

The Thirst for Knowledge.

University extension lectures had operated with great success in England, but working people did not take advantage of them in the proportion that those who cared for the system desired. So university tutorial classes for working men were instituted. There were now 117 classes in the movement, and there was not a university or a university college in England which had not undertaken the work. The classes were a real joy to the students and the tutors. They went on late, and sometimes were continued, after the classroom was closed, in the street. There was one instance of a policeman threatening to arrest the tutor if he continued to instruct the class on the footpath. (Applause.) In other instances, the class would follow the tutor to the railway-station, and the lesson would go on there. When the train moved on the class went with it as far as they dared, and the last scene was the train moving out of the station, the professor hanging out of the carriage window. His last sentence was broken off, to be resumed the following week. (Laughter.) Everywhere there was the same thirst for knowledge on the part of the working man. Australian working men and women and Australian universities were all possessed with a kind of instinctive idea that one of the great steps forward that the community had got to take in the near future was a step in the direction of education amongst adults, for the sake of adults, for the sake of the university, and for the sake of the whole community. (Applause.) Working people in Australia were as anxious for education as were their brothers and sisters in the homeland. There was a vast reservoir of knowledge which Australia should reach out and tap. This great enthusiasm for education should be organised, garnered, and developed. (Applause.)

At the conclusion of the lecture Mr. Mansbridge was asked a number of questions on details of the work.

HIGHER EDUCATION.

"NOT FOR SCHOOL, BUT FOR LIFE."

ADDRESS BY MR. MANSBRIDGE.

Mr. Albert Mansbridge, M.A., founder and secretary of the Workers' Educational Association of England, accompanied by the Premier (Hon. A. H. Peake), the Director of Education (Mr. M. M. Maughan, B.A.), and Professor Henderson, of the Adelaide University, visited the Adelaide High School on Tuesday morning. The visitors were received by the headmaster, who conducted them through several of the class and lecture-rooms, and afterwards introduced them to the whole school in the large assembly hall. Vigorous addresses were delivered by three of the visitors.

The Premier said the people of the State were proud of the various fine public buildings in Adelaide, but in connection with the High School the Government were looking forward to the erection of an edifice, the component parts of which would not be bricks and mortar, but human beings. That was to say, they considered that the building up of a fine national character would ultimately follow from such means of education as the State now provided in its high schools.

Mr. Mansbridge said he was glad to be at the school that morning to have the opportunity of saying a few words to the boys and girls of Australia. Australia was a wonderful country, and he hoped his hearers were proud of it. He really thought the best things Australia could show the visitor from the old country were the boys and girls, or, rather, the young men and women, who gathered together in a great school like the one they were in. He had been in many schools in the eastern States, and he had got an idea that morning that this was equal to the best school he had seen there. He almost wished he was one of themselves. He was sure they would make him happy. After all, being at school and being young and enjoying the morning time were the best things of one's life. The school motto was a grand one—"Not for school, but for life." Education never stopped. What his hearers had to consider just now was the opportunities the education their school was rendering to them. It did not matter whether they came top of their form, but it was essential for them all to think that their school was the best in the world, and to be determined to do their best for it. "Be worthy of your school," he said. "Be true to its spirit; it is preparing you for a nobler and purer life. Some of you may get on in life, some may get rich, but it is far better for you to get a splendid education than to get rich." He had a message from a little slum school in London, which he visited before he left, and he intended asking their headmaster, on behalf of the school, to send a message back. He had also visited a number of other schools in England—primary, secondary, and great public schools. These, too, had sent them a message, and he knew those present were going to give him one to take back. (Loud applause.) Mr. Mansbridge concluded a stirring address as follows:—"It is good to be here; it is splendid to be here. I am sure that you are going to make this school the best that ever was in Australia. You are going to keep abreast of the times, and wish orders 'Godspeed' behind. That is you will let them come up as close to you as they like, you are going to show them the way. Whether you win or lose you are never going to give up hope. Come what may, you are going to do your best. I wish this school good luck. May you win in all your undertakings, whether in cricket, football, hockey, or tennis, but you must play with a good spirit, whether you win or lose."

Professor Henderson exhorted the students to prepare themselves for a happy and contented life by working their hardest at cultivating the latent possibilities within themselves. They who succeeded at turning these possibilities into realities would find their happiness spring up spontaneously from within, and be independent of an outside stimulus such as fireworks, picture shows, and so on, afforded. All the speakers were enthusiastically applauded by the students.

ADULT EDUCATION.

LECTURE BY MR. MANSBRIDGE.

An interesting lecture was delivered at the Adelaide University on Monday evening by Mr. Albert Mansbridge, M.A., secretary of the Workers' Educational Association of England, who has responded to an invitation to visit Australia for the purpose of bringing under the notice of the educational authorities and those connected with educational institutions throughout the Commonwealth the work achieved in England by the organisation of which he is the secretary and founder.

Professor Henderson, who presided, said he had received a communication from his Excellency the Governor, in which his Excellency expressed deep regret that he was unable to be present, and declared himself in hearty sympathy with the movement which Mr. Mansbridge was to explain to them that night. He (the chairman) was pleased on behalf of those present to welcome Mr. Mansbridge to the Adelaide University. (Applause.) Mr. Mansbridge had created a great impression among those who were interested in education in the other States, and he was held in high esteem in the old country.

The lecturer spoke briefly of the beauty of Adelaide, and declared that one could not wonder that a wandering journalist had described Adelaide as the city of culture, when one saw the row of institutions which stood along North-terrace, in which, he believed, there lay the beginnings of great things for South Australia.

The Uses of a University.

That night he proposed to speak mainly of the connection between the work people and the University. No State, he thought, could exist without a university, working freely and definitely. He did not regard a university as merely a place of splendid buildings fitted with elaborate equipment. Neither was it a place of robes, which existed for the purpose of giving men letters to put after their names in order to induce people to think that they were learned. (Laughter.) The university ought to be the real centre of the State, where men and their disciples should pursue learning with determination right through to the end. It was important also that a university should be a centre of research. Any university in any State must, with all the wisdom and power that was possible, seek to build a real highway of education leading to it, a highway so broad and so free that not the poorest might fail to pass along it, if possessing the necessary brains and character. (Applause.) The time had gone by when any State could allow poverty to keep people out of the university.

The Forming of the Association.

Speaking of the growth of the new movement represented by the Workers' Educational Association, the lecturer said it was in 1903 that some working people had the idea that the development of education amongst the working people of England was really dependent upon a joint effort being made by workmen and scholars. They were, after all, natural allies, doing things which were essentially for the welfare of the community. (Applause.) So the association which he represented was formed, and it was agreed that it should be unsectarian, non-party, and democratic. He knew of no occasion upon which anyone had sought to break the integrity of the association in these matters, and in the association people, who were poles apart, outside, were unified. The association had its educational message for the most crude capacity. If it could only awake a sense of wonder at beautiful and true things it would surely lay the foundation of a great educational revival in England. It was Aristotle, he thought, who said the awakening of the sense of wonder was the foundation of knowledge. If they could only get back that sense of wonder at the beauty of the morning, and the glory of true things in life, how happy life would be! It implied a sense of humility. Wonder was the bloom of the peach, as it were, and it was often rubbed off in the rush of modern civilisation, not only in England, but in Australia.