

SOME ASPECTS OF INDUSTRIAL ORGANIZATION,

treated comparatively as to its pre-war forms, and also as to its possible post-war forms.

EFFICIENT CO-OPERATION THROUGH EDUCATION:

the necessity of a perfect co-operation between the two great forces in every industry- Capital and Labour.

by

T O M A S   D E   L A   B A R R A,

Research Student at the University of Glasgow during the following sessions:

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## P R E F A C E .

"The great danger to peace is not hostility but ignorance".

Lord Cecil.

"If employees or employers were uneducated in the right principles of life and work and citizenship; if they ignored or despised the things of the spirit and of the mind, for which education stood as a means to the great end of shaping character and enlightening life, then the industries themselves could not grow and thrive. They were cut off from their roots, they were doomed to wither. There were not wanting signs to-day that more and more both of the workers and of those who found them work were realising from bitter experience that this was a true saying."

Fragment of an Address delivered to the Members of the Sunday Schools' Convention, by Sir Donald Mac-Alister, Principal of the University of Glasgow on 19th June 1924.

My first words, before commencing to deal with any of the subjects related to this thesis, must be dedicated to offer my best and sincere apologies for the many faults which will no doubt be discovered throughout the following pages. In craving indulgence, I mean to refer especially to those errors which may arise from my incomplete knowledge of the beautiful English language: It is certainly most difficult- for a foreigner, at least- to write in what I should be inclined to term "a literary style", without incurring in a countless number of literary faults and errors. I venture to trust, however, that in view of the

reasons which I have just stated, my deficiencies in style will be forgiven; and I also hope that I shall have succeeded in explaining my ideas in a more or less clear and comprehensible fashion.

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The famous and ancient axiom- so well known and so old that it has never been discussed by any one versed in the Economic Sciences -"To produce the maximum obtainable with the least amount of effort possible"- proves itself today to be more indispensable than ever, on account of the present economic state of affairs throughout the whole world; and this, I dare say, is but one of the many direct consequences of the Great Conflict which was commenced in 1914.

If we wish to be convinced of the necessity of giving a new orientation to our Industrial Organization it would suffice, I think, to cast one single, rapid, glance over the various European countries of today. The establishment of this new movement of Re-organization would tend to ensure better results, with the same or a smaller effort. In other words, this means that, in spite of the unfavourable conditions at present prevailing in the different Nations of the world, it would be possible "to produce more with a diminished effort."

The necessity for this reform is felt today more than ever, especially on account of the Great War:

During that most trying period, the social elements of this country intermingled very closely; and the upper and lower sections of the Community - I refer to the rich and the poor- were forced then to come into a closer contact than hitherto. As an outcome of this, the lower classes have learnt to enjoy a certain standard of life, of a higher character than that known, and familiar, to them in pre-war days. Hence their present desires and aspirations to secure a larger share of the profits made in the various industries- in order to satisfy and maintain this newly-acquired standard of living.

The capitalists, on the other hand- whose general requirements have not been diminished, but have, on the contrary, increased- feel also that their respective share should be greater, and thus be able to meet the very heavy taxation of various kinds which they require to face. These taxes have been imposed by the Government owing to the increased expenditure, caused- amongst other factors- by the Interest payable on the War Debts. The general expenditure of Society in general, also, has greatly augmented, on account of the increased cost of living; and many other outlays have had to be met by the already heavily burdened Government.

If we add to the foregoing facts the loss of the considerable number of skilled hands, and- more important still- the disappearance, through the War, of many

energies represented by sources educated by centuries of unbroken traditions; the scarcity and the high cost of raw-materials; the social disorganization and the unrest in every country- especially, of course, in the States which were defeated in 1918; the stagnation and division of Russia and of part of the Central Powers, where all the industrial activities of the country used to be ruled by the iron hand of the State. If, moreover, we consider the increase in the population of this country immediately after the end of the War; then, I dare say, we may be able to form a more absolute conviction of the fact that one of our vital problems consists in searching - in as efficient a fashion as possible- for a new industrial organization so as to be able to re-establish once more our complete economic equilibrium.

In the present struggle for existence- without parallel in the history of the world- the best economic and industrial organizations must be the winners; and all the efforts which we may put forward in order to achieve this end, will later on be amply appreciated and recompensed to us.

The idea in itself, of calling the attention of the studious section of the general public towards this necessity -of a better industrial organization, based on efficient and democratic co-operation through education- would alone be sufficient inducement to cause me

to start this work with all the energy and with all the enthusiasm of which I am capable: There is, however, the additional fact that the University of Glasgow has done me the honour of accepting me as a "Research Student" during the last three years; and, therefore, in initiating this thesis, I do so full of interest, and with the hope that this Study may later on be of some usefulness, both to this country, and to Chile, my native soil.

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## I.

Great Britain's  
position before  
the Great War.

In order to give a slight summary of the most important facts connected with Industrial Organization it is necessary to divide this brief sketch in two periods, totally different from each other: Pre-war and Post-war; by the latter period I mean to refer to the present times.

In years previous to the War- when the British products, thanks to their spotless reputation and to their tradition, aided very effectively by their unchallenged Merchant Service, were accepted as the best manufactured of their kind, and found ample and sufficient demand throughout the different markets of the world; when in this country the fateful problem of Unemployment was almost unknown, if we compare it to its present proportions; and when the British Overseas Colonies were not so far apart from this country, economically speaking- it was at that period that the British Parliament dictated some of the first and greatest Social Laws: The Pension Act- for men of 70 years of age and over; the Act relating to Insurance against Illness, unemployment, accidents, etc; all these beneficial measures came then into force. In addition to those already mentioned, there were also some other Acts passed, and especially worthy of note are those connected with Social Legislative Reform. As regards industrial organization,



however, the British Legislators, honouring their Liberal system of some centuries ago, left this most important part of the Legislation of the country to the Individual Effort, and to the big industrial Concerns in the different industries of the Kingdom. These last named Institutions were— more or less— permitted to attend to the national industrial organization in the fashion they thought most advisable to adopt.

Germany's industrial organization previous to the War.

Germany, on the other hand, waited for nothing, and left nothing to the individual enterprise. Bismarck, with that foreseeing genius which marked all his actions, anticipated the rapid advances which Socialism would make in his country; and, by setting up his great Legislation, he went even further afield than the future German Socialists themselves: Bismarck established a great social legislation dealing with Labour, one of the most complete and advanced known so far to have existed, or still to exist. He organized, at the same time, the various German industries under a most solid form of industrial co-operation, totally controlled and governed by the iron hand of the State.

Thus, in order to develop conveniently the various manufacturing industries— and especially in order to ensure that the new commercial markets which were commencing to open in different foreign countries would fall into their hands— as happened,

for instance, in South America, where the Germans conquered the British and French Merchants- the German Government compelled their Banking Institutions, and their commerce in general- including the various Transport Associations- to contribute to this national task with the greatest possible efforts and this was done in a spirit of co-operation, such as had never been heard of before. The Banks, as a natural consequence of these measures, were forced to open up new branches everywhere; and they had to grant and protect the credit of all the German Merchants engaged abroad in this great struggle for commercial supremacy. It may well be imagined, therefore, that the prosperity of these Traders was greatly improved throughout the world: Even the Shipping Companies and the State Railways were compelled to effect the transport of all German products at the cheapest possible rates; and to prove this assertion I shall recall here the great dispute which arose in connection with the Sugar Industry. This question was dealt with at the Brussels Conference and Treaty; and it was then, I believe, when it was mentioned that Germany actually carried to her frontiers, for almost next to nothing, all the sugar produced in her great factories and works.

The German Government cultivated at the same time the formation of great Industrial Associa-

tions known as the "Kartels" and the "Rings". They, moreover, demanded that all the large factories in the territory of the Empire should open and maintain annexed to their works, great Technical Colleges, where all the discoveries, improvements and studies made in Great Britain, France, the United States of America, as well as in other leading countries, were utilized and applied to their respective industrial branches.

There existed in Germany, during many years, the compulsory attendance at Day Continuation Classes; and the Government obliged the Employers to send their Employees, under 18 years of age, to the said schools, under threat of strong fines and, in certain circumstances, of imprisonment even. The Employers, furthermore, who during working hours failed to send any of their Employees under 18 years of age to the Continuation Classes, were also liable (according to Article 1504 of the German Factory Acts) to further fines and penalties. During the period 1905-06, in the Kingdom of Prussia alone, there existed 1301 Continuation Day Schools, at which attendance was compulsory, and whose number of students amounted to about 202,649. In addition to the foregoing, there were 94 Industrial Noncompulsory Schools, with about 23,905 students (From "Economic Dictionary" by Prof. Ludwig Elster-Jena: 1906, Vol.I. Page 1080.)

In 1918, by an Act of Government, all males

and females under 18 years of age were commanded to attend Day Continuation Classes for a period representing at least 320 hours each year.

The management of their numerous works and factories was, in every occasion, strictly and carefully observed and controlled; and in this fashion the State was able to ascertain that there would be no danger of the workers' output being unnecessarily diminished or wasted. This method was especially applied with regard to the prevention of accidents, insufficient health precautions, etc.; and to such a degree did this control exist that even the actual temperature to be maintained at a Factory was determined, beforehand, by the Officials of the German Government.

The State also took over the control of the Coal Pits in order to make certain that the future prosperity of all her other industries dependant on the Coal trade would not be unduly hampered. The State was always in possession of the largest mines in Prussia and in all the other States of the Confederation the Emperor himself owned all the products, minerals, etc. which were, or might be, underneath the ground. These pieces of land were granted to German individuals or Companies for exploitation only, under specific terms and conditions. From the foregoing remarks it may be seen, therefore, that in Germany the control of the Collieries by the State was almost absolute, and that this was effected under the direct supervision of the State.

The admission of Foreign Partners into National Companies was permitted for the purpose of these exploitations. ("Economic Dictionary" by Prof. Ludwig Elster Jena, 1906, Page 414, Vol. I.)

This miscellaneous and complete co-operative organization of the different German industrial branches, under the immediate and powerful control of the State, gave, naturally, very enviable results; and the fruits thus obtained were due in no small part to the intelligent help rendered to Germany by her Commercial Travellers: They, equipped with a perfect knowledge of the English, French, and Spanish languages- as well as of the peculiarities characteristic of each country- very soon invaded every market in the world; and- more important still- they also succeeded in filling them with their German products, manufactured, in every case, at very low prices.

**Industrial  
Co-operation  
in the U.S.A.**

At about the same time, the United States of America was increasing- in almost unbelievable proportions- the general efficiency of her workers. The two great factors responsible for this may be said to be: Firstly, the very effective co-operation existing between Labour and Capital- the two largest human forces of which industrial production is composed. This system of co-operation was greatly helped by the abundance of raw-materials. The second factor consists undoubtedly in the encouragement- entirely whole-hearted and unconditional- which the Government

showed to every kind and description of Inventors, especially those engaged in industrial or mechanical appliances for her industries.

The Co-operation of Capital and Labour has been secured in the United States thanks to the mutual and intimate acquaintance of these two great social elements: This relationship is commenced very early, at school; and in this connection it must be pointed out here that in the U.S.A. School attendance is compulsory and uniform for all the future citizens of the Great Republic. This mutual esteem and knowledge, of the two vital and active elements of society, has been manifested, later on, in a better general workmanship- which, because of the reasons already stated, has always been very efficient and enthusiastic on the part of the employees. The employers, on their side, pay the maximum wages which their respective trades permit them to pay; and they have not failed to build- wherever possible- modern and healthy houses, with every modern comfort for the benefit of the labouring co-operators.

Whenever there is an opportunity, it is the Employee who has been given the first offer to reach even the highest posts, whether at the office or at the works; and it is because of this policy that the employee is prepared at all times to devote all his energies and efforts towards the achievement of whatever task he may have in hand.

The wonderful and tremendous industrial progress made in North America- both before and since the war- has been due to the spirit always shown by her workers: They- being sure and satisfied that they will always obtain the highest possible wages and the benefit of all the improvements in their trade- never fail to give their best energies and all the intelligence they possess, in order to ensure the success of their employers and of their own trades. It may be added, moreover, that these employees benefit directly in more than one way from the profits which have been earned partly through their own personal efforts; and I think it is only just to state here that in Great Britain, too, this system of allowing the working man to partake financially in the profits of his own industry or trade, has been established with success. In this fashion, not only is the worker encouraged to put forward his utmost efforts in order to increase the output and improve the quality of workmanship, but at the same time, with the workers' direct participation, a substantial saving is effected in connection with the amount of raw material and energies employed- elements which, otherwise, would not be so carefully economised. Lord Leverhulme is at present one of the principal apostles of this system, and has put it into practice at his various factories of Sunlight soap and other interests and concerns in which he is largely interested.

The number of inventions conceived is very large; and this, of course, is very profitable to the various industrial activities of the country: Many of them have been the discovery of the employee himself. There, at any rate, he is confident that if he should succeed in inventing any means whereby production may be increased, his employer will not forget to give him a generous recompense- whether it be in the shape of a determined sum of money, or in that of a percentage in all the profits which his discovery may produce or lead to. Nobody- neither the Employee nor the Employer- would, under any circumstances, attempt to snatch away the discovery or invention belonging to another man.

The efficiency of the workers of the United States is so much recognized and this fact is admitted in that country to such an extent that, more than in one instance, the case has been made public of how, of two apprentices- the one, the employer's son, and the other, the offspring of a humble dust-cleaner- the latter has reached the pinnacle and attained the managership in his firm, while the former has simply remained in some obscure position: In both cases each has attained the post which his merits have gained for him, unaided by any family influence or considerations of caste.

The only part played by the North American Government in the industrial organization of that country has really been confined to General Education: Both economic and industrial knowledge may be acquired there



by anybody; and this course of education, which is very complete indeed, has contributed, in no small measure, to the efficiency of the production, so evident in all North America. The moral and physical development and improvement of the workers are natural consequences of this education; and this task achieved by the Government of the United States can, therefore, hardly be said to be ~~in~~ of small importance.

The United States Government has always been very strict- and in some occasions has even employed "iron methods"- in order to ensure, in a definite fashion, the freedom of Labour and the rights of the Capitalists; and every attempt against the industrial peace of the country has been energetically repressed by the State Action. As a convincing proof of this assertion I shall recall here the first popular election of Deputies, which was celebrated in that country shortly after the termination of the War: On that occasion, the North American Nation elected, in quite a legal fashion, a large number of Socialist and Communist Members of Parliament; but the Federal Government point-blank refused to recognize them as Deputies, in spite of the fact that those men had been freely chosen by the people. In stating these circumstances and facts, I merely repeat what has happened, and I neither accept the attitude of the Government nor attack their method adopted.

In any case, there should be no doubt that the Government of the United States has protected her industries, not only by means of Custom Tariffs established on the basis of very heavy taxation on the imports but it has also given the country new fields for the extension and improvement of the various branches which compose her industries and her commerce in general: The Philipines, Cuba, Central America, Brazil and a few other places are convincing proofs of this vast commercial and political imperial policy: In the present moments, North America can boast with justice of a prosperous territory extending right across from the Atlantic to the Pacific Oceans.

The influence of Capital in France and her colonizing power.

France, thanks to her protective tariffs, has also developed her industries to a considerable extent. The greatest of all her assets, however, has always been constituted by the great individual capitals- the result of a continual and patient effort of economy, practiced by almost all her citizens, who, indeed, are one of the most thrifty people in the world.

In France, everybody-even the café waiter- is a capitalist; and there all have been brought up and educated with the spirit of personal economy. As a rule, their savings are invested, after a certain time, in shares of some reliable industrial concern, or in bonds, capitalist societies and companies, etc.

In this fashion their capitals become automatically increased through the course of time, with the accumulation of interest and dividends. It is undoubted that the National Office of Work ("Bureau du Travail") has greatly contributed to the economic development of this country under review; and this Body has really served as an Intermediary between Capital and Labour.

As regards Colonial extension, France has doubled her producing force thanks to her possessions in Algeria and Tunis: Through these two colonies alone she has completed a Colonial Empire of about 89.000 000 square kilometers, populated by some 52 million inhabitants. Yet, in spite of the foregoing facts, the agriculture and other industries of France have remained, generally speaking, in a stationary condition, especially until before the War. This stagnation—characteristic of an impoverished nation, derives its origin from two principal causes: The lack of stability, and ~~the~~ permanent weakness, of the French Government; and also the "race" for Armaments, etc., into which that country seems to have entered in competition with certain other nations.

Had France been properly governed, and if she had not always been awaiting an opportunity to revenge the 1870 war, the French Nation would, I believe, have attained and secured a very great and important economic future before the outbreak of 1914.

The "Tariffs War" of the French.

The tariffs war France carried with Switzerland, Italy and Spain, very considerably diminished the foreign outlet of her natural products; and to this we must add the lack of confidence and trust shown by France as regards her enemy- Germany: By the way, this is a feeling which was mutual. All the circumstances just enumerated have contributed to pause France to lead a sort of economic life of reclusion or "solitude" Outside what I have already stated in the foregoing paragraphs, I do not think there is anything else of importance worthy of mention here, in connection with the industrial organization of the French Republic.

## III.

Situation in Europe after the War.

At the termination of the Great War, Europe, generally speaking, offered indeed a very sad and regrettable spectacle: many men, and the energies they represented, were sacrificed; many of the capitals accumulated after many years of economy, machinery which represented big investments, properties, personal and national credit: everything of which the industrial life of a nation is composed was in part swallowed and consumed by the terrible conflict. This situation was naturally more especially felt by those countries which took an active part in the struggle.

Destruction of the great powers and birth of new nations.

The old and exhausted economic machinery of Europe was once again started to its former routine of work at a time when the division and weakening of the Central Powers—Austria and Germany—was commencing; when, consequently, a number of new nations, without any traditions to respect, whether political or economic—were appearing on the surface of Europe: Their new armies and newly-established administrations, moreover, amplified by the ancient system of bureaucracy, were being erected concurrently at fabulous costs. In addition to all this, it must be remembered also that the important organs of European Economics were being set rolling again at a moment when everybody's energies were decidedly exhausted by a long war— a war in which the lazy life of the trenches, which predominated most of the

time, was partly responsible for this waste of energy and also when nations who had conquered at the end, were still upset with the joy of triumph and imagined-remembering only that victory had fallen to their side- they would be able to earn much, with only very little effort or work.

The defeated nations, on the other hand, realized from the first moment that, in order to be able to pay their War Indemnities, they would require to labour strenuously during many years to come: Some of the fertile agricultural regions in France and Belgium were completely ruined; and part of the powerful British Merchant Navy- a most important branch of the industry of Great Britain- was sunk by the enemy's torpedoes, etc. In addition to the foregoing, most factories and works throughout the country were forced by the British Government to transform themselves into Munition Factories; the best workers- those who could boast of a good and long industrial training and tradition- were left-many of them at any rate- in the different battlefields of the Continent. At the present moment, there are still huge armies of men awaiting the liquidation- so far unfinished- of various war affairs: Under all these deadly and unfortunate conditions- I repeat- did the Trades and Industries of old Europe commence once again to move their wheels slowly onward.

Effects of the  
War on South  
America.

The new countries in South America although not directly engaged in the European Conflict have had nevertheless to suffer its consequences to a considerable extent: They had always required to rely upon European credit and capitals in order to carry on their general business and develop at the same time the immense natural wealth which abounds there. They, moreover, had been accustomed to receive the expert technical advice from Europe and North America, and in this way enlarged as much as possible the industries of their respective countries, which may be said to have been only dawning in pre-war days. South America, moreover, did not possess a great Merchant Navy which would help her to transport her natural products across the seas; and, as it will be understood, she was not able to receive from Europe almost any of the goods which were indispensably required for the various trades in the different nations which compose South America. The consequences of this depression were soon felt in the European markets as by reason of this general unfavourable conditions prevailing in South American Trade, the value of the Shares of all her Associations, Companies, Trusts, etc., fell considerably; and the damages experienced by some great concerns are said to have been of important proportions.

The hope for  
a new life.

It would seem that everybody- or at any rate a great number of people- was under the impression that when the war should end the economic situation of the

world, in general, would at once become stable as formerly and as regular as in pre-war times: It was thought apparently that if this return to normal conditions did not occur everywhere, at least those countries who had conquered would not fail to receive their reward and see their respective industries and commerce improved and restored, as if by virtue of some miraculous and unknown process: Inexplicable blindness!

Day by day, year by year, they were feeling more acutely than ever the tremendous results of a long and costly war, wherein everything almost was consumed and exhausted, although very little was created or born as a practical result of it- not even sufficient political experience to teach our rulers and politicians a sure method whereby all future conflicts might be truly avoided.

The industries must, of course, meet the payment of the great sums demanded by the Nation- after the disaster, under the shape of exorbitant taxation, etc.- in order to be able to pay interest on the loans, write off some of her war-debts, meet the general expenses represented by the Occupation Armies in the Continent, grant relief to a large number of Unemployed, initiate reconstruction work of various kinds and descriptions, etc.etc. The country has, in addition to all these burdens, to attend to the payment of Pensions for the Disabled and the War-Widows, assistance to many mothers, orphans, etc. The madness of achieving a military "grandesse" must also be attempted; and all

War Expenses  
must be paid.



these difficult and dangerous problems come at a time when the transformation is taking place from war-time activities to days of more or less relative peace.

The industrial forces of production have had to fight great economic battles, not only during the period of serious strikes, such as the General Coal Strike, Railway and Dock Difficulties, general lock-outs, etc.: Every sphere of every industrial country has been acutely affected, more or less, in this fashion— from the agricultural fields, right down to the great and vital ship building yards. They, also, have had to fight against other unfavourable circumstances, especially as regards house shortage, increased cost of living, etc. The Trade Unions and their principal Leaders have, during these last few years, been powerless to repress or fight successfully that evil spirit of fighting, which since the war, has taken possession of the average working-man.

The same thing exactly which has occurred in this country, has also happened throughout the whole world; and this is because all the organization machinery of the producing forces have been considerably weakened and diminished since the Great War.

In Chile, where strikes used to occur only very seldom, previous to 1914, now these break out somewhat frequently, on account of more or less insignificant causes; and the Leaders who attempt to find

a peaceful solution to whatever difficulties may have arisen, are immediately accused of betraying the cause of the workers. In Great Britain, not so very long ago we heard how Mr. Thomas, the ex-Railwaymen's Leader, was openly accused of treason towards his own party because he was inclined to adopt quiet and peaceful solutions, and disapproved of any violent measures.

Germany and Austria— economic countries, which were powerful and united before the war— find themselves today powerless and unable to develop their industries: Their ships no longer exist and the most important provinces of their Empires have been seized in the case of the first-named country, while in that of the second, she has seen her ports gradually snatched away and a great part of her territory divided into smaller States. Neither Germany nor Austria has any international credit left, on account of their respective currencies being worthless— so far at least as the money exchange is concerned. These countries are presently feeding about 80 million inhabitants, and in this figure are included the numerous Russians who fled to Germany and Austria, attempting to escape the Soviet Rule: It might be noted, however, that today these two countries are reckoned to dispose of sufficient food for only about half the foregoing figure— viz.— for 40 million people.

As it is well known, Russia possesses huge quantities of raw-material; and these, naturally, are

wanted by the British, French and Italian merchants , in order to increase and develop their respective trades and industries. Russia with her great purchasing power for British goods did not buy or trade with this country, nor did she supply her with any raw-materials as in pre-war times: So far as both France and Great Britain are concerned it must be remembered that before it was Russia who contributed in a very large scale to the general activities in the Insurance and Maritime Transport Business worlds.

It will not be difficult to realize that as Russia does not purchase tea from China , that last named country is consequently unable to buy British products; and Great Britain, in turn, finds herself unable to effect purchases of wools, etc., from South America and the United States in the same proportion as in pre-war days.

All these small nations who have derived their existence from the War itself are clamouring to place international loans- necessitated for the erection of new buildings and for various general purposes, including their army, police, etc.etc. Capital is very urgently needed by all these States in order to build up their organizations, and in order to finance their own industries. When, therefore, funds cannot be obtained, these countries fall into a state of despair which is quite natural and explicable.

The causes for  
emigration to  
the New World.

Realizing that the general cost of living is exceedingly high in Europe; that the social unrest becomes every day greater; fearing that their own factories may decide to close down at any time: These and many other reasons have caused the good and desirable working men in all the industrial countries of Europe to emigrate in great numbers to new fields: Canada, the United States, Australia, and a few others; Thus, the old world is gradually being abandoned, and finds itself deprived of its sources of energy and efficiency, tested for a good number of years already.

To continue enumerating here, in detail, all the numerous circumstances, factors, etc., connected with the present unfavourable conditions in which European trade and commerce are today, would indeed represent a very sad, as well as an unending, task: I can, therefore, only close repeating that all these calamities have been caused by one great factor— the war and its disastrous effects.

## III.

New necessities  
and new methods.

When a man or a nation has spent his, or its, wealth through vice or luxury, the wealth and the energy of those men or nations fall into the hand of others; and these thus become prosperous and rich, thanks to the folly of the wasters: In such cases the wealth does not become extinguished, but merely changes hands. If, however, it is a war that causes both energy and wealth to be consumed, then, to a great extent, they both disappear completely; and- what is more vital to us- nobody is able to profit by this loss of energy and wealth, except, of course, such people as- say- the profiteers. To search for new road, new energies and new organizations, in order to arrive at the creation of a new wealth, is, therefore, absolutely essential; and this newly acquired wealth will once more be required and consumed by the natural necessities of life.

This question of searching for a new orientation and new methods constitutes in fact the principal subject of the present study: New periods and new times necessitate to be examined from new points of view; and they must, furthermore, be dealt with in accordance with methods, also new, because abnormal situations must have unusual, or uncommon, outlets and solutions.

One of the many consequences of the War, which as well we all know lasted four and a half years, has been a tendency aspiring towards a UNIVERSAL DEMOCRACY.

Aspiration to-  
wards a universal  
democracy.

This movement is now even more pronounced- and has been achieved in a more positive fashion- if we are to compare it with that of 1789, after the Great French Revolution: That colossal movement only succeeded in achieving the establishment of the French Republic, and also the ideological proclamation of the famous motto "Liberty, Fraternity and Equality". The Great War, however, has destroyed not only the absolute monarchies of three powerful nations- Russia, Germany and Austria- but it has also weakened considerably the authority of the Government all throughout the world.

This democratic movement has not been felt very much in Great Britain because this country - even before the war- was justly reputed to be the most democratic State in Europe, in spite of the fact that she has conserved untouched- in her great Court and Law Tribunals and other Official Institutions- all the ancient rituals and ceremonies which represent today the old and glorious traditions of past times.

Industrial co-  
operation: The  
Joint Commit-  
tees in Germany  
and in the U.K.

The achievement of an industrial co-operation has already been attempted, in different methods and ways: Germany- almost immediately after the termination of the war- realizing what a terrible and difficult task awaited her, and anticipating in her usual way the great coming social conflicts- decided to organize the "Joint Committees of Workers and Employers". These institutions were destined to direct the industries

of the numerous and important German factories, etc. This management dealt with all sorts of problems regarding salaries, insurance, health conditions, working hours, questions of a social character, etc. Technical problems- such as national production and distribution- were also entrusted to the care of these Joint Committees.

This system- established in a country like Germany, where, before the war, only the Kaiser himself would have thought of interfering with the affairs of the employers- has managed to work without any serious hindrances, thanks to the very high level of education reached by the German Workers.

In Great Britain, also, some important steps have been taken in this connection- especially as regards the establishment of the "Joint Standing Industrial Councils". The Prime Minister in October 1916 appointed a Special Body, known as the "Whitley Committee" in order to investigate the form and conditions in which these Joint Councils should be established. The Whitley Committee Scheme was adopted by the War Cabinet in October 1917, and these "Joint Councils" commenced their full existence in the year 1919. The work of the Joint Industrial Councils has now a special Department in the Ministry of Labour. Until the end of 1922, there were 73 such Councils in the United Kingdom; and although the statistics on this matter are not very complete, it

may be safely stated that, there were-until the end of 1921- no fewer than 150 District Councils. In addition to these, there existed a large number of Departmental, or Divisional, Councils, which were created in connection with the National Council for the Administrative and Legal Departments of the Civil Service; the Works Committees alone numbered over 1,000.

Some very important and well organized industries, such as the coal trade, mining and shipbuilding concerns, iron and steel manufacturers, etc.- did not establish Industrial Joint Councils, similar to those founded in 1916 as these Bodies already possessed very well devised mechanisms for the discussion and settlement of any difficulties which might arise between the Employers' Associations and the Unions formed by their Employees.

It may be said that another development of great importance has been the Railway Act- created in 1921- whereby Joint Industrial Councils were established in connection with the various Railway Companies. Many have been the decisions and measures adopted by these Councils; and the agreements effected between the Railway Companies and their Employees undoubtedly constitute a decided proof of improvement in the life of that great activity.

Results achieved by the Industrial Councils.

Fifteen of the 73 Industrial Councils already established are no longer in activity. They effected,



however, numerous and valuable improvements during their working session. These Committees determined, among other things, the bases for all future negotiations on the question of wages. It must be added here that the District Councils- which were founded, as I have already stated, by the Industrial Committees still continue operating in their respective spheres.

It is estimated that about 3 million workers come under the control of the Joint Industrial Councils and of the Inter-Industrial Reconstruction Committees. The last two named Institutions form a sort of Temporary Joint Body; and they were established in some of the less organized industries of the country.

Due chiefly to the abnormal situation and to the violent changes which have taken place in the different industrial activities of Great Britain, the work of these Councils has had to be limited almost exclusively to the solution of wages, working hours and other similar problems.

Some very efficient work has also been achieved by them in connection with general education, apprenticeship, unemployment, research studies of various natures, statistics, general commercial problems, welfare of the working classes, etc. etc.

It is evident- in view of the persistent character of the industrial depression, through which the country is passing at the present times- that the Councils and Committees of which I have just

made mention in the foregoing chapters- have still in front of them some very, difficult problems to solve. Practically all the Councils have appointed Executive or General Purpose Committees, varying in size from 3 to 10 a side.

Between the years 1914 and 1920, the Trade Unions almost duplicated the number of their members throughout the country, and for this reason the success of the Joint Councils was more easily ensured. (First Report of the Whitley Committee).

The last Report on the establishment and progress of the Joint Industrial Councils, subscribed by Mr. F.W. Leggett, Chief of the Industrial Relations Department of the Ministry of Labour, published in September 1923, gives us the following interesting details of the work of these Councils: In January 1918, the National Joint Industrial Committee for the Pottery Industry was established, and this gave the movement a decidedly practical shape.

The size of the Councils varies considerably in accordance with the scope of the industries concerned, and the variety of organizations represented on either side is worthy of mention here: Amongst the largest of the Councils I shall mention the following: Building, 136 members; Printing, 72; Welsh Plates and Sheets, 64; Wool and Allied Textiles 62; Pottery, 60; and Civil Service 54.

Amongst the smallest Councils, in membership, are the following: The Gas Mantles and Cement, with 14; and others whose average is about 24.

During the last three years the number of meetings of Joint Industrial Councils reported to the Ministry of Labour was as follows: 1920-308; 1921-291; 1922-201. In addition to the foregoing there was a large number of meetings of the District Councils, and the Interim Industrial Reconstruction Committees.

In a large number of Joint Industrial Councils and Reconstruction Committees, one of the earliest tasks undertaken was that of the standardisation of wages throughout the various industries. Such settlement of minimum, or standard, rates of wages was arrived at, and approved, by the Joint Councils in 23 industries, apart from those Public Utility and Municipal Undertakings which also accepted them.

General adjustment of wages have from time to time been made by the great majority of Joint Industrial Councils. Sliding scales under which wages were negotiated in accordance with variations in the cost of living, have been put into practice by the Joint Industrial Councils in 17 Industries. The hours of employment have been carefully scrutinised and a standard working

week- involving in the majority of cases a reduction of working time to 47 and 48 hours- has been determined in 30 industries. Annual holidays with wages have also been adopted in 20 trades. The formation of an Association composed by the Joint Industrial Councils and the Interim Industrial Reconstruction Committees, was approved in a meeting celebrated on 18th March, 1921, in the course of which 26 Councils and Committees were represented.

The necessity to modify the systems of education.

Some important modifications require to be effected in the existing system of general education so far as both the Employers and the Employees themselves are concerned, if a true and efficient co-operation is really to be achieved. This is indeed ~~what~~ may be said to constitute the chief difficulty in a good industrial organization. This new system of education will require to be studied from a point of view very different from that appearing to prevail today everywhere. A suitable method is, of course, essential for the realization of these ideals; and, as in all cases of similar nature, it is impossible to begin such a task at the end- as it would actually seem to be the desire of many, when some of the greatest ideals are put into practice for the first time.

National co-operation  
First, then international  
co-operation.

The co-operation should begin between the different industrial members of a Nation; in order that when it has been achieved, it may be possible

to establish an international co-operation. In this connection, much has been discussed and said lately, regarding the exceedingly difficult situation in which Germany is today placed. The Right Hon. George N. Barnes, ex-M.P. for Glasgow- and who was a member of the Cabinet in 1919- complained during one of his visits to Glasgow of the great lack of co-operation amongst the different nations of the world: He added, moreover, that in his opinion we should only be able to emerge from the existing general difficulties, origin of the stagnation which reigns in all industries, through the path of complete internal co-operation, and then of an international co-operation.

It is certain that if we were to achieve this realization of industrial co-operation with every nation in the world, life would indeed be ideal, without any mistrusts, without wars, with no commercial frontiers, etc. We shall never, however, reach this stage of universal "desideratum" until the producing factors, or forces, within our own country, have been properly organized and united. In other words, this amounts to the absolute necessity of establishing- before anything else- an efficient co-operation inside our own industrial nation. This co-operation will require to be effected on a very reliable and solid foundation.

Equality amongst  
co-operators in  
industrial  
production.

In order to ensure, therefore, that this co-operation will be of a lasting nature, and that-at the same time- it will give positive results, Co-operation must possess as its basis the elemental principle of "an equality amongst all its members who contribute to develop it- namely, employers and employees". These two elements, therefore, must have- so far as this is practicable- similar forces, both moral and technical, in the aforesaid industrial process.

The chief object of this would be to permit the worker to acquire wealth, as it is only in this manner that he will be able to satisfy the necessities of his ordinary life in a more just basis than that which predominates in the present times.

I wish to state quite clearly, however, that I do not advocate the total division of the existing wealth; nor am I in favour of the confiscation of accumulated wealth or capitals- this is to say, of communism: This doctrine apart from being utterly utopian and idealistic, would constitute nothing less than the moral suicide of society; and would, moreover, amount to clear unfairness- both socially and economically speaking.

If this system were to be established, the present system would start once more, after a short time; wealth would have become, within a few years, accumulated again in the hands of the more cautious- or better prepared-men. I do say, at the same time, that

I am in favour of the Doctrine which demands equal facilities and equal preparation- both technical and productive- for all members of the community: Only in this fashion would it be possible to arrive- I think- at a relative distribution of the National Wealth.

Concious  
Cooperators are  
required for  
Industrial  
Cooperation

Industrial co-operation, in any shape whatever, will never be achieved until the Employers abandon the position in which they have hitherto considered themselves safely entrenched, protected only by their capitals. It will not take place, either, until the Government ceases its usual policy of encouragement to the Capitalists. The employers must refrain from attempting to impose the law of the strongest, because they happen to be the owners of the machinery and other representing forces of capital. Until all this has been done, and not until the workers are able to live without any preoccupations of that eternal fight for better salaries, improvement of general working conditions, etc.- will the difficulties between the two great forces disappear in a definite fashion: The obsession which the Employees have always had of attacking the Public Authorities, the Government and Parliament- in order to place all these forces to their service and cause- all these destructive factors and habits will also require to be caused to disappear. Before then no positive or noticeable improvements should be reasonably expected to take place.

I dare say that these facts, which are so true, are being proved today by the Socialist and

Labourist Propaganda which is being carried out very extensively throughout the Kingdom during the past few years. The Joint Industrial Committees, to which reference has already been made— together with their present sphere of activities, and the results obtained therefrom, constitute, I dare say, another proof of my assertions in this connection.

If we really desire to arrive at a true industrial co-operation, we require to see that our working classes acquire, beforehand, a clear conception of the important part which they are destined to play in the welfare of the society in which they themselves live. The working man must be conscient factor, possessed of a good general knowledge of production in the trade in which he is going to co-operate. We do not want, and must not have, mechanical men who sell their physical strength for an insufficient wage: We require citizens, who, for the wellbeing of the community, will give all the efficiency of which they are capable, all their knowledge and all their willingness, in order to form wealth; and as a recompense for these actions they should receive a part of the wealth thus acquire— in proportion, of course, to their respective faculties and necessities. The reward thus attained will permit them to satisfy with some measure of ease the needs corresponding to the culture achieved through their personal efforts, and to the atmosphere in which their activities have been



developed.

Sharing of  
profits with  
the workers.

Many persons have preached that the best method of securing a perfect industrial co-operation consists in the concession, to every working man, of an interest in the undertakings in which he, as a whole, co-operates: This system, of sharing whatever profits are obtained with the employees, was defined at the Paris Congress of 1889 as "A voluntary agreement by virtue of which an employee receives a share, fixed beforehand, of the profits of an undertaking."

The proposers of this system have admitted, however, that the method of profit-sharing would only be of a transitory nature: a step further given towards a more equitable division of the wealth of a nation; because, apart from the difficulties which the establishment of such a system would represent, if it were to be established today, in which case, the capitalists would most probably endeavour to hide their profits and to avoid any authority of intervention from being granted to their employees— the workers themselves would not be able to have any faith in such a system, nor would they be capacitated to profit by its establishment, because they would not give greater activity or energy to the production of their respective trades, even if such a method were to be definitely adopted and put into practice.

The system of profit-sharing, which has already been successfully established in the United

~~which has already been successfully established in~~  
the United States and in Great Britain- among other  
concerns by the South Metropolitan Gas Company- does  
not appear, nevertheless, to be a method likely to  
bring about the desired industrial co-operation: It  
would certainly signify a more just distribution of  
the profits; and this alone, of course, would be a  
very satisfactory advance made towards the future  
existence of a general cordiality between the  
employers and their employees.

Moral Education  
of the  
Workers.

If the working man is ever to become a truly  
efficient factor of production- and if he is to reach  
an intellectual and moral level relatively similar  
to that of his co-operators, the Central Powers, the  
Local and Municipal Authorities, with the help of  
Private Initiative, must take steps, in a manner both  
efficient and energetic, to open many thousands of  
schools for the benefit of the Employees.

The working man must also be given a greater  
opportunity of attending evening classes, also Sunday  
School classes of all descriptions. It would be very  
advisable to establish- wherever possible- more  
Continuation and Technical Schools, especially in each  
of the principal centres of industry and commerce  
throughout the country.

Employers' co-  
operation in  
Education.

The Factories and the various Works should  
be compelled to supply, free of cost, the required  
locality and furniture for these Schools, while the

Government and Municipalities might be requested to supply the personnel of teachers, and the educational management of the schools. This system, known as "the school in the works", was successfully established in September 1920 by an engineering concern (G. & J. Weir Ltd.) ("Report on the Educational Requirements of Glasgow").

The articles 38 and 40 of the new Law of Compulsory Education in Chile, under date 26th August 1920, compel all agricultural Proprietors, industrial concerns, mining and salt-petre works which employ over 200 workers, to maintain each a public school at their cost.

None of the great industrial concerns of this country would suffer great and ruinous consequences if a small sacrifice, of the nature indicated above, were demanded from them for the wellbeing of the nation. The Municipalities and the Government could hardly be attacked by the Rate Payers on account of the adoption of these measures, as the investment thereby involved would result, a few years hence, in a decided improvement in the general conditions of society.

The premature  
School  
Leaving

In my humble opinion to abandon the education of a youth of 14 or 16 years of age, when he has not yet acquired full judgment even of his actions, and when, therefore, he is unable to profit by the education already received at the elementary school, can only be compared with throwing into the sea all

the enormous sums spent yearly by the Government and by the public in general on public education.

Continuation  
Classes.

Until today it has been found impossible to comply with the Educational Act of 1918- whereby it is made compulsory the attendance to Continuation Classes of all children whose age ranks from 14 to 18 years- due to the lack of the necessary funds. The Labour Research Department, however, denounces the Federation of British Industries of being opposed to the achievement of this great task, on account of the great pecuniary burden which it would eventually entail to them.

In this country, as in almost all other nations of the world, very few are the citizens who are able to enjoy the beneficial results of a high and more complete education; and the majority of its population must be content with the rudimentary knowledge acquired at the elementary schools. This training, of course, is very far from sufficing an ordinary citizen if he is to face- in advantageous conditions- the hard battles to be found every day in economic and civic life.

More Continuation and Technical Colleges and Schools are, therefore, advisable to establish as soon as this is found feasible; and the attendance of all the young men- aged from 16 to 18 years until they have attained the age of 23 or 25 years- ought to be left, not to the individual effort of

self-education, but it should be made compulsory and unavoidable, by special legislation, dictated to this effect. The education would comprise both the technical and the general parts of it; and ought, furthermore, to tend to develop the ideas and opinions of the future generations- in order to enable them to unfold, to as great an extent as possible, all their moral qualities.

### Democratic Education.

The worker will be able, as a result of this education, to carry out his respective tasks in ordinary life in as much more efficient and conscientious fashion; and he will also have a stronger inclination to ensure the general welfare of his fellow-creatures and of society in general. It must be understood, once and very definitely, that unless we decide to educate our great masses of workers in a proper manner, the true democracy which predominates today in this world- reference to which is made in some foregoing chapters- will by force be transformed tomorrow into a demagogue, very inconvenient and ever dangerous to our community, in spite of the fact that this very spirit of democracy constitutes today a most powerful and undestroyable force.

The great and complicated modern machinery of today requires certainly less physical strength and energy from the worker, but it demands from him at the same time, a greater technical and intellectual preparation, and also greater care, and greater knowledge of industrial sciences.

The existing Continuation Classes in Glasgow.

Although the Glasgow Educational Authority recognizes that "The Continuation Classes take the Authority into a practically unknown land", there has already been established a Special Department to deal with this Section, under the intelligent and enthusiastic direction of Mr. Dunlop-Anderson. (Page 4 Report on "The Educational Requirements of Glasgow"). He has already organized and initiated the work of 36 schools in different districts of the city of Glasgow; and although in most of them the teaching of commercial subjects predominates to a great extent, there are also, outside the customary subjects- such as Typewriting, Shorthand, Book-keeping, modern languages, etc.- special courses held in Engineering, Building, Household Economy, Chemistry, Drawing Classes for Carpenters and Joiners, Ship Fitters, Boilermakers, Pattern-makers, Moulders, Shipbuilders, Naval Architects, Electricians, Bakers, Motor Body Assemblers, Glass Technology, Flour Producers, Painters, Decorators, etc. etc.

During the Session 1921-22, 30,240 pupils enrolled in these courses, out of which there are some 1,719 for the Lower Preparatory Classes; 18,584 for Commercial subjects and languages; 713 for Domestic Science, 264 for Arts and Art Crafts; 7,492 for Technical Subjects, Science and Trades, and 1,486 for other Subjects such as Physical Training, Music, etc. The average attendance reached 81.9% each month (From the Annual Report on "The Work of the Education Authority of Glasgow".)

Workers' Educational  
Association.

I should commit a great injustice if, while speaking on Education for Adults, I were to make no special mention of the "Workers' Educational Association". This Association is described as "a democratic federation of organized working folk, educational bodies and individuals, with branches throughout Great Britain, whose aim is the education of men and women to develop capacity, judgment and personality, to awaken their imagination and widen their mental horizon; to enable them to think clearly, to observe accurately and to examine critically all the factors in any problem and the solutions proposed." (Programme of the W.E. A. founded in 1903 and today extended all throughout the British Empire and even in the various Dominions) In the year 1922 this Association controlled 624 classes with 15,014 pupils.

Their classes, of two hours each period, are held weekly; one being destined to a Lecture and the following to its discussion. University Professors and Teachers are in charge of these Classes, which are held in the following places at Glasgow: Anderson's College of Medicine, Kinning Park Co-operative Society's Hall, Allan Glen's School, Stow College Buildings, Thornliebank Public School and the University.

In addition to the foregoing, some courses have also been held at Paisley, Greenock, Clydebank, Coatbridge, Mossend, Motherwell and a few

other places in Scotland. Amongst the different subjects taught, the following are the most important: Geological Field Classes, Social Ideals, Central and Local Government, Social Psychology, the Modern State, English Literature, Scotland in transition, Biology, Vegetable Foods, Illustrations on Evolution, Principles of Law, the Man and the Universe, Philosophy, etc.etc.

**Popular Universities in Chile.**

In Chile there are two distinct Bodies which effect a campaign similar to that of the W.E.A.: The University Extension of the National Association of Education, and the Popular Universities. The first named Association educates the worker by means of free public lectures— these being systematically arranged according to a plan prepared beforehand and drawn up in accordance with the more essential requirements of the working classes. These lectures are held once every week during the evenings and also on Sunday afternoons, and are delivered gratis by University Professors, experts, statesmen— and, generally speaking, by all the best prepared men in the country; and the Government facilitates the locality where these classes are held. The University Extension is managed by men of science and learning, and also by a portion of the workers themselves, composed by those who have attained a higher level of intellectual education.

The Popular Universities have been established by Professors and Studious Youngmen who are



willing to sacrifice their disengaged evenings in order to teach, without any remuneration whatever, the poorer members of society. Free courses are given on Political Economy, Civic Education, Sociology, Moral Philosophy, History, Constitutional Notions, Law, etc. etc.

The results obtained are already of some consideration, and amongst the former students of these Institutions there are some public men and even Cabinet Ministers of today to be found. It may be added that in all the Secondary Schools maintained by the Government- in order to afford free teaching to both women and men- competent teachers lecture on the following, among other, subjects: Civic Education, General Notions of Law, Political Economy, Domestic Economy, Manual and General Practical Work, etc.

The education of the character, and the development of all faculties and activities- advantages which the worker would obtain at the Continuation and Technical Schools- would undoubtedly serve as the strongest of all bases for the future transformation of the Employee into a constructive element, for the general co-operation, with the Joint Industrial Committees, in the progress and welfare of all the industries of this country.

In this fashion, it would be possible for the worker to participate- even if only in an indirect fashion- in the management of those industrial

Advantages of a  
complete education  
for the Workers

concerns in which he is engaged, and to the development of which are dedicated all his energies and best efforts.

The modern organization of most great industrial concerns, renders impossible today the ancient system of apprenticeship within the walls of works and factories: The worker- who requires to concentrate all his attention in the handling of his machinery, very complicated and dangerous- and the Employer, who is necessarily engrossed in the management of his business, both are absolutely unable and unwilling to dedicate any of their attention in order to help the young apprentice. This young beginner, equipped only with the poor education received at the elementary school, must, therefore, be content with being an auxiliary, holding out but very little hopes of success. His occupation, moreover, will consist- for a good number of years to come, at any rate- in odd little jobs, attending to the smaller necessities of the works, etc. He will not be able to advance in his industrial career unless it be late in his life; and it is a generally admitted fact that under the present system, only very few of these youths manage to make a career for themselves through their activities at the factory.

Complementary  
works of  
Educations-

Many other complementary spheres of work could be opened up in connection with education, and these would assist the Employee later on to become a more proficient citizen: Public Libraries, provided with

suitable books- related to the various industrial activities of the neighbourhood- might be established throughout the country; periodical lectures, on economic and civic topics; cineratographic films, dealing with the industrial life of other countries, such as the United States, Germany, etc.; arrangements to facilitate visits to other industrial centres during the workingmen's holiday season: many are the measures, similar to those indicated above, which could be taken, all of which certainly come within the Powers of the Joint Industrial Committees, and would undoubtedly tend to ensure all the more the general welfare of the working community.

I feel I must repeat here, however, that these Industrial Councils have found themselves necessitated to give all their attention to more vital questions- such as the wages, disputes with the Employers, working hours, etc.-etc. In view of these circumstances, they have been able to do but very little for the general progress of the Employees, and far less still for their Education.

#### Private Action on Education.

As this task of educating the masses is really a question of national salvation, it should be placed not only in the hands of the Government and the Local Authorities, but it should constitute also the object of Special Universal Institutions, founded for this sole purpose; these Associations would be similar in nature to the Different Societies, established Churches and Masonic Societies. All these great Associations

have as their motto the words "Christian Charity", and their best efforts are dedicated towards the special purpose which originated them. In this fashion these newly instituted Corporations would practice not so much the charity of giving away bread- and this, in some cases, causes the donor to blush as much as the receiver- but they would effect a more beneficial and higher charity to the world at large: To feed the spirit of humanity with doctrines conducing towards the only way of a better and happier universal life.

Wages may increase or decrease; other conditions of industrial life may become worse or better: The results and effects of a methodic and well organized education, however, will never fail to ensure the general welfare of the great human community.

If the necessity of educating the worker- in order to enable him to co-operate in a conscientious way in the development of our industries- is today more important and more pressing than ever, whether it be in the shape of Joint Committees, or otherwise, the necessity of educating, at the same time, the Employers, has become not one whit less imperious and essential. The Employer of the present days is very far from being the Patriarchal Chieftain of olden times- as used to be the case with the ancient Guilds, when they controlled, from the steps of their Councils, the general progress of all the

industries of the country.

"Business is  
business"

In my opinion, the Employer is always to apt nowadays to utter his now famous expression, indispensable to every "capable" business man- "Business is business": This phrase, fortunately, has never been applied by the country in her dealings with other foreign nations. It must be said, of course, that there still exist some glorious exceptions- anachronisms which have managed to survive thanks to the conservative British spirit; but these exceptions do not always exist in other countries where there are big and numerous industrial concerns.

"Business is business" is the motto; and in it is enclosed the predominating theory: Few, very few indeed, are the firms who, in truth, can make such definite statement as that recently made by a flourishing industrial concern of great importance in this country: In one of their recent reports they made the following declaration: "We try to give all our employees an equal opportunity of advancement, and the growth and success of the business prove the soundness of this policy. The path is open to them, even up to the Directorate."

New ideals for  
the Employers.

It is absolutely essential that the youngman who is going to managelater on an industrial establishment should be educated with the highest and most humane ideals; he should be taught to act in much more friendly fashion towards the working men who will co-operate with him in his respective industry.

The future Employer, in other words, ought to learn that, apart from considering, and searching for, his own personal convenience, the interests of his fellow-workers should also be taken into very careful consideration.

The worship of Mammon must be destroyed; but this will only be achieved through a more adequate and complete general education: The adoration of that false divinity- which has become so general especially during the last few years- does not conduce towards happiness: For, what is the use of riches, if, in order to gain their possession, we have to tramp on all the ideals of humanity and of christian doctrines?

As I have already said, I advocate for the better education of the Employer himself- as well as of his Employees: If this education is facilitated to them, the Employers will not fail to find themselves better capacitated- and also better able to feel and understand- the benefits of human community and of universal union.

Many persons may declare- and quite truthfully too- that Public Instruction in Great Britain is maintained on a splendid footing; that the technical education received by her workers is one of the most advanced of its kind in the whole world; and that the more the intellectual faculties of the working men are developed, the more

Incomplete Education is pernicious.

the necessities these men feel and must satisfy augment. They will, moreover, maintain that, on account of the more advanced stage of the workers' education, as at present established, the conflicts between Employers and Employees—in questions connected with wages and reduced number of working hours— increase consequently from day to day: In other words, it may even be said that the greater the knowledge the working men acquire, the less social peace there will be in the world. This is perfectly true, so long as the intellectual and technical education of those men is not completed by moral, civic and economic education, thanks to which men become anxious for the individual welfare of humanity in general, and endeavour to ensure the happiness of their families and the prosperity of the society amongst which they and their people live.

A man who acquires a vast individual education may become a grave danger to the collectivity, unless his moral personality has been shaped at the same time in a mould of ample realization of all his duties as citizen, owing himself all to the good of the society which he himself constitutes.

It is said that the "Fakirs" in India, who acquire astonishing faculties, thanks to the mysterious development of certain forces unknown

to us, would be capable of producing chaos and even anarchy in the life of their own people, were it not for the fact that, together with such extraordinary faculties they also acquire a corresponding moral force and sense of responsibility. Their gifts, consequently, are only employed by them in the pursuance of personal perfection and of the prosperity of their own race. A proof of this is constituted by the fact that, in spite of their great wisdom, they have remained stationary, and have not employed their knowledge for the well-being of the whole humanity.

**Moral, civic and  
economic Education.**

Intellectual education is a negative force—when not destructive and damaging—unless it be amplified by moral, civic, and economic education; and it is only thanks to this that mankind may employ its faculties for the happiness of the great human society.

In itself, the intellectual education succeeds only in producing atrophied brains, and develops in them social ideals of a most dangerous nature. This has occurred with the Russians Intellectuals, who brought about the fall of their despotic monarchy only to replace it, however, by Bolshevism. Moral and civic education gives to the world a strong will, a decided character, and also a sane heart, inspired always in the noble sentiment of honest work, social justice and



human fraternity. Thanks to this education, men are formed who look forward, in preference to the material and temporary improvement of physical conditions, to the future and improvement, of their own country in particular, and of the whole world in general.

In Great Britain, the Education of her workers, although amply developed, so far as the intellectual and technical knowledge is concerned, still lacks- in my humble opinion, at least- the essential presence of moral, civic, and economic, education.

#### Duties of Citizens.

Generally speaking, the working men here do not know what are their duties as citizens, just as they are not acquainted with the general doctrines and truths of political economy. Even what they do know about their civic rights, they have learnt it through what has been shouted to them in the political and partisan speeches delivered in public squares and streets by professional agitators.

It is towards a complete education- moral, civic and economic- that we must turn our eyes and all our attention, when preparing the future workers of the nation, if they are to become later on efficient elements for the industrial co-operation of their Nation. Thanks to them only will social peace- so greatly required in the present days- be effectively ensured in the years to come.

This moral, civic, and economic, education of the British workers will not be the universal panacea, destined to establish an industrial co-operation throughout the country; it will be necessary for this that many other elements concur also towards the achievement of this same end. No one, nevertheless, will deny that this complete education can only efficiently and vitally contribute to the establishment of social peace and prosperity in all the different nations in the world.

The worst enemy  
to peace is  
ignorance.

Lord Cecil declared recently, referring to peace amongst the nations of which the world is formed: "The great danger to peace is not hostility but ignorance". This same statement can be justly applied to industrial peace and co-operation. Without fears of being contradicted tomorrow by actual facts, one may safely venture to declare that a nation will not easily lend a willing ear to any revolutionary or disturbing doctrines- preached in the public roads and squares by salaried agitators- if their children at the elementary schools are taught sound notions of civic, moral, and economic, education . Such a nation will never, either, admit or acknowledge as being good or trustworthy any of the pages to be found in all the Red Literature of the present times.

## PART II.

The Education in Chile and its influence on the Progress in that country.

## I.

Late but  
quick  
development.

It may be said that Chile, a country until 1879 almost exclusively mining and agricultural, woke up all of a sudden from her industrial lethargy, after having undergone a period of acute crisis, provoked by a long and hard war we had to wage against two neighbouring countries— Peru and Bolivia— from which, nevertheless, we came out victorious, thanks to the astonishing efforts made by our brave soldiers.

The negligence  
of Rulers.

The most intimate contact between the working and the ruling classes, established unavoidably through the comradeship which was forced upon all at the battlefields, enabled Chilean Statesmen to take a clearer view of the conditions, natural intelligence and the energetic valour with which their unfortunate brothers from the lower classes were endowed. This contact, at the same time, made these Rulers feel ashamed when they came to realize the absolute ignorance latent in the majority of the people. At that period it was ascertained that 60% of the population of Chile was totally unable to read or write.

Industrial  
Transformation

The war proved also that until then we possessed no other industries than our agriculture and our mines; and that even these were run in most old-fashioned systems. It proved, moreover, that we required more railway lines for the continual contact with the far-away regions of our narrow and long territory;

that the agriculture and the mines alone were not sufficient for the welfare of the nation and that we possessed, in addition to these, sufficient water power, large enough stocks of coal, iron, metals, copper, etc., to transform Chile into a great manufacturing and industrial country.

The construction of the Trans-Andine Railway was first conceived in order to arrive to the Atlantic, and thus establish a means of communication with the European Continent, when the Panama Canal had not yet been opened.

People came then to the conclusion that the efforts made by a reduced number of citizens— who until that time enjoyed almost exclusively the benefit of public education— were not sufficient to carry through these gigantic undertakings; that for its achievement, it was principally essential to secure the co-operation of all the masses, kept until then in a great state of ignorance, and abandoned principally to the vice of drunkenness. Finally it was realized that, in spite of all the foregoing, we did have great natural virtues.

Happily so much time and such great opportunities lost during the first 70 years of our life as Independent Nation have been amply recovered within the recent 45 years. Today, Chile holds a place to be envied amongst the nations of the New World, especially as regards Public Education.

The education  
of the workers.

The first fruits of the great efforts spent in this direction by our public men, teachers, young students and workers- all united in the patriotic and christian purpose of extending the benefit of education to all, even the humblest citizens- have, I think, already been reaped. Thanks to the public education of the working men of Chile, our country possesses today every kind of industries which daily grow more and more, in the midst of a social peace only occasionally interrupted.

The anarchist ideas are exotic plants which *are* only grown here and there by very few idealists- perturbed, perhaps, by the unconscious reading of some european books. Amongst the working classes, however, there only exists a sane, democratic, spirit strengthened by the great spirit of common love of the country, and this is one of the strongest characteristics of our race- mixture of the ancient Spanish Warriors and of the never-defeated-Araucanians.

Retrospective  
Outlook of  
Education.

In order to be able to judge the reach and proportions of the present development in the Educational system of Chile, it is necessary to give beforehand, a slight notion of what occurred in the past.

During the Colonial times, under the Spanish rule, the Education in Chile was limited to the few schools maintained by some Roman Catholic Convents of Monks and Nuns, in addition to which there was also the Royal University of Saint Philip, situated in

Santiago, the capital. As the introduction of foreign books into Chile was strictly forbidden, and the commerce with other nations, outside Spain, was almost nule, the country was kept in a state of most complete ignorance and peverty, being governed by Officials sent from Spain to exploit the new Continent. Industries were unknown and the people were always maintained in an absolute condition of servitude- the wealth of the Spanish Land-Owners thus increasing thanks to the natives' labour in their mines and estates. Commerce in general was also very reduced indeed. In 1810, the Republic was proclaimed and its establishment was steadied by the Constitutions were dictated in 1828 and 1833. These laws set forth amongst many other things that "The education of the nation was a preferent attention of the Government", also that "The Congress would draw up a general plan of national Education, and the Minister for Public Instruction would render a yearly account to the Chambers of the conditions of Education all throughout the Republic". (Articles Nos.144 and 153 of the Political Constitution of Chile.)

In spite of these explicit determinations in our Codes, the Government took little, or no, care in Education; and the people continued to live in an illiterary state, always exploited by the land-owners and by the Government itself.

The Royal University of Saint Philip continued to exist under the name of "University of the State"; a National Library for the Nation was created, as well as a School of Painting and another for Music; other separate schools belonging to several Convents were also opened in different towns.

From 1842 to 1850 while the great Statesman Don Manuel Montt was Minister for Public Instruction, the Public Instruction was more amply developed with the establishment of "Normal Schools" and also of new Primary and Secondary Schools. Mr. Montt, I may add, became afterwards the President of the Republic, position he held for ten years.

The working men, however- distributed as they were throughout a very extensive territory, without means of communication, and without great organization of any kind- remained unable to take advantage of the new schools: The agricultural demands in land and mining districts required always their attention and whole time, from their earliest years.

In those days only the people who were wealthy could in reality profit amply by the free education afforded by the State. The Education in Chile, on the termination of the war against Peru and Bolivia- which lasted from 1879 until 1882- became modern with the engagement by the Government of numerous foreign teachers and professors, especially brought over from Germany.

In the course of this war, although Chile conquered and gained a great and undoubted victory, she had to sacrifice tremendous amounts of money and a great number of men. His Excellency Don J. M. Balmaceda rose before the public eye after that period and during 1886-91 occupied the Presidency of the Republic. He devised a vast plan of reform for the education of the working elements and began with the construction of new buildings for schools- palaces for the workers all throughout the country. He reformed the Normal Schools, introduced the Swedish system of Physical Education and Manual Work, and reorganized the secondary education, creating the Pedagogic Institute. This Institute was at the beginning entrusted to the care of German University Professors and in it the future Teachers of Secondary Education were formed and graduated. President Balmaceda reformed also the Agricultural Teaching, and to this effect especially engaged the services of French Experts who taught at the same time in our School of Arts and Trades. Belgian and Dutch Engineers were engaged to teach at our School of Engineering, etc.etc. (From the "Bosquejo de la Instruccion Publica" by Mr. M. Vargas, 1908).

In 1886, for the first time in Chile, a popular party was established under the name of "Democratic Party". It had as its fundamental clause in their programme "Free and compulsory education for all Chileans". Thanks to this organization great interest



was arisen on behalf of the education of the working classes.

Owing to the discovery of the Nitrate fields in the North of Chile, the industrial condition of the country has progressed very much indeed since 1884. This was caused principally because a good number of British, French, Austrian, and other Foreign Capitalists, were attracted thither by the great prospects offered by the new discovery.

This industrial prosperity was in no small measure responsible for the necessity which made itself felt then to extend and amplify more and more the education of the working classes of Chile. As already mentioned, this was carried out to a very ample degree during the Presidential Administration of Balmaceda.

In 1891, a law was approved by the Congress whereby all the Municipalities were compelled to "maintain within their respective municipal territories one school for men and another for women for every one thousand inhabitants". (Law of 22nd December 1891, No.6, Art.70).

In 1893 there were in activity 1,200 Public Schools belonging to the State, and served by 2,300 teachers, with an average attendance of 98,000 pupils. In 1903 the number of schools increased to 1,861, with 3,608 teachers and 167,028 pupils; while in 1907, there were 2,319 schools with 3,997 teachers and 197,999 students. In the

year 1921, the number of Government Public Schools was not smaller than 3,108, with an enrollment of 373,125 pupils; and in December 1923, there were 3,259 Fiscal Schools with 372,809 Students of enrollment. (Statistical Report, Chilean Central Statistical Bureau). There is no available data, of any appreciable exactitude, dealing with the activities of Private Schools in Chile.

To all the foregoing figures, however, we must add 11,790 pupils for 1892, corresponding to the Professional, Technical and Industrial Schools throughout the Republic, which also belonged to the Government.

Schools were classified into elementary, or primary, schools, and high or superior schools. The former affords the students the learning of the subjects which correspond to the 1st. and 2nd. degrees, composed of two years each, with 30 hours weekly of classes. The high Schools teach the matters corresponding to the 1st., 2nd. and 3rd. degrees. The 1st. and 2nd. of these comprise all the subjects connected with: Reading, Writing, general knowledge, recitation, grammar, composition, dictation, arithmetic, geometry, history, geography, natural history, hygiene, physics, chemistry, religious, civic, moral educations, writing, drawing, gymnastics, singing and manual works. In the course of the 3rd. degree, in addition to the foregoing subjects, some notions are added and amplified on

Civic, Economic and Moral Education.

Before going to the elementary Schools, the children aged from 5 to 8 years of age, have already attended the children's schools, or kindergaten, during a period of two years.

Moral, civic and  
economic education:  
Syllabus.

Another Educational Reform of great importance was the establishment of Compulsory Education in Civic, Moral and Economic Education, as now taught in Chile, in all primary, high and superior schools of the Republic, both for boys and for girls. This subject comprises the following syllabus, in the primary and superior schools:

First part: General principles; object of civic education; history as an auxiliary element of civic education; the fights for rights; sociability of mankind; necessity for social regulations and laws; the Government, the rights, justice and laws; love towards one's country, towards one's family, and generally speaking towards all national institutions; duties as regards the fatherland; danger of selfishness and cosmopolitanism; the national sovereignty and independence; the formation of nations; natural frontiers; nationalities; right of intervention; commencement and end of Governments; Republics and Absolute Monarchies; Parliamentary Monarchy; Unitary and Federal Governments; agreement between the Government and the Nation; Justice in the Government of a country; the Rule of the Majority; best forms of Governments.

Freedom: Responsibility; practice of liberty; individual, collective and civic freedom; political freedom.

Equality: Natural differences and distinctions amongst men and peoples; the chimera of absolute equality; the true equality secured through education and work; equality of duties; rights of women.

Fraternity: Charity and fraternity; duties of the Nation towards her citizens, and of the latter towards the community; public help; rights and duties as regards work; co-operation, tolerance.

General constitutional and legal principles.

Second part:

Notions of Political Economy: General ideas; wealth producing forces; the land, labour, capital. Yielding of labour; requirements and necessities of Science; division of labour; national co-operation; advantages and objections of the division of labour; multiplication of services and of examples; personal adaption and local adaption; advantages of capital and its formation; fixed and circulating capitals; usefulness of economy; harmony between capital and labour; distribution and uses of wealth; how wealth is distributed; interest, salaries, workers and employers and their associations; strikes and lock-outs; hours and working conditions; co-operation and participation in profits obtained; exchange, currencies, fiduciary coins; banks; interior and internal commerce; agricultural interests;

industrial and commercial history, and lessons to be derived therefrom; finances of the state and national properties; rights of regalia; public taxes and how to pay them; direct and indirect taxation; the budget; public debts.

Syllabus of Education at the Secondary Schools.

In the secondary Schools, in addition to effecting a revision of the foregoing syllabus, the third part of the programme is also taught, and it comprises the following points:-

Study of the Political Constitution of the State; forms of government, religion, citizenship, individual rights, equality before the law or tribunals of justice; equal admission to all post and public offices; equality as regards taxes and other municipal burdens; personal liberty; inviolability of the home, of the correspondence and of property in general; expropriation for motives of public utility; literary and industrial property and rights; freedom and right to meet, associate and formulate petitions; freedom of education, press and conscience. Military service; the necessity for an army and navy; military discipline; military service- compulsory and voluntary; laws of enrollment and conscription; general dispositions and regulations regarding public forces and authorities. The authority of the State: the public powers. How and why they are divided. The Parliaments: parliamentary immunity, incompatibility, unsuitability and unfitness. Composition of the Chambers of Deputies

and of Senators, its elections and method of working; requisites to become a Deputy or a Senator of the Republic; duration and re-election; formation of laws; various privileges of both branches of Parliament; internal, legislative, government and judicial supervision, or political privileges; Conservative Commissions or Committees. The Executive Power; The President of the Republic and his Secretaries of State; unity in the Executive Power; conditions required to become President of the Republic; term of office, duration; prohibition of immediate re-election; sub-rogation of the President; extraordinary election; compulsory residence and Oath. Privileges and rights of the President, administration and Government of the State; legislative, fiscal and judicial privileges. The responsibilities of the President. The Secretaries of State: their condition, number and respective Departments; conditions required in order to be appointed Secretary of State; appointments and substitutions; the constitutional obligations and responsibilities of Ministers. The Council of State: its organization and the requisites to become State Councillor; privileges and responsibilities of the Council of State. National Government and Internal Administration: Political and administrative division of the Republic; provinces, departments, sub-delegations and districts: the functions and responsibilities of the various magistrates and officials. The Municipal Corporation:

The "commune" or district, as the foundation of the political organization of the state; organization and management of the municipalities; relations with other authorities; responsibilities of the different functionaries. Hygiene, cleanliness, decorations, public amusements, etc. police forces; offences against municipal regulations. The Judicial Power: the organization, independence, immobility and responsibilities of the Judges; publicity and gratuity in justice the civil tribunals; Districts, Sub-Delegation, Appeal and arbitrary Judges; Judges of Letters. The Court of Appeal and the High or Supreme Court; the Public Ministry and the Defenders of Minors and Pious Undertakings; Lawyers, Relators, Secretaries, Procurators, Receivers, Notaries, Keepers and Registrars, Archive Keepers, etc.

Penal Code: general ideas, notions of penal code; differences, offenders and their punishments; classification of the various offences and their respective punishments; formation of the offence, attempt, frustrated attempt and accomplished offence; conspiracies and propositions; authors, accomplices and concealers; exempting, aggravating, and redeeming, circumstances connected with various offences; extinction of penal responsibility; reiteration, re-occurrence; default and execution of sentences; penitentiary system.

Civic Code: general notions; the Civic Code; definitions of legal terms; a person, the different classifications; the commencement of existence in general;

capacity of persons; equality between Chileans and Foreigners. The family: marriage, conditions and formalities for its celebration; consent of the parties being married and of their parents or Curators; dissolution and divorce; obligations and rights between husband and wife; obligations and rights between legitimate fathers and their children. Paternal rights, the rights of the husband; tutorship and curatorship; the management of estates and properties; special curators; comprobation of the principal acts of civil life; birth Certificates, Marriage and Death Certificates.

Properties: The property in the eyes of our Civil Code; division of property; methods for its acquisition; its possession and prescription; conditions and limits of possession; fiduciary property; its benefit, use, inhabitation and service.

Undertakings and obligations and their extinction. Contracts; general notions regarding their requisites the capacity, approval, object, cause and classification of contracts. Purchases and Sales; Re-sales; exchanges, hires, etc. Companies, Mandates, Co-Mandates and permission to use or consume. Deposits, rights and guarantees of the Creditors; guarantees and mortgages. Succession on Estates: Ideas on Succession or Inheritance, and classifications; Heirs and receivers of Legacies; persons capacitated to become Heirs. Testaments and Wills: their various kinds; privileged and solemn wills. Trustees and



Executors; compulsory dispositions for the family of a Deceased person; Inheritance without testament; Order in which Succession may be obtained; possession acceptance and refusal of legacies; obligations of heirs; benefit of inventory and of separation; donations and division of properties.

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Private initia-  
tive in  
Chile.

Side by side with the action and work of the State, Private Initiative has greatly developed the Public Education in Chile. Private Institutions have shown a spirit of altruism almost without comparison, and have educated, free of charge, the working classes throughout the country in as large a scale as it has been within their powers to do.

The Association of Primary Education of Santiago, founded in 1856, maintains at present 5 large schools, with over 2,000 pupils. Their example has been imitated by the Societies of Primary Education of Copiapo, Valparaiso, Chillan, Concepcion, Valdivia etc. These institutions provide free education for many thousands of children every year; and the Catholic "Society of Saint Thomas of Aquino" also maintains 15 elementary Schools and 2 Normal Colleges in Santiago.

The Association "Fomento Fabril", supported by Industrials, owners of Factories, etc., maintains 17 Night Industrial Schools, of which 7 are situated in Santiago, and 10 in the various Provinces. This

Society, moreover, possesses Museums and Permanent Exhibitions in which the development and progress of our numerous national industries are practically demonstrated before the eyes of the general public. They have also special Schools for lineal drawing, industrial electricity and motoring, as well as schools for plumbers, hygienic fittings, modelling, inspection and construction of wood-work, etc.

The "Salesianos", a Catholic Order of Priests, maintain a good number of factory-schools, where able workers are formed and serve at the same time their apprenticeship.

The Roman Catholic Party have their own Universities in Santiago and Valparaiso, and in these Centres courses are held in Law, Civil Engineering, Architecture, Mine Engineering, Special Courses for Sub-Engineers and Agricultors, etc.etc. These two Universities, together with the State Universities at Valparaiso, Santiago and Concepcion, develop after the completion of their respective studies, many efficient and well-prepared Professionals. In 1923, the University of Chile conferred 1,525 titles and university degrees, a somewhat excessive figure, if anything, were the population of Chile- 4,000,000 inhabitants- to be taken into account.

University  
Education  
of the Workers.

The National Association of Education, The Popular Universities and also, during the last years

the University organized by the Municipality of Santiago, all these Bodies spread in the most practical of fashions the only university education received by the working section of Chile.

In order to show in a more graphic manner the results obtained through Private Initiative in Education, it will suffice, I think, to state that in 1922 there were in existence 648 Gratis Primary Day Schools, with a total of 62.864 pupils, according to the data I have been able to obtain from the Central Bureau of Statistics. Against a number of 5,026 pupils in the University Schools of the State, 1426 pupils during the same year received high university training in privately-owned schools

Quite recently the "National Mortgage Banks of Chile" have engaged the services of two French Professors of Economic Sciences, also two Italian Professors for Social Sciences, and these gentlemen will take charge of University courses to be held, free of charge, in Santiago.

Generally speaking, the education of Adults, as we shall see later on when dealing with Night and Sunday Schools, has otherwise been of primary standard.

It is well to remark here, in passing, a very significant fact which I have observed in Chile, in connection with the reflected influence which Educationists may have in the industrial development of a country: The German, Belgian and French

Influence of the Teachers on the development of the country.

Professors- engaged by Chile from 1884 until 1900 for her Pedagogic Institute, Normal, Engineering and Agricultural Schools- were the best "pioneers" of the great development which took place in the commerce and different industries of Chile. To this end, they established efficacious links between my country and their own, carrying out an intelligent campaign of propaganda, with a perseverance worthy of our admiration. Through them, Chile learnt of the products obtainable from those distant lands, while- at the same time- these Teachers and Professors made known abroad our products, natural resources and general wealth, thus attracting to our shores foreign capitals and foreign energies- both, of course, greatly needed <sup>in</sup> <sup>Chile</sup> and of favourable results to my country.

In her turn, Chile, whose credit amongst the countries of the new continent is daily increasing- and especially as regards Public Education- has succeeded in securing thus very good markets for her numerous products, thanks to the direct- and indirect- propaganda carried out with great energy by the Chilean Teachers and Professors employed abroad.

Attracted by the reputation of our Pedagogic Institute, of our Normal, Medicine and Destitutive Schools, of our Commercial and Military College etc., hundreds of young men from Peru, Bolivia,

Colombia, Ecuador, Panama and Central America, arrive in our country to be educated. There, together with fraternal hospitality, they receive a complete training as Teachers or Professionals. Many have been also the Chilean Teachers, both women and men, who have emigrated to Bolivia, Colombia, Panama, etc.-- their services having been solicited by the respective Authorities of the aforesaid Governments.

In the course of a Report drawn up by the Belgian Professor and Pedagogue Mr. Georges Rouma, in connection with a Special Mission entrusted to him-- jointly with other Commercial Missions especially sent to Central America by the Belgian Government-- he stated that in the Republic of Honduras he had found the best Institute for Girls, the best organized and the most intelligently managed, adding that he considered it to be the best of its kind in the whole of Central America. I must explain that the School in question was under the management of a Chilean Lady Educationist, especially engaged by the Honduras Government.

During the last few years we have had in force a very interesting arrangement whereby we effect the interchange of Professors and Teachers with certain foreign countries, and especially with the United States of America.

Exchange of  
Professors and  
Pupils.

Chilean Professors have been sent to some of the Universities of the Great Republic of the North, and there have been appointed to different Faculties, delivering complete courses of one and two years. At the same time University Professors from North America have gone to Chile, where they have remained for a similar period, delivering lectures and dictating courses to the studious section of the community at our various Universities.

A number of Italian and French Professors have also been engaged by the Chilean Government to work at our University Centres. This intellectual commerce with other countries of the new continent has gained for Chile new outlets for her growing industries and has ensured for her also a vast field of activities of various kinds for many years to come.

In the hope to give a few examples even of how my country has walked along the path of progress and national prosperity during the recent years, I should like, before closing this chapter of my work, to copy hereunder some data regarding Chile in general, the only information of its kind I have been able to obtain from the few official publications at present in my possession.

Chile is situated on the West Coast of South America, along which she extends in a long narrow band, between the Andes Cordillera and the Pacific Ocean, from parallel 17° 25' to parallel

General Notions  
regarding  
Chile.

55 59'S., with a total length of about 2635 miles from North to South, and about 105 to 229 from East to West. Thus, the whole area amounts to 289,776 square miles. The population of Chile in 1835 was only 1,020,332 inhabitants; it increased in 1865 to 1,819,223; in 1895 to 2,712,145 and in 1923 to 3,892,241 inhabitants. At the census held last year, there were 82,416 foreigners, exclusive of Peruvians and Bolivians who have inhabited the North of our Country for centuries now. The population in the cities amounted, in 1922, to 1,887,080, while in the country-side there existed some 2,005,161 inhabitants.

During 1920, the number of farms or estates in Chile was 95,419, with an acreage as follows: Artificially irrigated land: 1,129,508 hectares; dry farming lands, 18,996,710 hectares. The agricultural area itself may be divided into: fruit-tree- 31,000 hectares; cereals- 734,091 hectares and cultivated pastoral grounds, 583,985 hectares. In the same year there were 8,215 manufacturing establishments in actual operation.

Exports in 1914 amounted to 299.675.435 Chilean Gold Pesos of 18d. each; this figure increased, in 1923, to 543,227.582, and the imports, which in 1914 amounted to 269.756.699 also increased in 1923 to 329.310.655 Pesos Gold

In the year 1920 the mileage of running railways amounted to 5,100 miles, as compared with 850 miles, in 1876. The State Railways, which constitute two thirds of all the Railway Lines throughout the Republic, represented, in 1914, a yearly loss to the Government of about half a million pounds. In 1922, however, it actually realized a profit of about one hundred thousand pounds.

For the month of October, 1923, the products of our three chief exports were as follows:-

Nitrate:	178.530	tons.
Coal	127.632	"
Copper bars	13.764	"

In January of the present year they were as follows:-

Nitrate:	197.725	tons.
Coal:	113.399	"
Copper bars:	14.334	"

During the year 1921, the Mining Properties in exploitation, with a capital of 487,736,159 Gold Pesos of 18d. produced 494,110,331 against 300,372,361 in 1910. The first of the foregoing figures represents 382,699,492 of natural salts, nitrate, borax and other products. Of this production, goods valued at 418,246,415 Gold Pesos of 18d. were exported, this quantity being composed of 348,925,546 of natural salts.

Education and  
Politics

One of the most intimate and decisive causes responsible for the enormous interest shown by Professors, Students and workers in general, in the development of Education amongst the people, has, without



any doubts, been the social and political interests represented by two great, and entirely opposed, currents in which the Public Opinion of Chile is divided: These rival factions, in opposition for many years, are the "Conservative" and the "Liberal" Parties. The former is composed by the Church Partisans and Roman Catholics of an extreme nature; and also by a few moderate Liberals. They have held the reins of the Government of Chile ever since the days of Our Independence, until 1920- quite recently- with the sole exception of the period comprised between the years 1871 and 1891. The Liberal Party, divided in Radicals, Advanced Liberals, and Democrats, has only governed Chile during the aforesaid period of 1871-1891, and also since 1920 until the present days.

These two political entities, known today in Chile as "The National Union" and "The Liberal Alliance", respectively, have fought to bring their Party victory at the Elections; and to this effect they have made use principally of the Popular Schools, selecting them as the most favourable and secure field for the unfolding of their political and social campaign of propaganda.

The "National Union" with the Conservatives as its main support, represents the Aristocracy and the wealthiest people of Chile- called by their enemies "The Oligarchy". The "Liberal Alliance", composed by the Advanced Liberals,

Radicals and Democrats, represents the great universal spirit of Democracy which today predominates all throughout the world: Almost without exception all the Professors, Professional men and the majority of the independent young men of Chile, they all belong to this latter party, attached to which is also the Free Masonry.

As a result of this struggle between these two political bands, Private Initiative in all the Educational Spheres of the country has developed to its present extent and proportions. A similar case may be also observed in Belgium, where the Catholic Party has held the reins of the Government for many years now, and where the Masons, and the advanced Liberals, keep up a spirited fight and effect a good propaganda campaign, on behalf of their ideals, through their Free Schools, maintained by them in opposition to the official Catholic Centres of Tuition, run by the State and also by some Congregational Orders.

With the noble emulation of securing the triumph of the democratic ideas proclaimed by the Liberal Alliance- on the one part- and of the Conservative doctrines held by the National Union- on the other hand- the working classes of Chile are the real winners and have greatly profitted thereby. They have acquired, with no small facilities, a vast intellectual, moral and civic education, participating, at the same time, very

effectively, in the management of the affairs of their country. Not only the working class as a whole, but the Republic herself, has gained by this competition- since, for her general development, and especially for the peaceful progress of her industries, Chile has succeeded in preparing, and still continues to prepare, her army of workers, always brought up in the most ardent of patriotism and educated amidst an atmosphere of very sane ideas.

Thus, the people, without any violent and dangerous struggles, against the Government or the Capitalists, are advancing with steady steps along the great path of welfare and national prosperity, sharing with the higher and wealthier classes of the great community the task of ruling and administering the destinies of our Democratic Republic and Fatherland.

In the United States of America.

In the United States of America, for the last fifty years or more, the population throughout the country has been steadily increasing to the extent of 50 per cent. This increase has been the result of the immigration of people from other parts of the world, and the high rate of birth.

Adults' Edu-  
cation in  
Chile.

As the Education for Adults constitutes for me one of the most decisive factors in order to obtain an efficient and lasting co-operation in the national industries, I desire to furnish here some further details regarding what the new countries of America have managed to achieve in this connection, on behalf of the working classes and their education. I refer to the United States of North America and to Chile, my own Country. I shall deal chiefly with the former as it is the United States of America who have served as the model for the erection of our own bodies, especially for the greater part of the activities engaged in the education of the popular masses. I shall mention the Chilean Institutions because Chile- apart from being my own country- has the system of education with which I am best acquainted; and, moreover, in its progress and development I have spent my whole life, endeavouring to co-operate in the education of our people.

Adults' Edu-  
cation in the  
U.S.A.

In the United States of America, for the last fifty years or more, the Universities throughout that country have given very special attention to the education of the people; and this work, known under the name of "Universitary Extension", is carried out by the University Professors and Lecturers employed in the numerous Universities of the States: The abnegation shown by these learned men is worthy of our sincere admiration.

The working men there are educated -regarding all sorts of topics and subjects which may interest the human mind- by means of lectures methodically arranged, which are delivered in different industrial centres. Some times these courses are held in the Universities themselves, and lantern slides are shown, to help the workers to realize more clearly the subjects under discussion.

The topics discussed and taught are determined at General Meetings in which a Committee of selected working men, and also of representatives of the University Professors, meet for this special purpose

#### Sunday Schools.

The most important work, however, which the United States carry out for the benefit of Adults and their Education is that effected by Private Initiative, by means of Sunday Schools: In these Sunday Schools all citizens able to contribute with some useful knowledge do not refuse to co-operate so far as their abilities will permit them: Not even the President himself refuses this help and co-operation; and I know for a definite fact that the popular President Roosevelt delivered lectures on History and Universal Geography to thousands of workers even while he occupied the highest post in the Government of his country.

These Sunday Schools, some of which include also the Teaching of the Bible, are distributed and educate to such an extent among the poorer classes that they may be said to constitute the

foundation of the education which the average North American Citizen- one of the best prepared in the world- receives in his country: It is, therefore, for this reason that one might say that he ranks amongst the ablest to take a conscientious and efficient part in the ruling of the democratic countries of today.

Primary Education  
of Adults in  
Chile.

In Chile, until the year 1891, we did not possess any other form of Education for Adults than what was provided by the State and Municipalities at the Night Schools maintained by them: In the year 1892, just after having gone through a period of very acute crisis- this refers to the second and last of the revolutions Chile has ever had during her 114 years of Independent Nation- a number of University Students very seriously took upon themselves the task of establishing Private and Free Night Schools for Working men.

Disappearance of  
Government Night  
Schools.

In 1898 these Schools showed a marked improvement account of the disappearance of the Government Evening Classes, In that same year Don Carlos Palacios Zapata, a young Politician, became Minister for Public Instruction and it was he who made a decided improvement in the public education, generally speaking, but especially in the establishment and improvement of the System of Education for Adults.

By a Supreme Decree of July 1898, the aforesaid Minister Palacios Zapata appointed a Committee

composed of five members- three of whom were Func  
tionaries officially connected with Instruction,  
 and the other two were two gentlemen chosen from  
 the Presidents of Private Night Schools. (Report  
 issued by the Ministry of Public Instruction, 1898

This Committee was commissioned to visit  
 all the existing Schools for Adults and thereafter  
 these Members drew up a report detailing their  
 results, etc., and at the same time presented a  
 Proposal dealing especially with the Education  
 for Adults.

New Reform  
 Proposed.

The said Committee, of which I myself-as  
 President of a Private Society- was a Member,  
 after a careful and detained study of the subject,  
 issued the following Report and Considerations:

"(1) The Night Schools maintained by the Govern-  
 ment and Municipalities existed, without excep-  
 tion, under the following conditions:

(a) They were managed by Teachers, with Degrees  
 and possessed of a professional training, but  
 only prepared for the General Education required  
 by School Children, at the Elementary and High  
 Schools. These teachers had no knowledge of the  
 special methods which must be adopted when educat  
ing Adults.

(b) As these Teachers were at the same time  
 employed during the day in Fiscal and Municipal  
 Schools, they arrived to deliver their evening  
 courses completely exhausted- mentally at any

rate, after five or six continuous hours of work. They were, therefore, not possessed of the required strength of imagination necessitated in order to be able to get the Adults interested in their work, at the class-rooms.

(c) The students who, on the opening of each session, flocked anxiously to acquire further knowledge and education, a little time afterwards, usually abandoned their classes, because experience taught them very soon that their sacrifice was rendered useless by the lack of preparation and also by the lack of enthusiasm on the part of the teachers.

(d) That at the end of every session the schools were almost practically empty; and, consequently, the sums spent by the Nation on salaries, books, lighting, etc., were being lamentably wasted, without obtaining any noticeable benefit in return.

(e) Under these circumstances, the Fiscal and Municipal Schools only resulted in considerable harm to the work of the Private Evening Schools, as well as to the interests of the Government, because the worker who had once experienced the bad results of the Fiscal Schools was most unwilling to attend afterwards any Free Private Schools, in spite of the fact that these afforded the Adults a most useful general knowledge and Education.

(2) The Fiscal and Municipal Schools should be, therefore,



organized on the following lines:

(a) A special personnel ought to be prepared for the sole purpose of educating Adults, with a special Methodology, destined for the Night and Sunday Schools only: For this purpose these Future Teachers would be required to attend special Institutions to be named "Normal Schools of the Republic".

(b) These schools, all of which would be subject to the Control of the Government Education Authorities, should have special "Vigilance Committees", appointed by the Government and composed of Neighbours of each Scholar District; these Committees ~~are to~~<sup>would</sup> be granted the faculty of ensuring the efficient work of the Teachers and especially to increase the average attendance of the Adult Students by means of some Excursions- which would be both of Recreation and Education to the Workers: In the course of these excursions, works and factories would be visited, and attendance prizes should be granted; the establishment ought to be instituted of social welfare work- such as free medical and legal advisors, concerts, theatrical functions, etc.etc.; the extension and practice of sports, moreover, ought to be also encouraged as far as possible.

(3) The Government and the Municipalities of the country ought to co-operate and attempt to standard-

ise the great philanthropic task undertaken and carried out with great success by the various Private Associations for the Free Education of Adults. To this effect, the following suggestions are made:

- (a) That the Government and Municipalities should pay fixed sums of money to the aforesaid Associations
- (b) That they should also be freely supplied with school material, books, etc. and also facilitated the use of the Government buildings occupied during the day by Public Fiscal Schools.
- (c) That Mixed Committees should be appointed, composed of Teachers, Delegates from Private Schools for Adults and of Working men, in order to draw up Plans of Study, and also to prepare special and appropriate material for the use of this special branch of education.
- (d) That Neighbourhood Committees ought to be appointed in order that these Gentlemen might inspect and supervise the classes held in their respective districts by the various Private Associations."

New resolutions regarding Evening Classes.

The Government decided to approve in all its parts the foregoing Report presented by the Committee of Education for Adults, and adopted the following resolutions:

"1.- To close immediately all the Night Schools hitherto kept up by the State, so long as a special personnel were not available, composed of trained

Teachers, prepared to educate successfully Adults only.

2.- To establish in all the various "Normal Schools" throughout the country special courses for the training of the future Teachers in the education of Adults at Night Classes. This measure was to apply both to Normal Schools for Women and also to Men's Schools; and in addition to these classes, special "Schools of Proficiency" were to be held concurrently with them.

3.- To create the Post of "Special Inspector of Night Schools".

4.- To grant Fiscal Extraordinary financial help in 1898 to all the Gratis Private Schools, and to include permanently, in the Budget for Public Instruction, fixed yearly sums and allowances to each of these Private Institutions.

5.- To state and proclaim the debt of gratitude incurred by the Nation towards the Private Associations, thanks to whose efforts Free Schools for Adults had been provided and successfully maintained."

Progress of  
Private Evening  
Classes.

Chiefly on account of this financial help from the Government, the Private Schools, as it will be easily understood, increased greatly all their activities, and to such an extent have they succeeded in developing their beneficial social action that they have deserved the praise and admiration of all the eminent and distinguish-

ed the Educationists who have visited Chile during the recent years: Amongst many others I may mention here Professor Leo. S. Rowe, of the University of Philadelphia, who delivered, later on, special Lectures in his own country regarding the efficient action of Private initiative on Education for Adults in Chile.

The workers  
educate  
themselves.

Almost all the popular societies of Workers - formed with the chief purposes of entertaining their members, welfare, mutual help, etc.-have now Established Evening classes for their Adult Members, and these are financially supported by the State: Intellectually they receive also the enthusiastic support of the University and Professional elements of Chile.

The action of  
the Students.

The Students' Federation, in connection with the Faculties of Medicine, Law, Architecture, Engineering, Commerce, etc., all have opened Free Evening Schools for Adults; and the Training Colleges- where Teachers of Higher grade Education are prepared, as also those who intend to teach Commercial Subjects-they, too, undertook a similar task and opened the "Model Schools" for Adults. These Model Schools not only afforded them a splendid opportunity of practising their own profession as Teachers, but, at the same time, they were thus able to experience the great satisfaction of having fulfilled a Christian Principle of charity and a social duty of solidarity.

The actions of  
Professors  
and Profes-  
sionals.

All the Professional men and the University Professors have willingly agreed to co-operate in this great task of voluntary and free education of Adults,

because they fully realize that in this fashion they are but paying back the debt contracted with their country, when they received, free of cost, their complete education and professional training. I might explain here that in Chile all the Education is absolutely free- not only the elementary and higher curriculums but also the University and Technical training. These men also fully realize that it is only through this colossal Educational Campaign that the enlargement, and the economic, moral and intellectual prosperity of Chile may be efficiently ensured for future years to come.

**Action of  
Free Masonry.**

The Free Masonry- on the other hand- has raised very high the emblem of Popular Education; and although its Members- or their Families- receive financial help from them only in very few and exceptional occasions, they are, nevertheless, very generous when it is question of such tasks as Educating Adults, or other similar beneficial campaigns. The Chilean Masons do not ignore that through such measures alone will the moral and intellectual perfection of the working classes be permanently assured. Although the Masons in Chile are not so numerous as in other European Countries- they have nevertheless other points of view, more ample and in their ranks are enlisted the best prepared men in the country. intellectually speaking I mean, such as Professors, Doctors, lawyers, etc etc.

Bread for the  
soul rather than  
for the body.

In Chile the Lodges destine only very scanty sums for Benevolent funds- which are divided amongst poor families, usually entirely unconnected with their Institution-:All the Lodges, however, maintain and wholly support Night and Sunday Schools, Societies for the Protection of Poor Students, Boy Scout Organizations, etc.etc. It might be said that even in the smallest village, where the number of Masons may only be 30 or 50, there a School for Adults, a Society for the Help of Necessitous Scholars and a small troop of Boy Scouts will surely exist and carry out their respective tasks.

The triumph of  
Democracy through  
Schools.

It is thanks to this gigantic work of human fraternity, achieved through the education of Popular Masses, that the working men of Chile, fully consciencious of their civil duties, obtained in 1920a social and political victory, which, I may say, has no parallel in our History. In succeeding to elect to the Presidency of the Republic their own choice, H.E. Don Arturo Alessandri, the people won undoubtedly a very great struggle against all the existing powers and interests, which until then had succeeded in maintaining an oligarchism within the democratic Government. Thanks to this system one party was succeeded in power by another: It was those men educated at the Private Evening Schools, who, in 1920, elected with their votes President Alessandri to rule the country for the constitutional period

of five years— until 1925. He offered the people a programme of social action, and his proposals are very interesting and beneficial to the working classes and to the Nation in general.

New Education  
Laws passed  
in 1920.

On the 26th August, 1920 a New Law of Education was approved whereby Communal, or District, Committees were established: These Committees were intended to ensure and watch <sup>over</sup> the efficient work of Public Education. By the aforesaid Regulations even the smallest Municipalities are compelled to maintain Schools for Adults. (Article 32 inc.3) and the Government undertook at the same time to grant help to these Municipal Schools, in the cases where these Corporations did not possess sufficient funds for the compliance of the foregoing dispositions. (Article 42.)

Schools main-  
tained by  
the Employers.

In compliance with article No.43 the Government also undertook to grant a certain amount of money in respect of each pupil who attended to the Schools kept and maintained by the Industrial Proprietors as required by the already mentioned law. To these Schools the Employers were required to endeavour and succeed in getting their employees to attend. A similar grant is given by the Government in the cases of Schools for Adults maintained by Charity or by Private Associations. The conditions are that admittance thereto must be absolutely free, that a certain minimum programme— determined by the State— be observed; and as regards attendance these must

be an average of 35 students in the cities and of 15 in the country, with at least 180 working days each session. The place where these classes are held must be, in addition to the foregoing conditions, perfectly healthy and suitable for school purposes. (Article 44 of the aforesaid Law.)

The same article 44 establishes that the Government must spend in these grants in money at least 3% of the Total National Budget every year.

Sunday Schools  
in Chile.

Many of the Sunday Schools which, originally, were intended and dedicated solely for Adults- and which met every Sunday from 2 until 4 p.m- have since then extended their activities to all the worker's family.

Thus, in the children's section, all the time is nearly completely dedicated to their amusement and play, combined, of course, with certain lessons on Morals, Health, etc. These branches are served by young Ladies, many of whom are, by Profession, School Mistresses.

In the women's section (most of whom are Mothers) special Lectures are delivered on suitable topics, such as household management, health, hygiene, etc. In addition to these subjects, there are general lectures on temperance, civic and economic history, etc.etc.

Some of these schools actually possess their own theatres where concerts, musical functions, etc. are held, as also cinematographic performances,



alternatively arranged with Educational classes. In such special occasions as Christmas and New Year, toys, sweets and other presents are <sup>gifted</sup> presented to the children attending these Institutions.

#### Excursions and Entertainments.

The students belonging to the Schools for Adults frequently are taken in observation and pleasure excursions to the neighbouring country; and in the summer season they go even further away, towards the distant southern regions of Chile, where -together with enjoying the wonderful spectacle of a beautiful and virginal Nature- they become acquainted with a region of Chile where the national industries are daily <sup>advancing</sup> progressing at a steady pace, <sup>this ensuring</sup> for the welfare and prosperity of their Nation.

#### The result of Evening Classes: Workers as Secretaries of State, Senators and Seputies.

I remember the pathetic case of the present Secretary of States for Public Works, Railways and Industries- Mr. Vicente Adrian- who has been Minister in several occasions already: He was my pupil in one of our Night Classes for Adults in 1892-94, while he worked at a jewelry-shop. In the case of this gentleman, I can vouch for it, it was at our Private Evening School for Adults that he acquired his ideas of good Government and many other useful knowledge, which since those days have proved very <sup>necessary</sup> ~~useful~~ to him indeed in his career as a Politician and as a Legislator.

Amongst other former students I recall the names of Mr. Robinson Paredes, a former Secretary of State; the Senator Mr. Zenon Torrealba; the

Deputies Messrs. Domingo Duran, Marquez and Leek. I am sure, however, that of the 28 Labourist M. P.'s who compose the present Parliament, there is at least another dozen of former Students who received their chief education at Private Evening Schools for Adults.

**Teachers of  
Gratis Schools  
for Adults.**

As regards the Teachers who gratuitously served at these Schools for Adults at Santiago I know of our famous national Hero Arturo Prat—a worthy imitator of Lord Cochrane; the present President Alessandri; the former Ministers Messrs Victoriano Lastarria, Guillermo Matta, Benjamin Davila Larrain, Armando Quezada, Pedro Aguirre Cerda, and Hector Arancibia Lazo; the ex-Prime Minister and Chilean Delegate to the League of Nations, H.<sup>m</sup>. Don Manuel Rivas Vicuña; the University Professors Messrs. Oscar Davila, Moises Poblete, Juan Benavente, Dr. Octavio Taira, Dr. Adeodato Garcia, David Benavente, Luis Navarrete Pedro Aldunate and Roberto Espinoza; the Senators Messrs. Ramon Briones Luco, Enrique MacIver and Guillermo Rivera; the Deputies Messrs. Jose Alfredo Irarrazabal, Jose Maza, Horacio Mujica, C. A. Ruiz, Ladislao Errazuriz, Armando Jaramillo, Ismael Edwards, Abaraim Concha, Luis Gonzalez and Santiago Labarca.

**Statistics  
regarding  
Schools for  
Adults.**

Owing to the fact that the Statistic Department takes very little care to collect any information connected with the work of Private

Institutions, it is not possible for me to give here any exact figures concerning the progress made in Education of Adults in Chile. I am, however, in a position to give approximate data regarding Santiago, our Capital, the population of which does not reach 500,000 inhabitants.(465,000). The whole country, in fact, has only about four millions. Until the year 1892 I estimate that the number of workers who attended Schools for Adults in Santiago did not exceed 1,000. From 1892 to 1898 this figure increased to 1500. In the following ten years the Students attending these Schools amounted to 8,500 in number; and between 1908 and 1920 this was increased to 15,000 men.

In the recent years; between 1921 and 1924, the Evening Schools for Adults and also the Sunday Schools of Santiago alone have afforded education to not less than 2,500 students each year. Glasgow, a city with a population twice as large as that of Santiago, only had 331 students in 1922 in this special branch of Education. These classes refer to the Work undertaken by the "Workers' Educational Association" this being the most important of the Institutions of its kind. In the year 1923 the foregoing figure increased from 331 to 339, while in the whole of Scotland the W.E.A. had 3,252 students during the session 1921-22, this total having only amounted to 2,835 in the following year.

In 1919 this same Association numbered 279 students while in 1920 the corresponding figure was 1,112.

Army & Navy Education.

Our Armed Forces- the Navy and Army- supply also free education to over 6,000 adults yearly because all citizens between the ages of 18 and 20 years are required to serve in the army for twelve months. During this period the recruits are compelled to attend daily to the Regimental School for two hours. ~~xxx~~ In the Barracks, moreover, daily lectures are delivered by Officers and others in connection with such topics as morals, civic duties, economic and social subjects etc.

Curriculum for Adults' Schools.

The plan of studies followed in the Schools for Adults is, more or less, as follows:

Compulsory subjects:

Native language: reading, writing and composition history and geography of Chile, also general notions of Universal History and Geography; notions of Natural Sciences and especially of Biology; notions regarding individual and civic morals; civic education, economic education; notions of sociology, of hygiene, etc.

Voluntary subjects:

Natural, lineal, and decorative drawing; comptabilité, both industrial and commercial; type-writing; foreign languages; english and french

arithmetic and geometry; shorthand, gymnastics,  
etc.

State of  
Education

Before writing this part of the report  
of 1911 in Chile, I feel I must detail here, in  
few words, the social position of the people, and  
especially the working class of the country. I shall do  
this in order to show the state of the consciousness  
of this great social revolution, normally brought  
peacefully, although somewhat delayed, through  
Education:

(1) The workers, excluded from the Government and all  
social considerations, lived in Chile blinded by  
their ignorance, and abandoned to the vice of drink,  
in the midst of a complete state of indifference,  
without troubling to demand any of the rights accorded  
them, those their masters might wish to concede to them.

(2) As citizens, with right to vote, they only  
took part in Parliamentary or Government Elections  
in order to vote on behalf of their masters, or  
for their masters' candidates.

(3) They did not take any interest in the public  
affairs of their country, nor did the working  
class of Chile...

P A R T      I I.

## SOCIAL TRANSFORMATION OF THE CHILEAN WORKERS.

Fruits of  
Education.

Before ending this study of the Education of Adults in Chile, I feel I must detail here, in a few words, the social position held before, and today, by the working men of my country. I also desire to give a few particulars of the consequences of this great social revolution, brought about peacefully, although somewhat belated, through Education:

- (1) The workers, excluded from the Government and all social considerations, lived in Chile blinded by their ignorance, and abandoned to the vice of drink, in the midst of a complete state of indifference, without troubling to demand any of the rights except those their masters might wish to concede to them.
- (2) As citizens, with right to vote, they only took part in Parliamentary or Government Elections in order to vote on behalf of their masters, or for their masters' candidates.
- (3) They did not take any interest in the public affairs of their country, nor did the working element of Chile endeavour to improve their own economic, moral, or intellectual condition.
- (4) The ruling classes, and especially the young students, realized at last that the country could not prosper without securing beforehand the co-operation of the working people; and to this end, it was

first found essential to give them a suitable education.

(5) The working men at first actually offered some opposition and were reluctant to go to the Free Schools. I may explain that compulsory Education was only established in Chile in 1920. The organizers of the Free Schools for Adults met with great success, especially on account of the very energetic campaign of propaganda they carried out everywhere- at the various works and factories, and even at the street corners and public squares. They were, moreover, aided with great enthusiasm by the daily press; and as a result of this the number of working men who attended regularly the Evening Classes at Private Schools increased considerably.

(6) After some time, the workers themselves founded new schools within their respective Societies- where, before they had only met for the purposes of entertaining, mutual help, etc. To achieve this, they requested the collaboration of University Students- help which was willingly and enthusiastically accorded. These young men dictated lectures and taught various subjects all throughout the country.

(7) The interest of the working class towards Education was soon awakened; and the men rushed in great numbers to the different Evening and Sunday Schools.

(8) This interest for the Adults' Schools was stimulated by the establishment, in connection with

these Schools, of Free Medical Dispensary, Free legal Office for the poor, Day Excursions to neighbouring fields, long Summer-Holiday Camps, entertainments of various kinds, etc.etc.

(9) The working men never entertained any suspicions towards Private Initiative in connection with their Education, because they soon became convinced by the sincerity and enthusiasm shown by the young men and others who had undertaken the big task of Popular Education.

(10) The strikes, unknown in the days of absolute ignorance, have also been insignificant in Chile during the latter years. In 1919, 16.508 men declared themselves in strike, and these lasted from one to twenty days; and, in very few occasions, for thirty days. In the same year 90 strikes were successful, 60 failed and in 63 cases transactions were arrived at. In the year 1921 only 6.245 workers were involved in strikes of various kinds, all of very short duration. Of them, 39 were successful, 60 failed and 39 were transacted by the Employers and Employees concerned.

The Government almost in every occasion appoints unprejudiced Delegates commissioned to find a solution for all difficulties that may arise connected with strikes, etc.

(11) In the course of recent years a significant fact has been recorded: The most frequent strikes have generally occurred in far away regions, agricul-



tural and mining districts, where education for Adults cannot yet be said to have extended to any great or appreciable degree, and where the moral and civic education is almost nule. There, consequently, the professional agitators have an easy task in front of them.

The State Railways- which form almost the whöle of the Railway lines in the Republic- have a general independent management, in charge of an Administrative Council, the Members of which are nine, appointed by Parliament. Of these, two are former Employees of the Company. The industrial organization of the State Railways is really perfect throughout the Republic, and during the last ten years there have been no strikes, or even attempts of disturban\_oes of any kind. The workers are all associated in a "Great Railway Workers' Union", and maintain special Savings Banks, Pension and Social Prevision Schemes, all of these being supervised by Mixed Committees, composed by both High Railway Officials and by Workers of the Company Staff.

(12) The workers, already educated, become citizens who actually form part of Parliament and the **Government**; they afterwards show a permanent and very keen interest in all topics; and always eager to ensure the welfare of their country, they nowadays vote freely, for their own candidates, who usually are either Democrats or Radicals.

(13) The workers themselves, having received a good education, have come to realize that the vice of drunkenness is their worse enemy; and now fight against it with all possible energy. Four years ago, the Union of Dock Dischargers actually attempted to prevent foreign alcoholic drinks from being landed at Chilean Ports. In October 1891, some Democratic Deputies presented to Parliament a Bill proposing to declare "Dry" certain zones where meat was produced or obtainable.

The President of the Republic himself, as also other Popular Leaders, preach constantly with their own examples against drunkenness- this being in Chile an offence punishable with fines, imprisonment, and- by special regulations- even with Detention in certain Special Institutions for Old Offenders.

(14) The Anarchist Party and the Communists exist in Chile in name only, having succeeded in electing just one Member of the last Parliament, while in the present one they have none. The Democrats on the other hand, who are the true representatives of the working classes, have a Secretary of State- of which there are 6- 6 Senators-amongst 37- and 24 Deputies- amongst 127. It may be added that in some of the Municipalities, the Democrats actually have a majority.

In addition to these Members, there are amongst the radical, Liberal- and even amongst

the Conservatives, Deputies and Senators who- in spite of their political labels- at heart represent the workers of the country, having been former working men themselves.

(15) The Government and several Public Associations co-operate with great enthusiasm in the task of Education of Adults, and to this effect, lend free of charge the locality of the Government Day Schools- and also theatres, halls, etc.- for the Evening and Sunday Schools.

Over ten years ago, I myself succeeded in obtaining from "The National Mortgage Bank" the free use of a great theatre they have built in the heart of a working district of Santiago; there I established a Sunday School and the same Banking Institution went to the extreme of giving me also money to purchase an electric piano and a cinematographic installation for the Sunday School.

(16) The Free Masonry, the total membership of which does not reach 10,000 in the whole of Chile, may be said to be the organization which has contributed most, and the one which has most directly co-operated, in this great task of Education, since the principal reason for its existence consists in the uplifting of the intellectual, physical and moral level of all the workers. Although as already stated they only number 10,000 throughout the Republic, Masons are men carefully selected from amongst the best, the most intelligent and

the best prepared in the country, all of them being therefore efficient elements for the achieving of their undertakings and ideals. They all teach or help in varied manners at Adults' Schools- a mission which although voluntarily imposed is regarded as sacred by all.

(17) The social stability of Chile is firmly ensured thanks to the ample moral, civic, and economic education of her workers. Owing to this, the great popular masses are directly participating in the management of the State, thus guaranteeing social peace, because the workers feel, individually, that the burden of the rulers' responsibility also lies upon their own shoulders.

Educated first at the Public Schools, and afterwards improved by the Evening and Sunday Schools, the working man fulfills conscientiously his civic duties, by co-operating in the industrial development of his country in a pacific manner, exercising at the same time his rights as citizen with a prudent and wise measure.

(18) In Chile, like in Great Britain- or in any other country where its constitution is ample enough to permit of the people ruling their own destinies by the most convenient ways and methods at the voting polls- the mass of her workers, possessed of a good intellectual, moral and economic education, will not attempt to do anything except ensure and maintain social peace and a close co-operation

amongst all the various elements of production. This, of course, is the only way in which the social and economic conditions prevailing in any country may be safely and definitely improved.

(19) As the workers have been brought up, from their early years at school, amongst the fundamental principles of the only and true science of civic social and economic morals, they will never mistrust afterwards the amplification of those truths, when offered to them at the Schools for Adults; and this will be all the more so when, by that epoch, they will be better able to realize and appreciate the noble and disinterested efforts made on their behalf, in order to raise them to the highest possible moral, intellectual, and economic level. Greater strength will still be added when they perceive that their own Comrades of work are already Members of these Institutions- as is, for instance, the case with the Workers who have founded the "Workers Educational Association" and a few other similar organizations.

P A R T   I I I .

## C O N C L U S I O N S .

Education may  
establish a  
country's  
industrial  
co-operation.

I wish to close my modest work by ESTABLISHING the conclusions to which we must arrive, from the facts and theories stated and enumerated in the foregoing chapters. I also desire, thereafter, TO PROPOSE the adoption of certain measures in connection with the education of the people in order to succeed in obtaining A TRUE, STABLE AND EFFICIENT COOPERATION BETWEEN EMPLOYEES AND EMPLOYERS, this being the sole fashion in which it will be possible to ensure the social peace of all industries and the general prosperity of the various social castes of the country.

Necessity for  
Co-operation.

(a) No good industrial organization can exist so long as there be no perfect co-operation and until a complete harmony has been concluded between the two principal elements of modern production- employers and employees.

(b) This co-operation and harmony will not be firmly or definitely established, within the existing democratic and modern tendencies, until the working man, who constitutes in all countries the big majority, has attained a sufficient degree of culture and an education sufficient to enable him to thoroughly realize and understand his duties and rights as citizen and as employee. The working men have always- whether justly or unjustly- aspired to hold the reins of the management of their country,

employing to this end some times pacific and constitutional means, but in other occasions taking advantage of revolutionary or anarchistic measures. Not until all this has been achieved, through Education of the Employees, will this important factor of production cease to be the voluble and dangerous toy, with which THE PROFESSIONAL POPULAR AGITATORS play and have always played in every civilized nation.

Elementary education  
does not suffice

(c) The education which in the present times is received by the working classes, at the elementary public schools, is not, and will never be, sufficient to help them to become conscientious workers, aware of their obligations towards the rest of society, and aware also of the role which they are destined to fulfil as principal foundation of the national wealth, and of the responsibilities which fall upon their shoulders in connection with the administration of the Public Services. The education these men receive while attending an elementary school, from 6 to 14 years of age, and even later, from 14 until 18 years of age, at the Continuation Schools, cannot- I repeat- suffice or prepare them for such work and responsibilities.

The Government's  
Action.

(d) The Government who is responsible for the social peace of the country ought to intervene in the industrial organization, in order to avoid

any conflicts between employers and employees; and especially, in order to attain this end, should strengthen, as far as possible, the action and activities of the "Joint Standing Industrial Councils" by affording them the adequate means of fulfilling article number seven of their programme, whereby it is urged "the encouragement of the research work and technical studies of the country, etc."

Private initiative  
of Education.

(e) The Government, aided by Altruists and by the enthusiastic co-operation of Private Initiative- to which an appeal should be made without further delay- should establish <sup>and ensure</sup> the civic, moral, and economic education of the working men, completing at the same time their general education by means of evening classes and Sunday schools, which could, and ought to, be organized all throughout the Kingdom.

(f) The working men, given their scarce intellectual culture, are unable to understand the importance of a better and more complete education: They, therefore, may not be willing to avail themselves of the opportunities offered to them, and represented by the said Evening and Sunday Schools. As a consequence of this, they perhaps would show reluctance to dedicate a few of their spare hours to these classes- hours which at present they employ in leisure or in recreation of some kind or other.



Propaganda of  
Education amongst  
workers.

(g) On account of the foregoing reasons, therefore, it would be necessary to effect a national campaign of propaganda throughout all the works, factories, and working associations, in order to secure the help and voluntary assistance of these Bodies. In addition to this, it would be required to afford them a miscellaneous and useful knowledge in proportion to their mental faculties and necessities: These classes or lectures, if given by expert and enthusiastic teachers, keen on their high educational mission, can maintain alive the attention and interest of the workers, some of whom will attend their classes after a strenuous day's labour, and- therefore- when they feel physically exhausted, or tired at any rate.

I am personally acquainted with the sad results obtained at Evening Schools established by the Chilean Government about half a century ago, for the education of the working masses: The teachers in charge were the same who taught during the day in the ordinary schools; these masters were there because thus they earned extra salaries, although they had already laboured perhaps during 6 or 7 hours daily. The few workers who did enrol for the Evening classes had, after a few, monotonous and routinary, classes, abandoned them as they derived neither profit nor apparent interest. It was in this fashion that the Government wasted tremendous amounts of money without obtaining any beneficial

return; it is, therefore, not surprising that these Government Evening Schools had to be closed after the Report of an honest and conscientious Commission, appointed to investigate and report on the results -negative- which were being obtained.

On the other hand, I am acquainted, also personally, with the splendid results which were, and are still, obtained in Chile by several hundred of Evening and Sunday Schools, founded by the private enterprise of the community; in these Institutions young men and a group of enthusiastic and altruist Professors have succeeded in educating many thousands of working men, by means of classes full of life and of practical interest, with lectures and Sunday excursions, summer holiday camps, sports, etc.etc. As I have already stated, some of these former pupils <sup>form part</sup> ~~constitute~~ today <sup>of</sup> our Parliament, and more than one of them has actually attained the high position of Secretary of State.

The  
Workers' Educational  
Association, as a  
model.

(1) I consider that the vast organization given to the Workers' Educational Association may be used as a model for the general organization of the Education for Adults, amplifying, of course, its activities through the formation of Evening classes, which could be held 4 or 5 times each week, during a period of 8 months per

annum, and through the action of the Sunday Schools which might be held every Sunday afternoon from 2 until 4, or from 2.30 until 5 p.m.

**Committees for  
Popular  
Education.**

(2) I think it is indispensable that in each county, city or village, there should be appointed a Committee of the Workers' Educational Association, and also Sub-Committees, designed to look after the propaganda and the increase in the demand of a more extensive education for the working men. To this campaign, the Ministers of the various Religious Cults might be incorporated, as also University Professors, Trade Union Directors and Directors of other Associations and activities, heads of Newspapers and Magazines, Theatre and Cinema Managers, etc.etc. In a few words, all those men able in one way or another to interest and form the public opinion in connection and on behalf of the movement "PRO A MORE COMPLETE EDUCATION FOR ALL ADULTS".

**Special Funds  
destined for  
Adults' Education.**

(3) The Government must dedicate special attention to the education of the working masses, voting the sums of money that may be necessary to subsidize to the expenses of the General and Local Committees above referred to by me.

Unfortunately, the policy observed by many Nations since the termination of the war- of economising in the general expenditure connected with Education- is a policy which will spell ruin for any Nation: According to the 1920 Budget, Great

Britain destined  $4\frac{1}{2}\%$  of her income to Education, while her War Expenses amounted to  $16\frac{1}{2}\%$ ! Any expense incurred through Education is repayable at A SHORT DATE, because, thanks to it, the producing capacity of all the citizens who compose a country is bound to increase.

The work of the  
Professors on  
Popular Education.

(4) The individual and collective labour of the private activities is indispensable to the success of the Education of Adults. The University men, therefore, together with the Professionals, teachers, and other persons possessing a high education and culture, should place their respective services to the disposal of this colossal work of national welfare: Some of the cultured men are able to do so by delivering classes and lectures; others, by preaching and endeavouring to increase the attendance to these schools of the working men who might happen to be under their direct, or even indirect, control.

Amplification of  
the Sunday  
Schools.

The Sunday Schools in this country, at present in the hands of the Church and of a few Circles of Study, ought to amplify their respective activities, and not limit themselves to giving religious teaching to the children, but also moral, civic, and economic notions to the workers. This could be carried out by means of successive lectures, suitable arranged, which must be alternated with music, cinematographic views, etc., in order to render the work interesting to the worker.

The action of  
Free Masonry.

The Masonic Lodges- which, according to their true doctrines, are - or ought to be- schools to foment the virtues, fight the vices, the ignorance, and to extend the spirit of fraternity amongst men- ought also to constitute the education of Adults as their chief mission; they should undertake an enthusiastic campaign which would cover the whole of the British Isles. The most capable and enthusiastic, among the numerous Masons, could be selected in each of the different cities and villages. These groups could be distributed in each district and compelled to found night schools, visit works and factories and preach there to the workers the necessity of attending the Evening Classes for Adults. The co-operation of the leaders of the working men could be solicited; appeals issued to the Press, Trade Unions and other Institutions related in one way or another with the Workers; and other similar propaganda could also be carried out. From the corresponding Authorities it might be found possible to secure the necessary permission to hold Evening Schools in the same locality as used during the day for the Day Schools. Classes and lectures should be delivered in the Night and Sunday Schools, and the attendance of the workers could be encouraged by means of Concerts, Periodical Excursions, visits to those absent or ill Members, etc.etc. The spirit of thrift should also be cultivated amongst the grown-up students, advising them to invest their

savings in as suitable a manner as possible. Prizes might be given to the holders of attendance records; exhibitions, General Councils of Teachers and Professors could be held, in order to discuss the best methods and to develop in general this branch of Education. Reading Books ought at the same time to be printed, especially compiled for Adult Students; and Treaties on Moral, Civic and Economic Education might be prepared also for the use at the Schools for Adults, as well as at all other Public Schools throughout the country. Circles of Study, Public Libraries, etc., could be organized; and it might even be possible to obtain from the Proprietors of Cinemas and Theatres free shows- or at least performances at reduced prices- for the special benefit of the Students attending Sunday or Evening Schools for Adults.

#### Honours for Educationists.

In the same fashion as the Government at present is in the habit of conferring special Honours on those Employers who give work to a certain number of Unemployed, or to those who present heavy sums of money as gifts to some of the Charitable Institutions, I would point out here that it would also be advisable to award honorific distinctions to those citizens who contribute in an effective way to the Education and the Mental Advancement of Adults, whether it be with their capitals, their brains or with their personal assistance.

The Action of  
the Local  
Authorities.

(5) The Municipalities, Universities, Educational and other Local Authorities, should especially organize, manage and encourage, the voluntary and private enterprise for the general Education of Adults; this might be very efficiently and methodically carried out by asking directly the individual member of the community and to the various corporations, etc., for whatever help or contribution is available.

The Report of the  
Adult Education  
Committee.

(6) As chief foundation for all this work of Education for Adults, THE REPORTS OF THE ADULTS EDUCATION COMMITTEE might be taken into special account: These reports were presented to the Ministry of Reconstruction; and amongst them the fourth and final Reports are worthy of particular mention. Among other measures they set forth the following conclusions: "That adult education must not be regarded as a luxury for a few, exceptional, persons here and there, nor as a thing which only concerns a short span of early manhood, but THAT ADULT EDUCATION IS A PERMANENT NATIONAL NECESSITY, AN INSEPARABLE ASPECT OF CITIZENSHIP AND ONE WHICH, THEREFORE, SHOULD BE BOTH UNIVERSAL AND LIFELONG. That the opportunity for Adult Education should be spread uniformly and systematically over the whole community in its own interest, and as a chief part of its duty to its individual members."

Suggestions  
contained in  
the final  
Report.

The final Report contains, amongst other suggestions and proposed measures, the following which I personally consider to be of the greatest general interest:

- (1) Assistance and encouragement to the voluntary organizations in order to enable them to achieve the completion of their useful machinery in the national system of education.
- (2) Non-vocational adult education must be conducted in an atmosphere of co-operation, and with a large measure of self-determination on the part of the student. An adult class, in other words, must be a self-governing community. Discussion and the interchange of experience must play a prominent part in the class meeting.
- (3) University Tutorial classes, with 24 meetings of two hours each during the winter during a period of three years.
- (4) One year classes conducted under the auspices of a local Education Authority, or voluntary Bodies, for continuous study under a teacher.
- (5) Study Circles, small groups of people meeting more or less regularly for common study and discussion for a period, which may be a few weeks or a few months, with a regular leader, or taken in turn by Members of the Circle.
- (6) Courses of Lectures, single and co-ordinated lectures given by one Lecturer and especially University Extension Lecture Courses.



(7) Summer Schools and Meetings, Week-end Lectures and Schools, Localised Societies, etc.

(8) The scope of Adult Education should be as wide as the interests of the men and women to whom it makes appeal.

(9) All concerned with Adult Education should explore carefully the possibilities of appealing much more widely in the future to the instincts of the craftsman.

(10) The establishment at each University of a Department of extra-mural Adult Education.

(11) Each Local Authority should be required to submit a separate scheme or schemes dealing with its provision of facilities for non-technical education.

(12) The influence of voluntary bodies will continue to be needed in order to counter-act the sterilising effects inherent in organised education, and to safeguard the freedom of both students and teachers; but effective voluntary associations are also vital to the continuance and progressive development of Adult Education." (These propositions and suggestions are detailed and explained in "The Education of the Citizen by Arthur Greenwood, published by the W.F.A., London, 1920.)

Last words.

I must end this work by expressing my sincerest wishes and hopes that, within a very short period, the Educational Authorities connected with the Government, Universities and Municipal Corporations, of Great Britain will all unite in order to help, as far as possible to realize and achieve to its fullest

extent, this great task of the Education of Adults; and to this end, they will rely on the effective help from all true patriots, University Authorities, Professional men, Teachers, Preachers, Thinkers, Industrial leaders, Working men, etc.etc.

Those same men who, during the period of war danger, hastened to answer the call of their country's roll, will, doubtless, also answer the call to be made in order to achieve the co-operation of one and all in this great national task of Education for Adults. Thanks to this alone will the country in general derive a permanent and efficient industrial co-operation: Thus only will the Fatherland be able to maintain herself well in front and in the prominent position to which she is entitled amongst the rest of the other Producing Centres of the World.

THE END.

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