or of pointing out the conflict of this fact with eternal justice and true morals, but of a fact destined to revolutionize the whole of political economy and offering a key to the understanding of all capitalist production — to one who knew how to use it. With this fact as a starting point Marx examined all the categories he found at hand, just as Lavoisier had examined with oxygen the categories of phlogistic chemistry he had found at hand. In order to know what surplus value was, he had to find out what value was. Ricardo's theory of value itself had to be subjected to criticism first of all. Thus Marx investigated labor in regard to its value-creating quality, and for the first time established *what* labor produces value, and why and how it does this, and that value is nothing but coagulated labor of *this* kind — a point which Rodbertus never grasped to the very end. Marx then examined the relation of commodities to money, demonstrating how and why, thanks to their immanent property of value, commodity exchange must produce the antagonism of commodities and money. His theory of money, founded on this basis, is the first exhaustive, and now tacitly generally accepted one. He investigated the transformation of money into capital, demonstrating that this transformation is based on the purchase and sale of labor-power. By substituting labor-power, the value - producing property, for labor, he solved with one stroke a difficulty upon which the Ricardian school was wrecked, *viz.*, the impossibility of harmonizing the mutual exchange of capital and labor with the Ricardian law of value determination by labor. By establishing the distinction between constant and variable capital, he was first enabled to trace the real course of the process of surplus value formation in the utmost detail, and thus to explain it, which none of his predecessors had accomplished. Thus he established a distinction within capital itself with which neither Rodbertus nor the capitalist economists had been able to do anything, but which, nevertheless, furnished a key for the solution of the most complicated economic problems, as is most strikingly proved once again by this Volume II, and still more by Volume III, as will be shown. He analyzed surplus value itself further, finding its two forms: absolute and relative surplus value. And he showed the different but, in each case, decisive role that they had played in the historical development of capitalist production. On the basis of surplus value he developed the first rational theory we have of wages, and gave for the first time the basic features of a history of capitalist accumulation and a portrayal of its historical trend.

FREDERICK ENGELS

SCHOOL "EDUCATION"

Several years ago when chocolate bars went up to 8 cents each, children scrawled messages upon signs that advertised the new price, saying. "Don't buy 8 cent bars."

The Chamber of Commerce said these scrawlings were being done by Communists.

The accusation that some school teachers might be coloring their curriculums with the NDP (New Democratic Party of Canada) version of the capitalist doctrine as being Socialism is equally as ridiculous.

It is too bad that teachers do not teach Socialism in the schools, since education is supposed to be for the well-being of students and since the combination of training for production and propaganda for capitalism can be seen to be a dismal failure in the present sorry world and unhappy people.

The very least the authorities could do would be to practise what they preach, that is democracy, and present both sides of the picture. Then let students decide for themselves.

C. LUFF, Victoria, B. C.

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