

continues to flourish only in those places where it has found a permanent home in a university, college, or settlement, by which some student life can be fostered and tutorial teaching developed. In most non-collegiate centres it has failed. It is not easy to found a new religion, and it can be said with confidence that it has been proved impossible again and again to found a religion of culture. Nor is mere lecturing, even when each lecture is followed by a class, and written work is submitted to the lecturer, a really workmanlike way of educating anybody. The lecturer's work has been compared to that of trying to fill a number of narrow-necked vessels by dashing buckets of water over them. Does anybody suppose that the fashionable crowds of people who have recently flocked to M. Bergson's lecture-room in Paris have really gone home any the better educated?

"Myself when young did eagerly frequent Doctor and saint, and heard great argument About it and about: but evermore Came out by the same door as in I went."

People learn most from intercourse with fellow-students, by living a common life, by means of long talks and arguments continued sometimes far into the night, or by getting glimpses into the way in which a real scholar goes to work. In an afternoon's walk with a man of wider knowledge and experience than oneself one can learn more than from many lectures. Perhaps the best thing ever said about a lecturer was said about Dr Hort, of Cambridge, who was one of the greatest all-round scholars of last century. "There is something mysterious about those lectures. I do not think there is anyone in Cambridge whose lectures are so utterly simple as yours are—language, ideas, reasoning, everything is simple in them. One does not at the time feel that there is any particular depth in what you are saying, and yet, when the hour is over, and the note-book is shut, and we are out in our silly world again, we find that at least one point you have been telling us about has become a sort of living creature in our minds, has made itself a home in us, and will not leave off talking to us. The one childish simple idea runs on in a whole chain of beautiful thoughts that illustrate and explain everything we come across for days and months." What was the secret of Hort's singular power? He has described it in his own words:—"The life devoted to truth is a life of vanities shamed and ambitions forsworn." There are not many such lives in any generation. There are not many lecturers who can leave in the minds of their hearers "one childish simple idea" that, like a living creature, makes a home in them and "will not leave off talking." We cannot command a supply of men of the highest character and genius. We must not trust too much to lecturing.

The work of popular education, it may be safely predicted, will depend in the future much less upon sporadic courses of lectures than upon the close association of students and teachers in tutorial classes, if not in colleges or hostels. The tutorial class is the method of the Workers' Education Association, which has lately been transplanted to this country. In the old days of university extension—and in some places its old methods still prevail—no student was asked to pledge himself, as this association pledges him for three years, to a course of continuous teaching. And the lecture was the one thing that mattered. Sometimes it was followed by no class at all, and no written work was asked for from the students, but even where a class was held it was entirely subordinate to the lecture. Those who attended the lectures knew, as a rule, very little about one another and had no common methods of study. It was a good beginning, for it is better to hear lectures than to be wholly immersed in the triviali-

ties of the passing day, but the extension of university education ought now to have passed out of that stage. The movement as it was proclaimed by Seeley has not succeeded. It has lasted, in the form in which he knew it, less than five and twenty years. The beliefs and institutions which it was expected to displace are renewing their youth after nearly 20 centuries. A movement is not well served when extravagant language is used and extravagant hopes are entertained about it. It was foolish to place the new learning in competition with the old beliefs. Those beliefs are from time to time restated, but they do not die. At this moment they are once again conquering the world. And yet the work of education and the diffusion of university teaching among the populations who labor is a work of high and serious importance in any community. We can only accomplish it if we bear in mind what the name university, Universitas litterarum, really means. The word is essentially social; the idea of co-operative study and life is integral to it. A university is a society or it is nothing.

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ROMAN CATHOLIC COLLEGE AT MELBOURNE UNIVERSITY.

With eight acres of land, contiguous to the University, awaiting its use, it is a marvel that ere this definite and practical steps have not been taken by the Roman Catholics to utilise this land for the purpose to which it was set apart. During Dr. Carr's archiepiscopate the question has once and again been before the council. But now we learn that the time is ripe already nearly £30,000 have been promised, and very soon a suite of collegiate buildings, worthy of the wealth and numbers of this church will be in process of erection. At present the Anglican, Presbyterian, and Methodist Churches have each of them its appropriate scholastic buildings. The Presbyterians—through Mr. Ormond's munificent gift—easily leading in point of architectural beauty and costliness. In past years conscientious scruples on the part of the Congregationalists and Baptists forbade them availing themselves of these valuable grants. When the Roman Catholics have utilised theirs we believe that the whole of this reserve will have been appropriated. It is notified that at the close of a brief service in St. Patrick's next Sunday a public meeting will be held at which the proposed college will be considered. Drs. Carr and Mannix and leading laymen will address the meeting.

UNIVERSITY EXTENSION LECTURES.

The second course of extension lectures at the Adelaide University will commence on Tuesday evening, June 30, when Mr. Walter Howchin, F.G.S., will deliver the first of three lectures on the "Lost Rivers of South Australia." The subject will cover a large field of observation dealing with new and striking facts concerning the recent geological changes that have occurred in South Australia. Important earth movements have altered the drainage of the country and isolated the central portions of the continent from the seaboard, which has had a disastrous effect on the climate. Among the topics dealt with will be the life history of rivers as recorders of geological change, the dead rivers of South Australia, the importance of the MacDonnell Ranges in the past history of the continent, the origin of the great lakes of Central Australia, how South Australia lost its rivers, the drowned valleys of South Australia, the great right valley, the earthquakes of South Australia and their causes, the geological histories of the Rivers Broughton, Light, Para, Torrens, Onkaparinga, Murray, and others. The lectures will be illustrated by over a hundred lantern views, nearly all of which are of local features that have a bearing on the subjects dealt with in the lectures.

LABOR AND LEARNING

WORKERS' EDUCATIONAL NOTES

By Victor E. Kroemer

Although it is impossible to start the University Tutorial Classes that have been formed until the amount of the grant has been decided upon by the Government, the question of commencing other activities is at present under consideration. The executive intends to bring before the central council of the W.E.A. at its meeting on Wednesday evening next the desirableness of conducting a series of lectures on educational topics. This series would pave the way for the lecture to be delivered under the auspices of the W.E.A. by Professor Gonner in August next, during the sittings of the Science Congress in Adelaide. The subject of that lecture will be "Saving and Spending."

As the value and the possibilities of the Workers' Educational Association is better realised, there is a growing demand for fuller information with regard to its activities. There is no doubt that when the time arrives for pushing out into the country and spreading a network of branches in all directions throughout Australia, that it will be taken up with enthusiasm in the towns and villages. Much as the movement can do for the town dweller, it can do even more for the country people, for it will be a centre of education, of social life, and of literary enthusiasm in every town where a branch is formed.

There is an urgent need for a non-party political and non-sectarian body, such as the W.E.A., in every part of Australia. It is the one organisation that will bind together, on the deeper problems that confront our national life, all sections of the community, who will lay aside their prejudices for the purposes of education, and the well-being of the community.

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