A DISTINGUISHED VISITOR.

Mr. Albert Mansbridge, M.A., the general secretary of the Workers' Educational Association of England, who is paying a visit to the Commonwealth, will reach Adelaide from the eastern States to-morrow. The association, of which Mr. Mansbridge is the secretary and founder, represents an important movement which has in the course of a decade grown to vast dimensions. It is one of the natural results of popular primary education, which in a limited degree has been secured to all the children of the United Kingdom. There is nothing which will so stimulate the thirst for knowledge as the acquisition of knowledge. One of the most marked effects of all true education is the desire it gives rise to for extending the scope of learning. The increased efficiency that comes with a careful training of the mind and the wider outlook on life are so apparent that it only requires that the advantages of rudimentary principles of education should be enjoyed by the children of any community to ensure a demand for a more generous provision for the succeeding generation. It is not surprising, therefore, that the Workers' Educational Association in England should have had its origin among the workers themselves, or that it should have met with such large response in its appeal to that class. Although it is but ten years old it has already grown to considerable proportions, with 126 local branches and 2,000 societies. Some 30,000 adults are enroling themselves in the association's scheme, and it is likely that this movement will grow in size and strength.

Mr. Mansbridge has explained that the Workers' Educational Association is not an educational institution, but is an educational movement. Its aim is to associate education with life in such a way that it shall contribute to the development of the individual, whether on the intellectual, the moral, or the practical plane. It is not the life of any particular class, but of the whole people, he has in view. This is, of course, in keeping with the spirit of the age. Opportunities for gaining knowledge have been enormously increased within the last generation or so. Not only have secondary and higher schools been multiplied to a great extent, but cheap books by the great masters have been made available to the people at large. Access to the best learning is a matter of more interest. A good home library is unquestionably a valuable asset to the student, but if he is to make the best use of the books at his command he must have systematic training, so as to acquire the habits of study and assimilation, for education means much more than the storing up of facts. The mind must be trained to think logically, and to draw quick deductions from facts. This is an age of great possibilities in all departments of activity. Its demands are great, and they can only be fully responded to by those who have qualified by a well-applied and systematic education to make the best use of their opportunities. Knowledge is power only when it can be successfully applied to the problems of the moment. It is in recognition of this fact that so much attention is now being paid to training the mind and hand simultaneously. Technical education has demonstrated its value in a hundred fields. The victorious future will go to the most efficient, both on individuals and nations. Such a movement as that which Mr. Mansfield has guided for the last ten years must have a branching influence on the future of humanity. His theory is that the University National Association, he explains, has been organised to provide education for the poorest simple and the least experienced of the workers, but its mission is to bring within the reach of everyone the highest education which is capable of assimilating knowledge.

The movement embraces university-torial classes, which are composed of small groups of students—they do not usually exceed 20—and they represent different ages and classes. One common feature, however, of joining these is that members must undertake to attend the classes for three successive winters. Each course of 21 lessons is given.

Mr. Mansbridge takes a comprehensive view of education. "What," he asks, "is education after all but the physical, mental, and spiritual development of the whole being?" What is it but the power which gives the sense of wonder at the beautiful and pure things in Nature, in Literature, or in Science? What are the means by which we come to know the laws of progress? No one who hears education for the people decreed, but will turn away in dismay, as he thinks of the lack of education means—drifting here, whirling, unorganized, with the forces which hold but with those which destroy. If education be not allowed its opportunity now it shall be lost for ever.