

The Daily Herald  
September 23rd

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**IN WOMAN'S CAUSE**  
**GREAT EDUCATIONAL MOVEMENT**  
**EXPOSITION BY MRS. MANSBRIDGE**  
**THE ADVANCE OF AUSTRALIA.**

Democracy among the women of Australia is established insofar as the general vote is concerned, and we are a people who concede to our womenfolk the right to an equal say in the conduct of political affairs of the State and Commonwealth. In such a respect Australians are well ahead of many of the longer-established countries of the Empire, and this fact was abundantly assured after a reporter from this paper had concluded an interview at the South Australian Hotel yesterday evening with Mrs. Mansbridge, the charming wife of Mr. Albert Mansbridge, the general secretary of the Workers' Educational Association of Great Britain. Mrs. Mansbridge is as enthusiastic as her husband in the cause, and she displayed a wealth of knowledge of the educational aspirations of the working women of the Empire which indubitably classed her as a mistress of the problem.

Since arriving in Australia some three months ago with her husband, Mrs. Mansbridge has acquired a volume of information which she was ready to impart, despite the fact that she had had a busy day visiting many of Adelaide institutions and interviewing women with a view to advancing propaganda work. "As far as I have seen," she said, "Australia is doing wonderfully well. You have some exceptional speakers among the women, but, of course, the majority of them have not come out in public yet. They are only as yet in the training, as one might say. But you are going to have a fine body of women. I feel that the women's movement is of tremendous importance here, and they have an enormous advantage in having secured the vote. Education is the great bulwark of woman's advancement. Women of course are, after all, the people; we want to be keen, for they are the mothers of the future generation. Our object is to gather in the great working class of women, and to collect their children, when they are old enough, to appreciate good things in art, literature, and so on. So far as I have seen the women's education movement in Australia will be a great one. Your women here are going to rise up, particularly in propaganda work.

"In Sydney the women were particularly keen, especially upon economic questions and literature. In Hobart there was also great enthusiasm shown, and many women expressed the desire to become actively associated with the work of the association."

Then you are, on the whole, satisfied with the result of your mission so far as the women's part is concerned?

The answer was decidedly in the affirmative. "I think certainly you have a great future in the women's movement, as I have indicated before," came the response. "The advantages of advancement are much more numerous than they are at home. It is only recently that woman in England has found the place she should occupy in the development of economic affairs. We used to think that home was our first duty, but now we have come to find that there are other duties to perform in justice to our children. It is in these matters that the women's classes are proving so educative."

"Our society is entirely non-political and unsectarian. We believe in organising all educational bodies. Let me here tell you some of the objects we seek to attain. We hold that if the Workers' Educational Association is to gain any substantial victory in its campaign against ignorance and injustice men and women must be fighting side by side. Their cause—their interests—are inseparably bound together. Neither party can march by itself without endangering both its own safety and that of the party it has left. If one cease to make progress the other is held back, too. Our movement is good for women as wives, because they will be able to enter more intimately into the lives and interests of their husbands. Faith has expressed that it is good for the whole of the community and good for women as individuals and as wives, that an education which makes them understand better the world they live in should spread among them. Lastly, it is good above all for the children's sakes. Not only will it mean that the educated mother, though she cannot actually teach them herself, will be more fitted to guide her children's minds; not only will it make a greater bond of sympathy possible between her and her sons and daughters, who are feeling the thirst for knowledge, and are spending their leisure in attending classes and in reading the best books that can be laid hold of, but it will also surely mean that with the spread of education among women will grow up an active demand for smaller classes in the elementary schools, for the establishment of school clinics, day nurseries, and more open-air schools, and for many other things that touch so closely their children's spiritual and physical wellbeing."

Then your association strives to inculcate a love for the highest in literature besides science and the study of economics?

"Yes. It has been our aim to imbue our members with the spirit of the best writers of recent times. In the East-End of London the literature sought by those who have come into our fold had previously been of the order supplied by penny novelettes and other uneducational trash. Since joining us the women have been persuaded to adopt a better class of reading. Natural history is already a favorite subject, and there are now among our people enthusiasts in Dickens, Thackeray, Charlotte Bronte, and other classical novelists. The general feeling seems to be to raise the tone of the literature assimilated by the working women and girls, and we feel we have succeeded. It is wonderful what interest the working people have taken in the masters of art and literature since our ramifications began.

"We hope soon to see a residential college for women established in connection with every university in Australia, and I believe that the movement has secured such a hold in the principal cities of Australia that these will be brought about in course of time.

"Another thing we make a feature of is the social side. We hope to break down all class distinctions. In England we have in our ranks a number of women journalists who attend regularly the courses of study and gain much knowledge by intermingling with the people we gather together. It is one of the triumphs of our mission that the women of Australia have shown such a readiness to fall in with our aspirations, and altogether I have gathered much information which will be of value in the furtherance of our work at home. And there will be a bond of friendship and fellow-feeling between the working women of England and Australia which will stand taut, I hope, for ever."

**NEW EDUCATION**

**THE WORKER AND THE UNIVERSITY**

**HIS DETERMINATION TO LEARN.**

Twenty-nine tickets were issued by the officials of the University to those directly interested in the educational movement of this State, inviting them to attend an address which was delivered by Mr. Albert Mansbridge, secretary of the Workers' Educational Association, on the aims and methods of the association at the University last night. What better compliment could be paid to this distinguished visitor than the fact that exactly 29 listened to his remarks with deep interest and gave him every encouragement in the democratic work in which he is engaged? Professor Stirling occupied the chair.

Mr. Mansbridge dealt mainly with the university side of the work. He said no city could exist completely without a university in it, working clearly, freely, and definitely. They did not regard such an institution as merely a place of splendid fittings and elaborate equipments; not a mere place of teaching professions and putting letters after the names of persons—for, after all, persons with letters after their names were not the most learned. (Laughter.) It seemed to him any university in any State should with all the wisdom of power seek to build a highway of education leading to it—a highway so broad and free that even the poorest might pass along it if he or she showed any inclination to study. The time had gone when the State could afford to keep people out of the university because they were poor. The Workers' Educational Association arose from a small gathering of working people in England in 1903. They were joined by a band of scholars, and this combination set about in real earnest to clear the pathway of learning, and their efforts had been crowned with success, and their numbers increased tenfold. After all, this combination of scholar and worker was quite natural. One was a manual worker and the other a brain worker; one was an expert in supply and the other in demand. Two years ago he came before a gathering of working men who had been employed in a tea warehouse. They desired to learn industrial history. Everything was arranged with the exception of the meeting night. The association did not allow the teacher to fix a night and then compel the students to attend whether convenient to them or not. The time of meeting was left with the students themselves. This particular gathering, however, fixed upon Tuesday, and the reason they gave was that it was washing day in that district. The attendance proved exceedingly regular, and another hour had been added to the length of the time of the class. (Laughter.) The three prominent features of the association were that it was unsectarian, non-political, and democratic. Since the 10 years of its existence no one had sought to break the integrity in those matters. It had been thought by many that with such a gathering of men of different views fighting and disagreement would certainly result. This was altogether wrong. A revolutionary Socialist mixed with a rank Conservative and both exchanged views in a most determined but friendly spirit with a single-tax advocate. The fighting was an educational fight. They did not attempt to damage one another, but one another's opinions, so eager were they in quest of the truth. (Applause.) The association was not merely for clever and able people; it was for all the people—for the simple and unlearned, who could ask for the most simple or complex subject. No man or woman must be kept out of the classes because they