TUTORIAL CLASSES

DEMOCRACY AND CULTURE

WORKERS AS BRILLIANT SCHOLARS

PROFESSOR ATKINSON'S LECTURE.

Before a large audience at the Trades Hall in the recently occupied building, a licensing officer delivered a lecture on the "Value of the Workers' Educational Association." Mr. F. Ryan, president of the New South Wales Workers' Educational Association, occupied the chair.

The Professor, who was listened to with deep interest, contrasted the movement started 11 years ago, when a few straight-thinking working men and university men met at Oxford and decided upon the scheme. Today it was one of the greatest movements of the world. It was now spreading to other parts of the United Kingdom, and comprised something like 10,000 labor and educational organizations, rapidly spreading in Australia, Canada and South Africa. The demand for A. and J. and the French government were asking and what was it all about. The aim of the movement was to afford higher education to the working classes. It was aaron to say that the position of working class had been a moral one, and the one way to defeat the dangers was to provide the means upon democracy was to educate the working class. It could be an end in itself, and could produce what the movement had been doing. It was a sufficient excuse for the failure, and was to serve a social need. In this respect it was a great achievement that knowledge was being given to the masses of people who had been forced to adopt a spirit of social service, whereas knowledge had been limited. The technical school had been much more of the benefit than it was believed to be. It was certain that the democratic movement could not afford to consider in the highest knowledge, and was a great boon to society. The human mind could provide knowledge, but knowledge alone must truth come.

Other men were instructed by university tutorials in certain subjects, mostly economics and literature, and had very much beyond the abnormal ability of the working men, after three years, were capable of reaching the standards of university men at Oxford. The tutorial classes met once a week, and they generally lasted two hours. The financial part of the evening was devoted to a simple exposition of the subject under discussion, and the new books on the question of the tutor by the chief teacher was very much encouraged and to make inquiries.

In the beginning there was a number of men who considered the earnestness of the students studying industrial history. All the students were treated with much care and difficulty. To make work more easy, they were not to be encouraged by writing, with the result that he could not do justice to the subject. There was no conventional knowledge, but that which was written by workman students. It had practically been found that the classes were turned.

The idea was that one might be said to the contrary. The very men, who, grumbled at the errors of the working class were those who tried to stifle the desire of the workers for education. He had been in Australia only a short while since he realized that the movement was going to expand so as to that it was beyond the control of one man. It was now impossible for him to make the movement more than a mere局部 movement in the Commonwealth. The workers of this nation had more leisure than the British workers, and there were far more opportunities for them to make probable use of this time. With this fact in view he looked forward to the rapid development of the classes. In saying they had started the right to more, and there was a strong demand for more. He had even received letters from the backblocks asking for guidance in the study of industrial history. The corresponding branch, he predicted, was going to be a very large concern in itself, especially as they intended to write every letter and order for all enquiries. In Melbourne four classes had been commenced, and more were wanted but they were not at their wish to find teachers. The tutorial movements, of Australia had so far shown that the universities were not catering sufficiently for the study of economics and industrial history. The workers of the working classes should force them in this direction. He wished to make it clear that it was not the wish of the university professors to undermine the knowledge. They were anxious to impart their learning to any willing student. That was a teacher lived for. It was the breath of life to anyone.

The movement had come to Australia, and already it seemed probable that, in addition to the classes, a large correspondence system would result, so that more books could be read to those who could not attend the classes. It would be the instrument of economic progress. Australia ought to take up the movement with both hands and to adopt the plan of providing where it could serve with confidence any description of political or economic crises which would accordingly come.

BRITISH ASSOCIATION MEETING.

Subscription lists for membership of the British Association for the Australian met with success. Professor A. M. R. had now become the President, the first two members being either as full members for the whole Association for a fee of £2, in which case they have the right of voting at all meetings, as members for a period of six months, or £1. The subscriptions of £2 for more than one, or £1 for one only. Associates have all privileges of membership, except that they do not receive the annual report of the proceedings of the meeting, and do not have a vote in the election of officers. Subscription lists have been set up at the University, the Trades Hall and at other places. The subscription should be sent to the Secretary, Mr. F. W. Edeley, the University, North Terrace.