Arrival in Adelaide.

The reception at the station this morning had an effect, not without its significance. Alexander advised me to rest for a few weeks, but said I could attend the special examination of the University Hall on Saturday for conferring degrees on members of the British Association. But I should not be able to do this, I shall resume work as soon as I am able to sleep well, but shall be glad to get rid of the excitement. The Middlesex untrodden paths of doing without one arm with as much patience as I can command, but I am sure they will not last long.

As the registrar was taking his leave Sir Samuel remarked:—"I am glad, after all, that I have been so foolish as to think the University has cured my neuritis for the time being."

The Daily Herald
10/18/14

THE WORKERS' EDUCATION

SOLUTION OF FUTURE DIFFICULTIES

PROFESSOR GONNER TALKS OF TUTORIAL CLASSES.

With the many scientists who arrived in Adelaide on Saturday evening there has been given much thought to economic conditions and the education of the worker. The very first meeting to serve as a conductor of tutorial classes, under the auspices of the Workers' Educational Association, Professor E. J. Gonnert, M.A., has come into touch with the unionists, and is keenly interested in the development of workers' educational matters. The visitor, who is president of one of the sections of the congress, holds the position of professor of economic history in the University of Liverpool.

Gratifying Classes.

"I think the Workers' Educational Association is doing its work," Professor Gonnert remarked in reply to a question on the subject. "I was in Australia last year, and when I return I shall be delighted to find that the movement is making such good progress here. I am sure that the solution of many of the world's future difficulties really lies in the community being educated. A worker who has not formerly had an opportunity of attending the university, because of the class, this has previously been monopolized by men whose thoughts have been associated with the Workers' Educational Society for a good many years in Liverpool, and the Sydney working committee, composed of members nominated by the university, has been directing the work in the district. I have taken classes myself, and they have always been gratifying. I have never had such a view of work in English and mathematics as I have ever held. I think several of my colleagues who have interested themselves in English literature of the kind I know they do.

The Tutorial System.

"The tutorial system is working excellently here. I am told that in many cases to extend the three years' course into a fourth and even a fifth that this would have been devoted to economic questions and modern history from the industrial aspect. Classes are also held in English and mathematics, and some have even embraced English literature.

"It would be difficult to say whether the work has exerted any political influence. It is too young to produce the political effects which are to be expected of it in the future. I have, however, noticed the influence of the work in the results of some of the municipal elections. I think it is having a little effect industrially. It tends undoubt
In the direction of making the new job movement a more considered one is generally found, however, that the workers of more mature and thinking age find the effect industrially is not so marked yet. But the older men are very anxious to get the younger men to take an interest in the undertakings of the latter who are now doing so is increasing.

The System in England.

In addition to the regular tutorial classes, there are also the short courses of lectures or preparatory classes extending over a year, and these classes, it is hoped, will proceed to the full classes and proceed from the workers are usually about 2 ½ per class each year. As the classes are conducted for about 20 weeks, and where we quite obviously cannot support it on these contributions it is financed mainly in this way. The universities make grants to the centres which, as a rule, is the largest sum of money per student for the centre for a class. Then we usually get from the local authority, either the town or county council, to make a grant. This grant, however, is generally about 500 pounds. The Government subsidy comes from the Board of Education, and is given when the centre is able to prove that they are doing full home work. The maximum of this grant, which is not usually attained is £500. The Government is right in their approach to the problem. The articles consist upon the attendance being kept up. Only those people should join who are prepared to do their full share of the work unless prevented by unforeseen circumstances or removal from the district.

Unions to the Fore.

The educational work is being widely embryoed by the more organized circles of people and the literary societies and the adult schools. These latter are organisations of people who are interested in improving the mind by discussing things. It is quite essential that the really active workers’ societies shall become a part of the movement. In some districts the unions are taking up this matter very well. They send their representatives to joint committee meetings of the education.

Intelligence of the Worker.

By my personal experience I have been really surprised at the extraordinary intelligence which has been preserved by those who have found their opportunity through education. I remember quite well that one of the very best students I ever had in my life was a working man in one of the classes. He said to me after a two years course, ‘I have always been a reading man, but I never before have had an opportunity to read and read according to a systematic course. Whether the class goes on or not I must go on with my work. I enjoy it by reading and discussion.’ It is necessary that these classes should take the form of lectures followed by discussions or by groups working out the work of the class. The best work is done there is a perfect freedom of expression, and the members may ask questions and set forth their ideas in the class. Therefore, if every member of the class the opportunity required I am also in favor of homework the writing of essays or answers to questions.

A Pleasing Response.

‘I do think the response has been most gratifying,’ Professor Gourley remarked in conclusion. I trust the work will go on and develop, and I sincerely hope that it will be a firm and permanent feature in Australian life.”
SPENDING AND SAVING

LECTURE BY PROFESSOR GONNER

EDUCATING THE WORKERS

Under the auspices of the Workers' Educational Association, Professor E. K. Gonner, M.A. professor of political economy at the Liverpool University, delivered a lecture entitled “Saving and Spending” at the Town Hall last evening. Mr. W. R. Knox, the South Australian branch of the Workers' Educational Association, occupied the chair. A good attendance was reported. Prior to the delivery of the lecture Mr. W. R. Knox, city organizer, played a number of patriotic songs. The Governor of South Australia, Sir Wm. Bateson, seated in the hall, and prominent educators were seated on the platform.

Professor Gonner intimated that he intended to confine his talk entirely to the subject of the title of his lecture, and dealt with that subject in a manner that was not difficult to understand. He began by saying that it was customary to consider saving and spending as two distinct processes, but sometimes the two were confused. He referred to the case of a man who saved money and then spent it, and asked whether this was saving or spending. He pointed out that saving was the process of accumulating money for future use, while spending was the process of using money for current purposes. 

Nature of Spending

Referring to the nature of spending and saving, the speaker said they were all acquainted with the expression “spend your money on the double.” An Australian had recently said to him: “We know more about saving than spending.” But was that the case? He pointed out that spending was more important than saving, because it created wealth and stimulated economic activity. Therefore, it was important to have a better understanding of spending than saving. He added that spending was the act of satisfying present needs and desires.

Nature of Saving

The speaker then turned to the subject of saving. He pointed out that saving was a process that was often difficult to define because it differed from the degree of the age. Saving in the primitive days took a different form than it did in these economic days. The speaker emphasized the importance of saving for the future, and the determination of satisfaction of present wants. He added that the man who abstains in the present to gratify in future should be commended, because they can not eat a cake and have it. They usually had some sort of work or desire they could satisfy, but to have by them a store for the future. Saving always meant a present abstinence.