

Register, July 9/13

## EDUCATIONAL REVIVAL.

### A World-Wide Movement.

FREMANTLE, July 8.

Ten years ago, at a conference of trades unions, co-operative societies, and educational bodies, it was decided to form what is known as the Workers' Educational Association. To-day that association has more than 130 local branches, chiefly in the great industrial towns of Great Britain, and embraces a federation of more than 2,000 societies. It is, in fact, one of the most successful and democratic movements in Great Britain for years, and it is now proposed to start a similar movement in Australia. The inaugural work will be undertaken by Mr. A. Mansbridge, who is a passenger by the Orama, which arrived to-day. Mr. Mansbridge is an M.A. of the Oxford University and Secretary of the Workers' Educational Association of Great Britain, and his visit to Australia is the outcome of the congress held in London last year between the universities of the Empire. Briefly, the objects of the association are to form classes of workers for the purpose of undertaking definite courses of educational work of a university standard. Most of the Australian universities have decided to co-operate in the movement, and Mr. Mansbridge hopes to see it well started before his return to England in about six months. "Our association," said Mr. Mansbridge, "has never attempted to deal directly with economic or political reform, but has sought to equip its members and any who would listen to it with increased mental power and a spirit of comradeship, so that they might the better deal with problems of social betterment, either in their capacity as individuals or as members of industrial, political, or other bodies. Placing before itself an ideal of a democratic system of national education, it realizes that its very success means its ultimate extinction, unless, indeed, when the highway of education is opened—a highway upon which no tolls save brains and character are levied—it will still be necessary to stimulate the apathetic members of the community to pass along the splendid way. Be this as it may, it works out so that the day of its extinction may be the day of its glory. There has been no cut-and-dried method of work. Every branch has developed along lines suitable to its peculiar needs, always making its aim the opening up of the broad highway of education. Its most characteristic instrument is the university tutorial class, which consists of not more than 30 men and women, who meet weekly through the winter to study some subject selected by themselves under the guidance of a university teacher. These classes are democratic in the fullest sense of the word. The subject is selected by the students themselves. The teacher must be approved by them, and after each lecture, one hour in length, an hour is left for free discussion, which affords every member of the class ample opportunity of expressing his own opinion, and of handling the subject from any point of view he desires. This secures the class from any danger of partial or one-sided study. This, perhaps, is the most important factor in our system. It has been said that we have rediscovered the system of Plato. The discussion is of an essential point in the methods of the great philosopher. We are one with the Persian, who said that the lecturer counts as one while the discussion counts as a thousand. Of these tutorial classes there are at present in England about 120 working under the universities. I might say that there are now more than 3,000 workmen and workwomen, who have undertaken to complete three years' study in the subjects in which they are interested, such as industrial history, literature, economics, science, and social study generally. Perhaps the word 'education' may suggest to men the days when they used to sit on benches swallowing a number of hard uncomfortable little facts, dates, and names, most of which they have probably by this time forgotten. We want to suggest something more than this. The Workers' Educational Association believes in every single one of them being good for something, and at something. If only we are given a chance of making the most of ourselves, education is the thing that gives us that chance. It does not matter whether you go to church or not, or

what your opinions may be. All the matter is that you should want to know more of the wonderful things that there are to know about. The association caters, not only for the brilliant men and women, but for all. It is only necessary that they should have the ambition to know more of life, and that they should have the capacity of knowing more than they do. I might point out that in England at least it has been found that the man who works at a material task for a living is able to hold his own with university scholars. During the last few years there has gradually been evolved a new school of thought, made powerful by the fact that learning has been united with the experience of daily life. Indeed, the university teachers recognise that if it means to the student a greater acquaintance with books and theories it means to the professors a greater acquaintance with living documents. One of our underlying principles is that the education of the people is best brought about by the union of the working people and the scholars. The cost of our tutorial classes is borne by the Board of Education, the local education authorities, and the universities. The students pay a nominal fee towards the expenses of the classes. I am hopeful that the matter will be taken up in Australia, as I feel confident that the movement will reflect itself in the social organization of the country and make Australian government the best in the world. The Workers' Educational Association stands for the satisfaction of a great need. It affords a foretaste of the fuller life, after which all reforming efforts must strive, and in so doing it applies the most potent force that can be employed in realizing that ideal. If democracy is to succeed it must be educated. It is, as said before, non-party, non-sectarian, and democratic. In a word, the movement is the renaissance of education, and educational revival is in the air."

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#### Conservatorium Concert.

The second concert of the season given by the students of the Conservatorium at the Elder Hall last night was an interesting one. The programme included some new performers, who did remarkably good work. Miss Muriel Day (Elder scholar) has improved wonderfully. She sang Brahms' "Sapphische Ode" and Carl Bohm's "Still wie die Nacht" with admirable tone and good interpretation. Mr. Jonathan Ardill has a pleasant tenor voice which, with more study and a surer intonation, should develop well. He sang Mendelssohn's "The Garland." Miss Gertrude Wood's clear soprano was heard in Linley's "O, bid your faithful Ariel fly," which showed careful study and neat phrasing. Mr. J. Fischer (Elder scholar) sang two songs from Somervell's "Maud" cycle, "Birds in the high hall garden" and "Come into the garden, Maud," an extremely complicated setting of Tennyson's text. The first gave great pleasure, the interpretation was so clear and the diction quite satisfactory. The second work had a more interesting accompaniment than melody, of which Mr. Fischer made the most. Miss Winifred Lewis, whose deep contralto voice was well rounded, sang Barnby's "When the tide comes in," with good effect. Miss Elsie Grant has a soprano voice which was heard in two Schumann songs, "The Lotus Flower," a charming fragment, and "To the Sunshine." In the latter the singer did good work at times. Miss Kathleen Gibson, a promising violinist, played the "Romance" from Wieniawski's second violin concerto, and received encouraging applause. Miss Erica Chaplin (Elder scholar) played the first movement of de Beriot's violin concerto in G. There was a notable improvement in this young violinist's playing, she producing a much better tone and showing more finished bowing. There were some excellent pianoforte numbers, particularly Miss Gladys Taylor's playing of Chopin's B flat minor "Scherzo," which showed temperament and judgment of a high order. Miss Elsie Willmore was also very successful. She played "Chopin's 'Berceuse' exceedingly well and Rachmaninoff's "Prelude," op. 3, No. 2, with great strength and alternative delicacy. Miss Floris Hay displayed a rippling technique in "Marchen," from suite, op. 162, by Raff. Miss Lillian Barbour played Heller's melodious paraphrase on Schubert's "Trout." The melody was very distinct, and the arpeggio work particularly clear. Accompanists were divided between Madame Winsloe Hall, Miss Dorothy McBride, Mr. Frederick Bevan, and Mr. Winsloe Hall.

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## FIGHTING CANCER.

### IMPORTANT DISCOVERIES.

### NEARING A SOLUTION.

### AN ADELAIDE SCIENTIST'S WORK.

(By Our Special Reporter.)

Students of the University of Adelaide and the staff will remember a young man, Mr. T. Brailsford Robertson, who took the B.Sc. degree in 1905, and they will need no special reminder to enable them to recall with what brilliance he went through the physiology course under Dr. Stirling. The promise that he gave of a great career is being amply fulfilled, for after eight years' sojourn in America he has come back to South Australia with the letters Ph.D. and D.Sc. after his name, and bearing the title of Associate-Professor of Physiological Chemistry and Pharmacology at the University of California. Further than that, Dr. Robertson has devoted himself to research and made discoveries that redound greatly to his credit, and he will add lustre to the University at which he graduated. I found Dr. Robertson yesterday at the house of his father-in-law, Dr. Stirling, for the brilliant scholar married the daughter of his professor. He referred to his marriage when speaking last night of his last visit to South Australia. "I last was in Adelaide three years ago," he said, "when I came for the vacation—and to marry Miss Stirling," he added with just as much evidence of confusion as one might expect to find in a man with such frank demeanor and engaging personality. I admit I was charmed with him. He seemed entirely without egotism, and yet chatted about his researches with perfect freedom. "I left Adelaide shortly after graduating, and went to the University of California as assistant to Professor Loeb, the man who has done so much valuable work in such lines as artificial fertilisation," he went on.

I recalled to Dr. Robertson that when in Adelaide last he had lectured here, and asked him if it might be that he would give Adelaide the benefit of another discourse.

"I have been asked to lecture before the Microscopical Society on some of the work I have been doing in regard to cancer disease," he replied. "I have been determining the action and the influence of certain substances upon the growth of cancer, and I have obtained results that seem to be somewhat interesting and to have a bearing on the origin of cancer."

You do not claim to have discovered a cure for the disease?

"No; but anything that sheds light upon the problem is always a step in the right direction. The men I have mentioned it to have received it very well, and seemed to regard the facts I have presented as sufficiently convincing."

Can you tell me in homely phraseology what your discovery means?

"I have found certain substances which enormously accelerate the rate of growth of cancer, as much as 1,000 per cent. indeed, and another observer, Dr. Wacker, of Munich, Germany, simultaneously and independently—for he knew nothing of my researches and I nothing of his, and our respective works were published within a few weeks of each other—found this same substance to be unusually abundant in the tissue of persons who had cancer, so that, putting two and two together, I imagine that this substance is one of the factors connected with the growth of cancer. It does not follow that it is the only factor, but among the various things which may lead to the growth of cancer this, I think, is one."

I began to appreciate the important bearing such a discovery might have upon the treatment of cancer. Is it possible, I asked, to detect this substance in persons before cancer makes its appearance or actually is present?