading magazines, including the Saturday Evening Post, many newspapers, and it has been voiced by distinguished educators, public officials and others. Young people, they say, are being given a highly erroneous idea of what has happened and is happening. The shortcomings of capitalism are being played up, and the virtues of communism are being played down.

This is, obviously, a very touchy subject. It has a direct bearing on academic freedom, which is certainly as important as any of the other freedoms. The American people don't want their offspring to be given instruction which is heavily weighted in favor of industry, labor, agriculture, or any other special group. It is certainly necessary that students be given a clear and objective understanding of the principles upon which all the economic and social systems from the farthest left to the farthest right are based. The problem is to keep the truth, whether or not it is distasteful to any group, and to winnow the prejudices and the subtly worded inferences.

A number of interesting examples of the textbooks in question could be cited. One of them is an economics treatise which was adopted by the Armed Forces Institute, and which caused quite a stir when it was discovered that it followed something very close to the party line in dealing with such matters as government ownership of basic resources, government control of credit, and so on. It was then found that the book is in standard use in a long list of distinguished universities, and the Institute had naturally presumed it to be a good text. It is a long work, running to about 1,000 closely printed pages, and much of it, of course, is purely factual. The conclusions reached, most of which are unfriendly to the free enterprise idea, caused the stir.

A Chamber of Commerce in Oregon is now making an issue of another book which is standard in that state's high schools, and else-

**SOMEBODY SHOULD HAVE STOPPED THE PAPERS!**



where. This particular work endorses socialized medicine, government ownership of the utilities, price fixing, interest-free money for housing construction, and attacks private insurance and banking. It seems to go a good deal farther, for example, than does Henry Wallace with his Progressive Party platform. According to the Chamber of Commerce in question, "The authors have done a capable and yet adroit job of undermining the principles of private enterprise, yet concealed this propaganda among the words so that the text must be completely studied to understand its full implications." In other words, it is a very subtle job.

The problem is not a simple one. It might be put this way: At a certain stage of education, economics students should read such completely opposed works as Marx's "Das Kapital," the great bible of communism, and Adam Smith's "Wealth of Nations," the great bible of laissez-faire economics. There can be no doubt as to the position of these writers, and the reader knows that he is being treated to the ideas of men of fervid conviction, who were frank propagandists for principles which have nothing in common. But, say the critics of many current textbooks, that is an entirely different thing from using, as the basis of a course of instruction, books which are supposed to be complete and objective, but, to the contrary, are strongly biased by inference as

well as plain statement against the American system the students will become a part of once they finish high school or college. It is likely that much more will



By Charles L. Egenroad

Washington, D.C.—The United States never needed its security bolstered any more in its history than it did when Harry Truman attempted to pull the sneak play with "I like old Joe" Stalin.

Governor Thomas E. Dewey and Senator Arthur H. Vandenburg promptly calmed the turbulent international waters with sound confirmation of the cooperative policy toward Russia to which we are pledged with Britain and France and other western European powers.

A strong saving factor in the situation created by the Truman-to-Vinson-to-Joe double-cross combination was Governor Dewey's position of being the nation's overwhelming choice for the next President of the United States.

The New York Governor had long before made his position clear on the international picture, and Secretary of State George C. Marshall knew as he flew back to this country that fate had made it imperative for him to take a stand against his own President.

He knew that if he could block the Truman blunder, which he did, that the solid foreign policy built up through bipartisan effort would be saved for a President after January 20 who is pledged to make that policy strong and who keeps his pledges.

It must be disconcerting to Secretary Marshall and those with whom he is working toward trying to bring peace out of a chaotic situation, to be forced to depend upon a President who in four months reverses his European policy without as much as consulting with his Secretary of State.

On last June 12, while Mr. Truman was cavorting about the country on a "non-political" trip, he said in a speech at the University of California that there would be no two-handed "deals" between this country and Russia.

He went even further to say: "I have said before and I repeat now: The door is always open for honest negotiations looking toward genuine settlements. The door is not open, however, for deals between great powers to the detriment of other nations or at the expense of principles."

Four months later, almost to the day, Mr. Truman was caught in the act of preparing a two-handed deal with Russia.

It was on that same "non-political trip"—in fact, just four days after he pledged no two-handed deals with Russian—that Mr. Truman said in a train platform speech: "Thank God the foreign policy of the United States has not gotten into this brawl!" (meaning the campaign, of course).

Yet, he was the one who not only attempted to get it into the "brawl" (if that is what he believes the elec-

tion of a President to be), but came within a five-o'clock whisker of putting the Supreme Court of the United States in with it.



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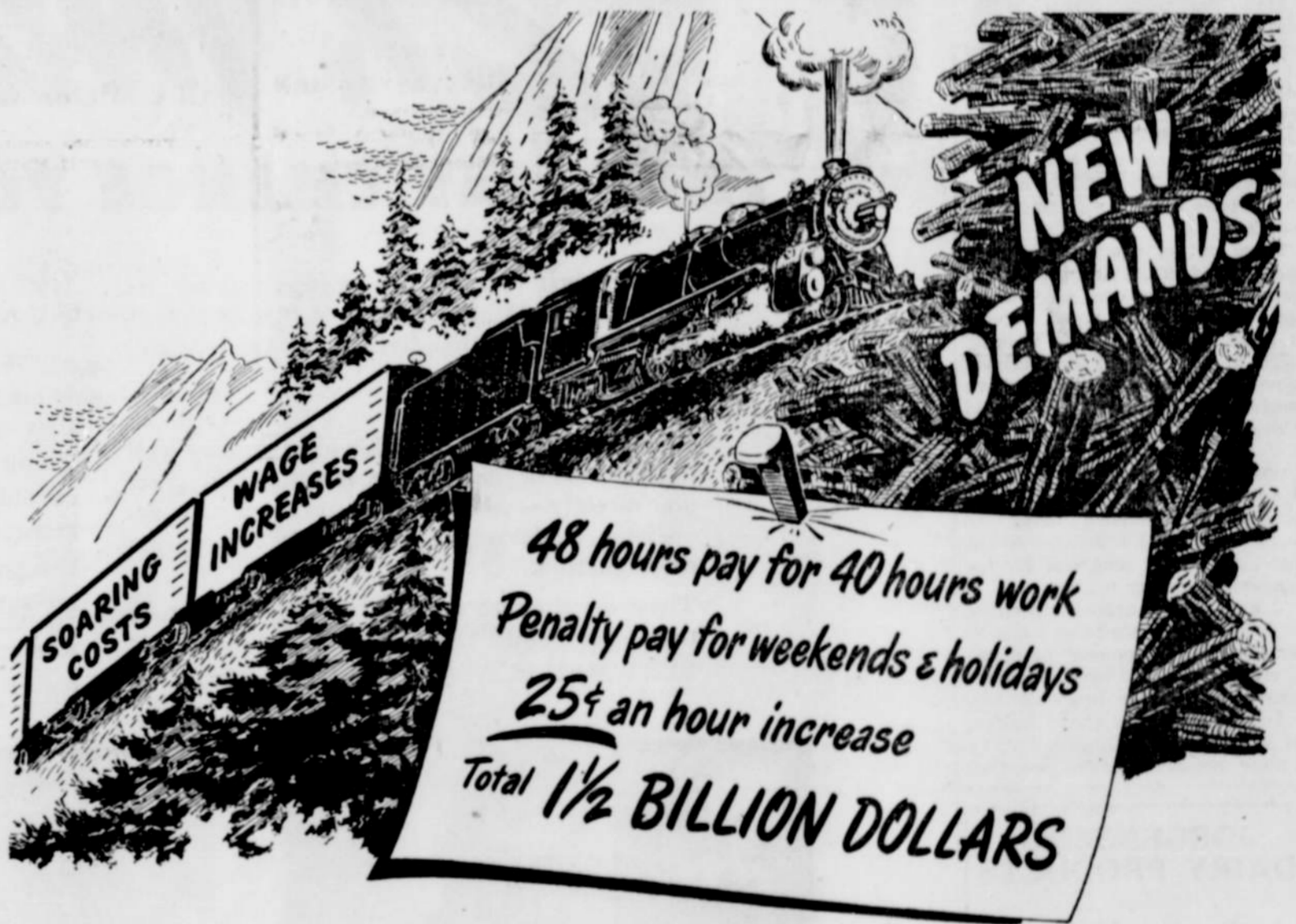
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RAILROADS MUST OPERATE around the clock every day and night of the year.

Although they know this, leaders of 16 railroad unions are demanding a five-day, Monday through Friday, week for one million railroad employes.

They want 48 hours pay for 40 hours work—in itself a 20% wage increase.

They also demand a minimum of 12 hours pay for any work performed on Saturdays, and 16 hours pay for any work performed on Sundays and holidays.

On top of all this they want an additional increase of 25c an hour for every employe!

**You'd Pay the Bill!**

Summing up these demands, they mean that these union leaders seek to force the railroads to give one million employes an annual raise which would average \$1500 per employe!

The total cost of this would be no less than 1 1/2 billion dollars per year, which is more than twice the expected net income of the railroads this year.

You'd pay the bill, because if these increased costs are forced on the railroads,

they must have still further rate and fare increases.

**Demands Unreasonable**

These employes have had substantial raises during and since the war. Their average weekly earnings are higher than the average weekly earnings of workers in manufacturing industries. They have more job security than the average worker in American industry. They also enjoy paid vacations, a retirement system and other advantages more generous than the average worker receives.

In contrast with the demands of these 16 unions, which add up to the equivalent of 48c an hour, the Conductors and Trainmen recently settled their wage request for an increase of 10c an hour.

**Railroads Run for Everybody—Not Employes Alone**

The railroad industry must serve not one but many groups—producers, businessmen, shippers, passengers and the general public—night and day, every day of the year. These unions are proceeding in utter disregard of this important difference between railroads and other industries. Industrial plants can be shut down over weekends and holidays, but freight, mail, express and passengers must continue to move. *Everybody who enters railroad employment knows this.*

**Strike Threat**

On September 18, 1948, the leaders of these 16 unions began taking a strike vote. *But the threat of a strike will not alter the opposition of the railroads to such unreasonable demands!*

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