LITERACY AND LEARNING

WORKERS' EDUCATIONAL NOTES

By Victor E. Kremer

Although it is impossible to start the University Tutorial Classes that have been formed until the amount of the W.E.A. grant is increased, the interest in these classes is increasing, and the question of commencing other activities is at present under discussion. The executive intends to bring before the central council of the W.E.A. at its meeting on Wednesday evening the desirability of continuing a series of lectures on educational topics. This series would provide the opportunity for the lectures to be delivered under the auspices of the W.E.A. by Professor Goller in August next, during the sitting of the Science Congress in Adelaide. The subject of these lectures will be "Saving and Spending." As the value and possibilities of modern education are better realised, there is a growing desire for fuller information with respect to its activities. There is no doubt that when the time arrives for putting this into practice, there will be a network of branches in every direction. This movement is being taken up with enthusiasm in the towns and villages, and Meals for the landless can do for the town dweller, it can do even more for the landless. The cry for people will be, for the adoption of education for the whole of life, and for the laying aside of prejudices for the purpose of education, and the well-being of the community.

UNIVERSITY EXTENSION LECTURES

The second course of extension lectures at the Adelaide University will commence in June, under the auspices of the Workers' Educational Association, which has already been transplanted to this country. In the old days of university extension—and in some places these days—no student was asked to pledge himself, as this association pledges him for three years, but who is his own premium. 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. In some places there was no class at all, but where a class was held it was entirely subordinate to the lecture. Those who attended the lecture 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 trivialities of the passing day, but the extension of university education ought now to have passed out of the stage of the lecture. The lecture, as it was proclaimed by Goller, has not succeeded. It has lasted, in the form which has in the last twenty years. The beliefs and institutions which it was expected to displace are reappearing in their youth after nearly twenty years. The newness of the old and the oldness of the new make the learning of both difficult and dangerous.

DAILY LEADER

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ROMAN CATHOLIC COLLEGE AT

With eight acres of land, contiguous to the University, awaiting its use, it is in a marvellous site for this definite and purposeful end. The faculty of the Roman Catholics to utilize this land for it, is a very attractive one. During Dr. Carr's attendance at the Catholic University he has been greatly impressed, and very much a sinking of college buildings, worthy of the faithful and members of this community will be in process of execution. At present the position is that the Trustees of the Catholic Church have much of them as appropriate locations for high educational institutions, through Mr. Ormond's munificent gift—easily leading in point of architectural beauty and excellence. In past years consecrations have occupied the site of the Cathedral and Halls of residence, and the Trustees have availed themselves of the period of grace which the Catholic Colleges have until then been permitted. It is not said that at the close of a brief service in St. John's next Sunday a public meeting will be held at which the proposed college will be discussed. Dr. Carr and Mannix and leading laymen will address the meeting.

ROBERT ADAMSON

4/9/10

continue to flourish only in those places where it has found a permanent basis on a permanent university, college, or settlement, by which it may be fostered and tutored. The teaching of a religious life can be fostered and taught not in all cases by the lecture, but where the lecture is held it is used where it is needed, not in a religious college, where it is not used in a religious college, not in a religious college, not in a religious college, not in a religious college. The lecture, as it is held in all colleges and in all religious colleges.