

years, he earnestly advocated the establishment and endowment in all the Australian universities of Chairs of Commerce. The Joseph Fisher lectures had struck the keynote of what he desired. He would go further and advocate the establishment of chairs and professorships of Oriental languages, and literature would fit the youth of this country to be in the running with what will and must come from the future expansion of Australia. He was not an advocate of the meaningless phrase, "the yellow peril;" he knew Asia better than that. But when the Australian commercial community was educated thoroughly to understand, appreciate, and respect the great civilized nations of Asia from whom most, if not all, of our civilization had been derived, then might commerce and civilization go hand in hand, and it might be said about Australia that she had derived "ex Oriente lux" (out of the East light).

Review 3.4.17

EDUCATING THE WORKERS.

Under the auspices of the A.N.A. on Monday evening Mr. H. Heaton, M.A. (instructor of tutorial classes at the Adelaide University), gave a chat on the question of the education of the workers. He said every student of Australian history recognised the enormous service which the A.N.A. had rendered in the direction of training statesmen and in fathering important movements. After the war the country would be poor so far as the quantity of its humanity was concerned, and it was necessary, therefore, to develop that which remained. The education of the workers was important to Australia because the Commonwealth was in their hands. There was a smaller leisured class here than probably anywhere else. At the same time the power of the individual person was probably greater. Australia had its destiny largely to work out, and its citizens must be fitted for the responsibility. They did not put untrained men to build a bridge or a house. Why, then, put untrained men to build a nation? So far little had been done to train either the leaders or those who were led and who chose the leaders. For the great majority of the population there were no facilities for education. The people were left to grope about and they often wasted their time on the wrong track, or getting to a place that was not worth reaching. That was why the Workers' Educational Association had been formed. Mr. Heaton explained the character and growth of the movement, and mentioned that 100 students had been enrolled in Adelaide. As the objects became better known that number would be quadrupled.

D. Herald H.A.17

TUTORIAL CLASSES

HIGHER KNOWLEDGE SOUGHT.
MOVEMENT EXTENDING.

SYDNEY, April 2.

Daytime—Bill Smith, bricklayer, carrying out his part in the erection of the new sports club.

Night-time—William Smith, student in sociology or biology, keenly seeking for knowledge in the higher branches of education.

The foregoing paragraphs may be taken as typifying two portions of the life of a student of the workmen's tutorial classes. The history of these classes furnishes interesting reading.

The movement originated in England. The Workers' Educational Association of Britain is 13 years old, and was the result of a conference between Labor leaders and democratic professors of Oxford, who devised a scheme for the higher education of the adult worker. The University extension movement brought education to the adult citizen in subjects of civic importance like sociology, economics, history, and political science, hence the origin of the now famous movement, known as the Workers' Educational Association. This body organised lectures, conferences, and classes, and is recognised as leading the way in British education on all matters closely related to the State.

—Three Years' Work.—

The system was introduced into Australia and New Zealand four years ago by the general secretary, Mr. A. Mansbridge. As a result of his visit, the movement was established in all States, and Mr. Meredith Atkinson, M.A., was sent from Oxford University to take general charge of the movement. After three years' work every university in Australia is now conducting tutorial classes, and practically every Government gives substantial grants for the conduct of the work.

Many of the most brilliant graduates of the Australian universities are engaged in teaching classes in the subjects selected by the students. Sydney University was the first institution in Australia to apply for and receive a grant for tutorial classes. That grant has increased from £1000 in the first year to £5000 in the third year, which has recently been completed.

In New South Wales alone there are now nearly 1000 students, who, after their day's work, study courses under expert tuition lasting over three winter sessions.

The movement has also been successful in Queensland, Victoria, Tasmania, and South Australia.

In the opinion of Mr. Atkinson, who, as Director of Tutorial Classes, has an opportunity of forming a correct judgment, New Zealand promises to be the most advanced of all the centres in Australasia. The association is rapidly covering the whole Dominion, and the spirit and enthusiasm of New Zealand workers is having a magnificent influence on the association as a whole.

New South Wales, however, has been the field of much good work. In 1916 there were 27 tutorial classes, the centres ranging from Sydney to Newcastle in the north, Bathurst in the west, and Wollongong in the south. In addition, there were five study circles. Gradually the whole State will be covered.

—All Callings Represented.—

The truth of the assertion that no man or woman over the age of 18 years, of whatever profession or occupation, is barred from membership of the classes is proved by a glance at the occupations of students. These include trade union officials, teachers, miners, engineers, civil servants, shop assistants, carpenters, boot operatives, managers, plasterers, bricklayers, printers, patternmakers, commission agents, commercial travellers, laborers, nurses, shopkeepers, painters, bookbinders, dentists, hairdressers, tailors, cigarmakers, ironworkers, electricians, auctioneers, blacksmiths, and journalists.

That even the lady of the house is seized of the importance of the movement is shown by the fact that no fewer than 51 students have given "household duties" as their occupation.

The list of subjects is an extensive one, and the workers' thirst for knowledge appears insatiable. Economics, principles of law, history, psychology, sociology, biology are some of the items in the list.

Each tutorial class is composed of about 30 students, who select their own meeting place, and are taught by a university expert. He lectures to them for an hour; then follows a vigorous discussion for another hour.

The students develop under this method with extraordinary rapidity. Their essay work, in spite of their lack of previous training, frequently reaches the standard of first-class honors in the universities.

—Influence Felt.—

The influence of the system is being felt in trade unions, friendly societies, workshops, schools, and even in Parliaments themselves, for some of the students have lately been successful at the polls.

There is no diploma or certificate awarded to students. Strange to say, the students themselves decided against such forms of recognition. The question was raised in England, and the result was that 90 per cent. of the students declared that they wanted no diploma, but were extremely satisfied with the knowledge and mental training given them.

—Cost is Small.—

The main point in any scheme for the education of the worker is the cost to him in actual money, and in that regard the demand made by the university tutorial class is strikingly small. The cost of the student is usually 5s a year, to cover the petty expenses of the class secretary. The only other cost is the price of a text book—a few shillings. The tutor is provided and paid by the University.

The student is asked to give a pledge to attend regularly to the best of his or her ability, and every member of the class is expected to write one essay a fortnight.

University tutorial classes have not occupied the whole attention of the Workers' Educational Association, for last year it organised 72 public lectures, a summer school, and other educational agencies. The association, in the words of Mr. Atkinson, aims at conveying higher education to the people with the ideal of serving the community through social action of every kind and through the passing on of knowledge to all whom the student meets.

The association in New South Wales is a federation, consisting of trades unions, university associations, various societies, mainly of work people, and a number of individual members.

Register 5.11.17

ADVISORY COUNCIL OF EDUCATION.

At a meeting of the Advisory Council of Education on Tuesday, it was decided to forward to the Minister of Education the recommendations of the council, "on the necessity for co-ordinating public examinations—those of the University, the public services, and the Education Department." It was resolved.—"1. To avoid a multiplicity of examinations on works for the same standard, such as the University Primary, the State Civil Service, and the railway clerical service, it would be well if there were a single examining authority for the State. 2. The same examining authority should conduct public examinations for scholarships and bursaries provided by the State, and should take account of the different curricula and methods in other departmental schools. 3. A pass in the junior public or the junior commercial examination should be accepted as qualifying for appointment to the State Civil Service, and to the railway clerical service, provided that English and arithmetic are among the subjects that are passed. 4. Candidates for these two services should not be required to present a medical certificate before examination, but before appointment; this is the arrangement for entrance to the Commonwealth Civil Service. 5. Seeing that the qualification for entrance to the services of the State as cadets is low, and seeing that the higher branches of the service require men of exceptional knowledge and ability, courses of training should be provided and appropriate examinations should be required, before those who have entered as cadets are eligible for promotion to those higher branches of the service."

Register 11.4.17

NATIONAL EDUCATION.

In a recent admirable address to the Teachers' Guild of Great Britain, Professor Gilbert Murray dealt fully with the important question of educational methods and ideals. He asserted that the greatest fault in modern education is lack of organization, as a result of which our educational system is graded by distinctions of class instead of by standards of intellectual capacity. Upper-class boys in public schools are compelled to learn Greek and Latin, whether they are mentally fit for those studies or not. On the other hand, many children belonging to the middle and lower classes are debarred from studying the classics merely because of their social inferiority. All boys and girls should have the kind of education for which they are best suited. The science student should be allowed to dispense with Latin and Greek if he wishes, and the classically minded scholar should be given a fair chance of studying these ancient languages if they will be of real advantage to him. Professor Murray reluctantly admitted that the study of modern languages is still much neglected. Many Englishmen can read French or German, but few can speak these languages with fluency. That this is a serious drawback has been proved repeatedly in the present war. German officers and men are mostly well acquainted with English, but British soldiers can seldom speak more than a few halting words in German. The Professor has addressed many public meetings in Norway and Sweden; but, although he invariably spoke in English, his audience had no difficulty in following him. Imagine a Swede or a Norwegian addressing a British audience in his native language! This ignorance of foreign speech is due partly to the fact that our own language is practically universal. Other nations must learn our language so as to trade with us, but the average English "commercial" considers any such effort on his part quite unnecessary. The professor strongly urged that better use should be made of school time, and that we should take our intellectual work much more seriously. School sports have done much to develop character and physique, but they should not figure too prominently in our education system. Classes must be made smaller, for children need to be known personally and treated as separate individuals. Teachers must be more efficiently trained; they must have that invaluable superfluity of knowledge which distinguishes the inspiring teacher from the mere "instructor of youth." The teaching profession must be made more attractive. Elementary school teachers should feel that their work is of as much value to the nation as that of high school masters and university dons. Lastly, there must be more supervision and help for boys and girls who have left school, partly in the form of evening schools and continuation classes, and partly by means of clubs and other social organizations.

Revised 14.4.17

Miss Marion L. Collins, B.Sc., has been appointed demonstrator in botany in the University of Adelaide. Miss Collins graduated at the University of Sydney as a Bachelor of Science in 1915 with first class honours in botany. Since graduation she has held a research scholarship in the Botanical Department of the University of Sydney.

Revised 17.4.17

WORKERS AND EDUCATION.

To-night will be initiated in the University a course of economic studies in connection with the Workers' Educational Association. From its inception the movement promoted by that body has won the sympathy of sociological students in all parts of the world, and steady progress has been made in Great Britain and other Australian States. A project so wide in scope, so uplifting in influence, and so admirable in intention well merits such a reception. Among many exalted efforts to benefit intellectually manual and other workers, whose educational opportunities are usually limited in youth, that of the association ranks foremost. It is a sane and calculated attempt to educate the workers on lines most vitally important to the social wellbeing. It takes the university to the people. It is a genuine attempt—whose full results cannot be gauged until after years of steady application—to carry culture into the somewhat colourless mental experience of the general worker.

Experiments in this direction have often resulted in the specialization of culture on individuals whose ability has lifted them from the ranks and placed them in entirely different surroundings. Advantageous as this has been to the individual, it has not benefited the class from which he has been drawn. The Workers' Educational Association, on the other hand, was deliberately designed to raise to a higher intellectual plane the general body of workers, while initiating the equipment of any worker specially adapted for loftier positions. It aims not only at elevating the specialized individual. It also prepares his less-gifted comrades to welcome him back to their circle in after life—not as an outsider, critical of the class from which he rose, but as a comrade whose knowledge has been deepened and his sympathies widened by exceptional circumstances, but who finds his fellow-interested in, and generally receptive of, the ideas they are able to snare with him. The course of studies outlined is broadly inclusive of all branches of sociology. In its entirety it will occupy three years. Up to the present the only special sociological advance made in this State has been through the establishment of the Catherine Helen Spence Scholarship; and any study which tends, as this does, to the elevation of the workers, and through them to the consequent advancement of the State, deserves substantial encouragement.