

WORLD WORKERS' EDUCATIONAL MOVEMENTS

Their Social Significance

BY

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"This moment yearning and thoughtful, sitting alone,
It seems to me there are other men in other lands
yearning and thoughtful.
It seems to me I can look over and behold them in
Germany, Italy, France, Spain,
Or, far, far away in China, or in Russia, or in Japan,
talking other dialects,
And it seems to me if I could know these men
I should become attached to them, as I do
to men in my own lands,
O, I know we should be brothers and lovers,
I know I should be happy with them."—*Walt Whitman.*

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN THE
FACULTY OF POLITICAL SCIENCE
COLUMBIA UNIVERSITY

NEW YORK

1931

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COLUMBIA UNIVERSITY PRESS

PRINTED IN THE UNITED STATES OF AMERICA

GRACE DARLING LIEURANCE

MY WIFE, PAL AND COMRADE

Savoir pour prévoir et connaître pour améliorer.—*Comte*.

Die Philosophen haben die Welt nur verschieden interpretiert, es kommt aber darauf an, sie zu verändern.—*Marx*.

It is necessary to have in our social economy a conservative force as well as a reforming one, that there may be progress for the resultant; but it is impolitic to afford the one an artificial advantage over the other.—*Spencer*.

Facing the facts that the social sciences are making known to us, and will make better known, should enable us to diminish human misery and to live more wisely than the human race has lived hitherto.—*Giddings*.

The whole evolution of man is a process of liberation in which his very awareness of his subjection becomes the condition of his mastery.—*MacIver*.

PREFACE

IN 1924, the opportunity came to me to attend two workers' educational conferences at Oxford, as a delegate to the International Conference on Workers' Education, and, as a fraternal delegate to the Coming-of-Age Celebration of the Workers' Educational Association of Great Britain. These events afforded a fruitful occasion for making contacts with the leaders of workers' education in many lands. I also visited five other countries of Europe where I observed workers' education and collected data for my study. In Germany I attended a labor college course for functionaries under the direction of the Reichsausschuss für Sozialistische Bildungsarbeit. The course was conducted by Georg Engelbert Graf, M.P., one of the outstanding labor educators of Germany. I was fortunate also in being present at the first Social-Democratic Culture Week in Leipzig. At Schloss Tinz I saw a resident labor college at work during several days.

After the International Conference on Workers' Education I enrolled for the summer course at Ruskin College, Oxford. This course was sponsored by the International Federation of Trade Unions. Sixty-two students from twenty different countries were in attendance. Among the students were many representative labor leaders who lectured on their respective movements.

Coming home with a spirit of enthusiasm I began to gather material on workers' education from the far corners of the earth. In the main this survey is based upon original sources, personal observation, teaching experience with adults, and contact with different phases of the labor movement. The facts have been selected not with the view to

prove some pet theory or proposition. They were gathered with a genuine faith in education, and a conviction of the need of directing thought toward world-mindedness. I have thought of education not as a panacea but as a necessary preparation, as a method of equipping human beings to understand problems of social reality and to inspire them to seek for solutions. I agree with Professor MacIver that "Education may not engender the spirit of humanity, but it directs it, justifies it, and thereby stimulates it." A great variety of data have been supplied so as to furnish the reader with a sufficient basis upon which to draw his own inferences.

I have not attempted a full-length history of the world workers' educational movement, but rather to break ground and to indicate where the cornerstones for the new edifice should be laid. Personal observation and experience in the movement has made me fairly conversant with some of the problems of workers' education as well as created a point of view toward their solution. Nevertheless, I have tried to present an account that is as detached as is humanly possible for one who feels more than an ephemeral interest in the cause and without intentionally exalting labor above any other group in society. In other words, I have been more diligent in the search for fact, for truth and fairness, than in the avoidance of error. I have endeavored to present facts as well as some of the feelings and attitudes which in reality accompany the facts. Having no previous pattern to guide me, I submit this contribution as an exploratory synthesis, a mere introduction providing data regarding the movement in different countries, showing in some measure the social and psychological environment from which the movement drew its substance and attitudes.

By the word significance in the sub-title of this book, I mean something more than social importance. I have en-

deavored to suggest, especially in the introduction and in the last two chapters, connections, relations between facts of the survey and facts of a wider range of social context. I am quite aware that my contribution is only an introduction to the analysis of the social processes inherent in the workers' educational movements. From the scientific viewpoint, however, it is necessary to present the facts and interpretations as a basis for any such analysis.

To list all of the fellow-workers in the movement throughout the world who have aided me in one way or another would obtrude upon considerations of space, and since individual acknowledgments will be found in the text, in the bibliography, may I express my appreciation summarily: I thank all of you. I trust to a forebearant mood in my friends for the delayed publication of this study. (I have often drawn inspiration from the motto: "Nur die Sache ist verloren die man aufgibt.") Although the preparation of this study has been financially exacting (an ordeal shared graciously by my wife), yet the additional sacrifice of the cost of publication is entered upon cheerfully in the hope that the book will contribute toward an understanding of and a growing interest in workers' education.

I hope that this book will appeal to the following groups: those having specific interest in workers' education; those concerned with adult education; teachers colleges and other schools offering courses in educational sociology, educational psychology, and the history of education; college and university classes in social and labor problems; the general reader who wishes to keep in touch with the social thought trend of these changing times; and finally, I wish to include the politician and statesman among my readers.

My respects are herewith conveyed to Professor Olive Edens for the wholehearted moral support she gave to the ardent founder of the Social Democratic Club of the Wash-

ington State Normal School at Bellingham, Washington; and, to Professor William Savery for his interest in radical youth and for his critical intellectual guidance of the stimulating discussions in the Sphinx Club at the University of Washington, Seattle, Washington.

I am grateful for encouragement received from all of my teachers in the graduate departments at Columbia University, Professors: Giddings, MacIver, Chaddock, Tenney, Lindsay, Ogburn, Ross, Seager, Mitchell, and Snedden.

M. H.

COLUMBIA UNIVERSITY, JANUARY 20, 1931.

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PART I
INTRODUCTORY

“I will bear in mind that the world is my native city.”—*Seneca*.

“Es ist nicht genug, zu wissen, man muss es auch anwenden.”—*Goethe*.

“The strongest bond of human sympathy, outside of the family relation, should be one uniting all working people, of all nations, and tongues and kindreds.”—*Lincoln*.

“Dies gerade ist die grösse der Bestimmung dieser Zeit, auszuführen, was finstere Jahrhunderte nicht einmal zu denken für möglich gehalten haben, die Wissenschaft an das Volk zu bringen.”—*Lassalle*.