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New York

April 21st, 1911

Pearl

Mr. Fabian Franklin,
The Evening Post,
New York.

My dear Mr. Franklin:

If it is not contrary to the policy of your office, I should be greatly obliged if you would give me the name and address of the writer of your recent articles on "Syndicates ~~for~~ War." He signs himself "F. McC." If for any editorial reason it does not seem to be proper to give me the information, of course, I shall understand perfectly.

Very sincerely yours,

Ida M. Tarbell

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Francis McCullagh
National Liberal Club
London

Francis McCullagh

And will you excuse my answering in this informal way?

Sincerely yours Fabian Franklin

N.Y. E.P. 20 1921

Colleges for Workers

American labor leaders need no longer look curiously at Ruskin College and the flourishing Workers' Education Association of England. In the two and a half years since the Boston Trade Union College was founded, its faculty including men like Roscoe Pound, William Z. Ripley, and Irving Fisher, the list of similar institutions has grown long. Arthur Gleason's pamphlet on workers' education, dated June 25, describes the Trade Union College of Washington, D. C., the Workers' College of Seattle, and the Rochester Labor College, founded in 1919; and the Baltimore Labor Class, the Philadelphia Trade Union College, the Pittsburgh Trade Union College, the Workers' University of Cleveland, the Workers' College of Minneapolis, and the St. Paul Labor College, dating from 1920. In addition, there must be mentioned the classes of the International Ladies' Garment Workers, the workers' classes in small Pennsylvania cities, the Amherst classes, and schools with a special foundation, like one for Finnish workers in Duluth. About 10,000 American workers are now regularly studying in their own higher institutions.

It should be understood, as the Boston college was eager to show, that the institutions are not merely utilitarian. In general the purpose is to give courses of the highest standard practicable in literature, history, political science, economics, and composition. The Washington college teaches music and dancing, as well as ordinary cultural subjects like literature, technical subjects like mechanical drawing, and subjects of special labor appeal like labor history. At Seattle we find biology taught, at Rochester public speaking, and at Cleveland modern drama. The fundamental courses appear to be economics, labor history and problems, and English, but a broad education is intended.

These classes make use of special modes of teaching, special texts, and specially equipped teachers. Experience here and in England demonstrates that the classes cannot be autocratically controlled, as university classes usually are. They will not be satisfied with lectures, but demand full supplementary discussions. They insist upon open-minded attention to controversial economic and political issues. It is significant that the Seattle college found several of its State University teachers offensive and got rid of them. Mr. Gleason writes discouragingly of the rarity of the democratic, practical, openminded instructor desired, but it is probable that when the exact requirements are understood we shall learn to produce them almost as easily as we now produce the peculiar type required for university extension.

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