

with the State branch. Individuals may become members of their local branch on payment of an annual subscription to be fixed by the branch, but in no case shall it be less than 2/6 per annum. Each branch shall admit to its membership without further subscription till the conclusion of the financial year any member transferred to the district managed by such branch, provided such member present to the secretary of the branch his or her card of membership for the current year. The chairman and secretary of the central council shall be ex officio members of any branch they may visit, but shall have no power to vote.

The annual conference shall be held in Adelaide. To it shall be presented the statement of accounts and annual report, including a summarised report from the various branches. Such statement of accounts and reports shall be issued not later than 21 days before date of conference. To the annual conference shall be summoned all the members of the central council, representatives from local branches and State branch, and representatives from affiliated organisations.

Branches shall be entitled to one representative for every 50 members or part thereof, and one for every organisation affiliated by them. Organisations affiliated with central council shall be entitled to one representative for every 100 members or part thereof, but in no case shall their representation exceed five in number. No alteration of constitution can be made except by the annual conference.

FAVORED BY LABOR PARTY

THE IDEAL OF FREE EDUCATION

LEADER OF OPPOSITION EXPRESSES APPROVAL.

Anything that tends towards the democratising of educational facilities has the support of the Labor Party, and when the Leader of the Opposition was approached yesterday, he immediately expressed approval of the methods outlined by Mr. Atkinson. "Any movement that will bring the university into closer touch with the masses is naturally favored by the Labor Party," Mr. Crawford Vaughan remarked. "Our ideal in education is to provide a free passage from the kindergarten to the highest seats of learning, but what is essential is that universities should be democratised. It appears to a good many Labor sympathisers that the scheme propounded by Mr. Mansbridge and outlined by Mr. Atkinson is one of the most effective means of bringing the spirit of democracy into the very heart of the university. Hitherto universities have been regarded as being almost solely available for those who can afford to pay for such training as they require, but now it would seem that the tendency is to make the university the instrument for the general dissemination of knowledge among all classes. What I like about the tutorial methods is that not only will the university professors be able to educate the masses, but, as Mr. Mansbridge pointed out, the masses will be able to educate the university professors. The success of the movement in England, the extraordinary manner in which the idea has been taken up by people from whom response to the appeal could have been least expected, provides every ground for the belief that Australia with its advanced ideas on education will accept the proposals and make a success of them."

THE BOY AND THE MAN

DIRECTOR OF EDUCATION'S STATEMENT

"GODSPEED TUTORIAL CLASSES."

The Director of Education (Mr. M. M. Maughan) made no secret of his belief that the tutorial classes in connection with the Workers' Educational Association are going to be a great power for good.

"There was," he said, "one great writer who declared that the hope of democracy lies in education; its failure in ignorance. And Pope has written—

'A little learning is a dangerous thing, Drink deep, or taste not the Pierian spring.'

"Like many other statements, this is partly true and partly not true. To advise one to drink deeply of the spring of learning or not at all is certainly bad. Better a little education than none; much better a good education than a poor one. There is an autobiographical sketch, which doubtless you have read entitled 'My Schools and Schoolmasters.' In it the author says that he learned more from his surroundings than he learned at school even when he was a boy. I myself fully believe experience to be a great means of mind development. The primary schools give the child a good equipment with which to begin his education, but no more. To speak of a boy of 13 as educated is to admit that you do not know what educa-

tion is. Education means not only the acquiring of knowledge but the training of heart and mind that knowledge should help to give. The boy who leaves the primary school and goes out into the world is much in the position of the person who is flung into the sea in order that he may learn to swim. He may float and may swim, and ultimately become a good swimmer; but, on the other hand, he may not. His chances would have been infinitely greater if he had first been shown the way in shallower water. And even let the boy go through the high school until he is 17 or perhaps 18 years; what then? Has he not education enough for any man, except the professional man who has to study for four or five years longer? The boy has gathered much knowledge. He has studied many books, passed many examinations, and has the delightful feeling of knowing all about this and that—a feeling soon to be dispelled. The rough world knocks up against him and shows him that there is much more to be learned than book knowledge, that practice and theory are never really completely agreed, and that he must put his theories into practice before they become of commercial value. The very fact that he has been well educated tends, perhaps, to make him not only conceited but ready to pass judgment hastily without due thought; to talk loudly, unconscious that he knows but half of that which he is speaking. In his zeal and, yes, his ignorance his half-developed knowledge is a dangerous thing. He makes trouble for himself and those he can induce to follow him. Until he has learned to think steadily and with a balanced mind he should withhold judgment, and until he understands he is not likely to develop into a man who will lead men and who will be likely to influence the world round him. This is why the Workers' Educational Association first conceived the idea of tutorial classes and threw itself wholeheartedly into the scheme. Yes, the hope of democracy lies in education, and the tutorial classes already formed and carried out are framing steady, serious, and thoughtful leaders of the people, who will try not to lead till they have seen whether they are going, but who will always be seeking the right path and leading others towards it.

"It is too much to hope that in the years to come we will be a nation of thinkers, but it is a great thing to see a scheme well followed up which will help to lead some people to think more deeply than they have ever done before.

"Will the scheme be successful in Australia? It all depends upon the men who are to lead the classes. Each man must make himself one with the students. They must look on as a friend and not as a master. If the leader is one who mounts a desk, delivers a lecture therefrom, and then gets down and walks out, as though he cared not a jot for his class, his contribution to the general scheme will be failure.

"In conclusion, here is my fervent wish—Godspeed the tutorial classes."

INDUSTRIAL EFFICIENCY

RESULT OF TUTORIAL CLASSES

FUTURE PLANS OUTLINED.

"The establishment of tutorial classes I regard as one of the basic principles of sound social progress." This was the opinion expressed by Mr. Thomas Ryan, chairman of the Trades and Labor Council, who has for many years taken the very deepest interest in the education of the workers, and who was closely associated with Mr. Mansbridge when the latter was in Adelaide recently making arrangements for the establishment of a branch of the Workers' Educational Association.

"The movement," continued Mr. Ryan, "will be of the very greatest assistance to trade unionism, in that it will be the means of opening the way to preference; that is, the preference that arises out of the demand for industrial efficiency. Furthermore, I look to these classes to be instrumental in reducing the present period of apprenticeship by at least one year. By this I mean that the boy or young man who now has to work for five or six years at certain trades before he can claim the minimum wage should by the training he will receive at the lectures be so far advanced in knowledge of the particular subject to which his attention is attached as to not require to serve such a lengthy term. But the advantages will, I am sure, be widespread. In New South Wales I have seen men of 50 or 60 years of age—men who have been brought up to literary careers—studying mechanics at one such class, while at another class were tradesmen and artisans making themselves proficient in literary subjects. The Workers' Educational Association has as its idea the inauguration of classes which will not only enable people to make their way in the world, but will inspire them to the service of the community. Its great aim is to assist the army of workers to solve the problems of their present position, for, after all, not hand-craft, but brain-craft, is the prime source of production of excellence. Not a worker, but an intelligent worker, is the mainstay of the industrial world."

Mr. Ryan considered that once a fortnight would be sufficient for the course of lectures which the classes will be invited to attend. He was confident that the authorities of the Adelaide University would undertake to allow members of the professorial staff to conduct any of the classes coming within the scope of their expert knowledge. An early start was to be made in Adelaide, and the first classes to be held would most likely have as their subject economics, the lecturer in all probability being Professor Mitchell. Industrial history would be another subject to which attention would be paid at an early date. This should be particularly interesting, inasmuch as it would deal with the rise and progress of mechanics and the history of industrialism in other lands. An effort would be made to secure the services of Professor Darnley Naylor or Mr. Lucas, of the Adelaide University, to act as tutor to this class. It has also been practically arranged for lectures to be delivered by Professor E. C. K. Gonner and Sir Henry Cunningham, both of whom would be in Adelaide in August as members of the party of British scientists who will then be visiting Australia in connection with the holding of the British Science Congress.

In reply to a question on the subject of finance Mr. Ryan said he thought that the Government should allot some portion of the University grant in order to enable the work to be carried on. In New South Wales the Government provided £4000, but he thought £1500 would be sufficient for South Australia, for a while at any rate. It had to be remembered that places like Port Adelaide and Port Pirie would have to be included in the general plans. Not only were they entitled to the classes, but they would ask for them.

CALEDONIAN CONGRATULATIONS

THE APPOINTMENT OF GOVERNORS.

In connection with the appointment of Lieutenant-Colonel Sir H. L. Galway as

Governor of South Australia and the Right Hon. R. C. Munro-Ferguson to the post of Governor-General of the Commonwealth Mr. G. H. Macmillan (secretary of the South Australian Caledonian Society) is in receipt of copies of congratulatory letters sent to both gentlemen by Mr. Robert Wemyss (chief of the S.A.C.S.), who is at present in Scotland. Copies of the replies received were also forwarded.

Under date February 14, and writing from Kirkcaldy, in Fife, Mr. Wemyss, on behalf of the South Australian Caledonian Society, welcomed Sir H. L. Galway as the King's representative to South Australia and wished him and Lady Galway a pleasant and happy time during their sojourn in the "Queen City of the South." In reply, Sir H. L. Galway desired Mr. Wemyss to convey his appreciation of the message of welcome to the South Australian Caledonian Society, adding that both he and Lady Galway looked forward with pleasant anticipations to the Australian visit.

On behalf of the society Mr. Wemyss congratulated the Right Hon. R. C. Munro-Ferguson upon his appointment as Governor-General of the Commonwealth, and in reply he received a letter stating that the congratulations of the society had given Sir H. L. and Lady Ferguson great encouragement in connection with the projected visit to Australia.