

SHALL MEN AND WOMEN GO BACK TO SCHOOL DAYS AGAIN?

England's Experiment in Graduating Ten Thousand of the Working Classes in the Worker's Educational Association Held Out as a Means of Solving Some American Problems

HOW would you, Mr. or Mrs. Adult American, like to go to school again? In England they are doing it in one of the most notable educational movements of the new century. Nearly 10,000 workers affiliated with the Workers' Educational Association have been graduated from the tutorial classes in practical courses in such subjects as sociology, history and the like, indicating a desire for more liberal education.

The writer of the following article recently returned from England, where he investigated a number of working-class educational systems for the United States department of labor. He tells of the scope and significance of this movement and offers it as food for thought for those American leaders who are seeking ways and means for the solution of our own industrial problems.

BY CHARLES P. SWEENEY.

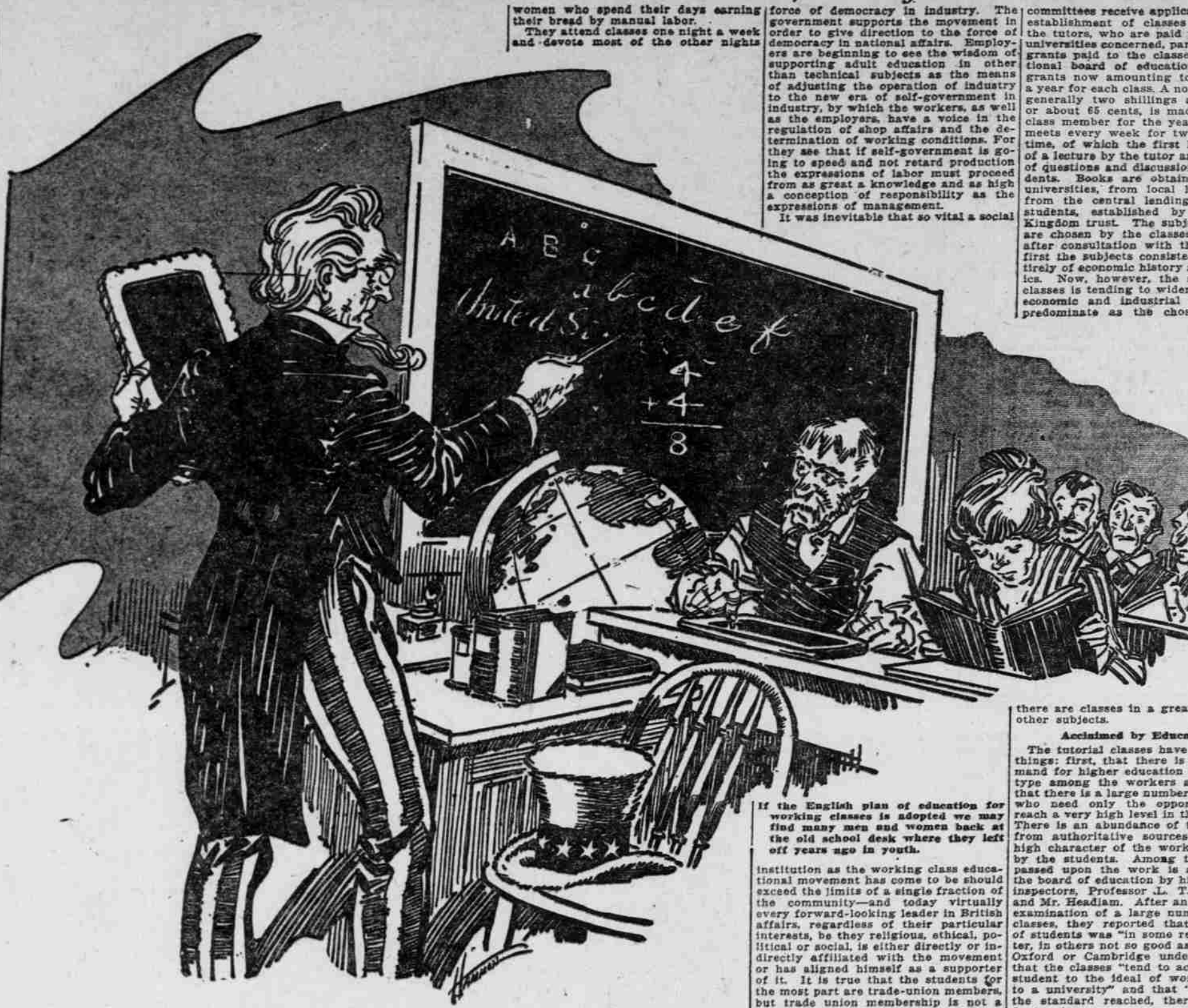
We Americans are horrified by the revelation that 3,800,000 persons over the age of 18 years in this country can neither read nor write. In any language, it was but a year ago that this fact, mentioned in an address in the senate, started the country, but already, under the direction of the department of the interior we are engaged in a nation-wide effort to strike the shackles of illiteracy from this multi-racial, multi-colored people. They shall be equipped, we say, with the fundamentals of civilized existence so they may, after the manner of the well-born Athenians, pursue the fullness of life. We are determined that in the midst there shall be equality at least with respect to the advantages of primary education.

But there is another impressive educational statistic gleanable in the census over which we have as yet evinced but mild concern. It is the fact that only 144 children in every other of our population obtain any full-time education after the age of 14 years. All of which means, of course, that industry is laying its hands on the spiritual and intellectual possibilities of the mass of growing men and women. Continuation schools exist to be sure, and there are other reasons for us to point with pride to our national record of educational advancement as compared with the past or even the present in some European countries. But the fact remains, and it must be regarded with the utmost seriousness if we are to continue in our forward march, that among us there are many with the capacity for greater knowledge and higher achievement for whom opportunities for development are meager, indeed.

Impulse From Working Class.

What is to be done about it? One thing is certain. It is that we cannot expect to provide overnight or even over the course of generations the means by which each and every child born may be maintained in education until he or she has been turned out the finished product of a university. And, anyway, that would take all the joy out of life. Not even the communists of education in bolshevik Russia has any such ambition. Raising the compulsory school age, even to 18 years, will not solve the problem of illiteracy. For, after all, the best education is not obtainable in schools, which are held by an expert on the subject to be merely places of preparation for the people who intend in later life to be educated. And so far as Mr. George Bernard Shaw is concerned, they are not even that. He asserts that his schooling was interrupted by his school-keeping. At any rate, the consensus of the best opinion regarding education is that it is a continuing process, ending for the normal individual only with death.

But while it is neither possible nor desirable to keep us in school half of our lives, it is desirable, and also imperative, that all of us should advance in wisdom and in understanding to the uttermost of our capacities; that, so



far as our mortal limitations will permit, we know fully what we are about and why we are about it, realizing intelligently our relation to our neighbors and to the world in which we live; that our understanding and self-expression be adequately developed, so that light and courage, and not fear and ignorance, may bear us company. All of which constitutes democracy's most formidable problem.

An inspiring contribution toward its solution is making rapid headway in England. Adult working-class education is the name it takes, and it simply means the provision of facilities for

working people to obtain access to higher learning. It involves co-operative efforts on the part of all the universities in Great Britain, 138 trade unions and nearly 3000 other working-class and educational organizations, banded together in the name of educational progress generally, but more particularly for the purpose of stimulating and supplying a demand among the workers for greater knowledge, that they might the more intelligently and effectively function as members of a society which must be industrial and would like to be democratic.

This movement is distinctly a movement of the working class to educate itself. Its corporate name is the Workers' Educational Association—and that is what it is. Philanthropy has no part in it. It asks nothing from the so-called upper classes. That the government has been so deeply impressed with its value to the nation as a whole that it contributes thousands of pounds yearly to the support of the work is an indication of the grip the movement has obtained upon the imagination of the country. It asks nothing from the universities' educational association, but the workers' educational association, a development of democracy, giving voice and action to subjects described as "an inextinguishable longing among the workers for the things of the mind and spirit." In other words, it would do what the universities do in its broadest terms, the working people of England have set about to educate themselves. In the process of their so-called universities, made to ask themselves if they have not in the past been rather neglectful of the working classes of the great nation, the benefits of education, have, one after another, beginning with Oxford, thrown themselves into the movement, offering every facility and assistance at their command—teachers, books, scholarships, etc. And in a little while, the government follows suit with money to pay teachers and meet other expenses. And today, after an existence of barely a dozen years, the tutorial classes of the great nation, education is known in England, have graduated nearly 10,000 students—industrial workers, most of whom left school at 10, 11 or 12 years—in such subjects as economics, industrial history, political economy, biology, sociology, literature, history of political freedom in Europe, reconstruction, etc., etc. And this fact is all the more remarkable when it is known that the definite goal in the study of such subjects is a mastery of its equivalent to that sought in academic life by a student working for university honors, and that this goal is attained by men and

women who spend their days earning their bread by manual labor. They attend classes of one night and devote most of the other nights

force of democracy in industry. The government supports the movement in order to give direction to the force of democracy in national affairs. Employers beginning to see the wisdom of supporting adult education in other than technical subjects as the means of adjusting the operation of industry to the new era of self-government in industry, by which the workers, as well as the employers, have a voice in the regulation of shop affairs and the determination of working conditions. For they see that if self-government is going to speed and not retard production the expressions of labor must proceed from an grasp of knowledge and a high conception of responsibility as the expressions of management.

It was inevitable that so vital a social

committee receive applications for the establishment of classes and provide the tutors, who are paid partly by the universities concerned, partly out of the grants paid to the classes by the national board of education; the latter grants now amounting to £45 or \$225 a year for each class. A nominal charge, generally two shillings and sixpence, or about 65 cents, is made upon each class member for the year. The class meets every week for two hours at a time, of which the first hour consists of a lecture by the tutor and the second of questions and discussion by the students. Books are obtained from the universities, from local libraries, and from the central lending library for students, established by the United Kingdom trust. The subjects of study are chosen by the classes themselves, after consultation with the tutor. At first the subjects consisted almost entirely of economic history and economic. Now, however, the scope of the classes is tending to widen and though economic and industrial history still predominate as the chosen subjects,

ment, the labor movement in England supports two colleges devoted to the development of men intending to spend their lives in the movement. One of these is Ruskin college, Oxford. It is affiliated principally with the trade unions. It is a residential college. It is free from class or partisan bias. On the other hand is the Central Labor college, Leeds, supported by the South Wales Miners' Federation and the National Union of Railwaymen. It is frankly partisan, instructing its students in the history of the industrial struggle from the Marxian point of view. It holds that the labor movement has its basis in the antagonism between capital and labor and its aim is the overthrow of capitalism and the substitution of the socialist state. It, too, is a residential college. But since the war started in 1914, both Ruskin college and the Central Labor college have been vacant of students. Both are now about to resume, however. It might be said here that the Central Labor college is better known by its motto, "I can promise to be candid but not impartial," the particular kind of education with which it deals would be better named by its motto. For it is definitely and frankly calculated to arouse class hatred and a spirit of revolution. It is the sworn and open enemy of the W. E. A. constantly assailing its motives as "capitalistic" and "blinding the workers to their real interests," etc. Nevertheless, in some of the industrial sections of England and Wales it has been able not only to retard the growth of the W. E. A. but to attain amazing growth itself. At its doors is laid responsibility for the recent strikes in Glasgow on the Clyde and the stubborn and revolutionary strike of about 60,000 miners in Wales against the orders of the miners' union officials. It has organized hundreds of classes and conducts an extensive correspondence course.

CARLYLE'S LAMENT AND A MODERN ENGLISH VISION.

(Quotation from Carlyle.)

It is not because of his toils that I lament for the poor; we must all toil or steal (howsoever we name our stealing), which is worse; no faithful workman finds his task a pastime. The poor is hungry and a-thirst, but for him also there is food and drink; he is heavy laden and weary, but for him also the heavens send sleep, and all the dearest; in his smoky crib, a clear, dewy haven of rest envelops him, and fitful glitterings of cloud-skirted dreams. But what I do mourn over is that the lamp of his soul should go out; that no ray of heavenly, or even of earthly knowledge should visit him; but only, in the haggard darkness, like two specters, fear and indignation, bear him company. Alas, while the body stands so broad and brawny, while the soul is blinded, dwarfed, stupefied, almost annihilated! Alas, was this, too, a breath of God; bestowed in heaven, but on earth never to be unfolded! That there should one man die ignorant who had capacity for knowledge, this I call a tragedy, were it to happen more than twenty times in the minute, as by some computations it does. The miserable fractions of science which our united mankind in a wide universe of needlessness has acquired, why is not this, with all diligence, imparted to all?—From "Sartor Resartus" by Thomas Carlyle.

(Quotation from William Temple.)

I seem to see a mighty host drawn from every nation under heaven, and from every social class, pledged to one great cause—the full development of human power through the intercourse of man in fellowship and brotherhood. They are filled with a high courage; their eyes shine with hope and faith. As they labor the world is changed. A new spirit is at work, and the things they care for are the fruit of that spirit—love, joy, peace, loyalty, beauty, knowledge. Eagerness to win these does not lead to rivalry or faction, for these are blessings of which the more any one possesses the more there is on that account for all beside. Life is still varied, and there are many diversities of service; still, town and country, with all their manifold pursuits, but no leading captivity, and no complaining in our streets; still sorrow, but no bitterness; still failure, but no oppression; still richer and poorer, but no thoughtless luxury, no grinding destitution; still church and world, yet both together celebrating unintermittently the one divine service, which is the service of mankind.

Shall we realize that dream? It is always ready to come true, if only men will love and hate the right things.—From an address by William Temple, president of the Workers' Educational Association of Great Britain.

BELA KUN AND HIS SOVIET GOVERNMENT ARE FANTASTIC

Count Karolyi's Marble Palace Occupied by Proletariat and Stovepipes Stick Out of Lace Curtained Windows.

VIENNA, May 12.—(Correspondence of the Associated Press.)—Conditions in Budapest and the surrounding country under the fantastic government of Bela Kun and his soviet are grotesque. It has just become known the Countess Rada is scrubbing stairways in one of the city prisons. Count Julius Stechenyi, aged 98, formerly master of the king's palace, Count Louis Karolyi, the former Austrian ambassador to London, is occupied by some one of the vaunted proletariat, with such results as might be expected. Stovepipes stick from the windows, the walls are filthy and greasy. Protective covers have been torn from rich divans and handsome chairs to be used for dishrags. Costly bronzes, chipped and mutilated, are being used as playthings by the proletarian children.

It is the same in the handsome residence of Count Andraszy next door, where squalor and dirt are rapidly replacing the magnificence and polish of a happier day.

Day by day comes the news of increasing violence on the part of those who are in power. The latest instances have to do with Ludwig Nagy, former president of the Hungarian parliament. He was seized at his country home and while being taken into Budapest, was

RELIGIOUS TURKS PUT BLAME FOR DEFEAT ON MOHAMMET

Others Say Present Plight Is Just Judgment for Destruction of Dogs Some Years Ago.

CONSTANTINOPLE, May 5.—(By mail.)—The religious Turk is very much discouraged. The mosques are not as well patronized as formerly. For Mahomet is blamed for the loss of the Turks whose dogs were taken away from them and dumped on an island in the Marmora sea to starve with tens of thousands of other Constantinople mongrels some years ago. The Germans when they left carried off the most precious rugs and the faithful refuse to enter the mosque on the ground that it has been profaned and is unclean. More than 300 deaths from cholera took place in this mosque during the war.

The howling dervishes in particular declare that there is no hope for Turkey unless the "great prophet, Wilson" intervenes. Recently the American Red Cross mission for Rumania stopped off at Constantinople and, while waiting for their boat to sail, visited the howling dervishes.

With hot coals in his mouth and with high priests sticking knives through their cheeks in time-honored fashion, the high priest calling down the blessings of Mahomet upon America and maledictions upon all the enemies of Turkey. A young Turk trembled at the howler's lamentations and blessings.

Memet VI, the eutan, has each night refused to enter the mosque on the

OLD FLAG MAY GO BACK

British Army Takes Emblem From America in 1812.

LOUISVILLE.—Kentucky's battle-scarred flag, carried by pioneers until they surrendered to the British and Indians at the battle of the River Raisin in Michigan, in the war of 1812, may be returned from England, where it was taken when the British army departed from America.

The Kentuckians' battle standard, on which is written part of the state's motto, "United We Stand," is the emblem which Major Sir Evelyn Wood, one of the founders of the English speaking union, recently discovered in the chapel of the Royal hospital, Chelsea, London, along with other captured flags. Gov. James D. Black says he will seek its immediate return.

BRavery IS PERPETUATED

Monuments Being Built to Commemorate American Achievements.

VERDUN, June 15.—(Correspondence of the Associated Press.)—Monuments to commemorate the achievements of the Americans in the battle of the Argonne are being built. Details of the work being attended to by different army units.

A series of concrete monuments adorned with German machine guns and in some instances with German helmets and rifles has been put up to mark

THE MOST PROMISING EDUCATIONAL MOVEMENT IN ENGLAND

is the way they describe the plan. For it is a refutation of the slander that working people don't want education.

While the tutorial classes of the W. E. A. are not supported out of public money, do not fall within the province of the education authority (equivalent to our local boards of education.) These branches seek to secure the affiliation of all lodges trading on any educational work, and want as of the local trade unions, trades councils, co-operative societies. Thus are welded into impact forces powerful groups aiming at the spread of knowledge and the solution of local educational problems. Beyond the tutorial class work, courses of lectures and reading circles are arranged, attracting and enlightening hundreds of thousands of workers yearly.

Thus, it meets some of the needs of those who are beginning to demand higher education. It creates a body of students who desire more advanced, systematic and continuous study. These persons are organized into a tutorial class which becomes the nucleus of a university established where no university exists. The organization of such a class is simply stated. It consists of a group of not more than 30 students. These agree to meet regularly once a week for 24 weeks during each of three successive winters for the purpose of study and to write fortnightly essays. For the purpose of this, these classes every university and university college in England has appointed a joint committee, composed of university representatives and working-class representatives. These



"The most promising educational movement in England" is the way they describe the plan. For it is a refutation of the slander that working people don't want education.