

## Arrival in Adelaide.

"The reception at the station this morning had no ill-effect; not the slightest. Sir Alexander advised me to rest for a few weeks, but said I could attend the special congregation of the University at the Town Hall on Saturday for conferring degrees on members of the British Association. But I shall not be able to make a speech. I shall resume work as soon as I am able. I sleep well, but shall be glad to get rid of the neuritis. I am treading the hitherto untrodden paths of doing without one arm with as much patience as I can command, but at present I find it very awkward."

As the reporter was taking his leave Sir Samuel remarked:—"I am glad, after all, that you came, because talking to you has cured my neuritis for the time being."

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## THE WORKERS' EDUCATION

### SOLUTION OF FUTURE DIFFICULTIES

#### PROFESSOR GONNER TALKS OF TUTORIAL CLASSES.

With the many scientists who arrived in Adelaide on Saturday came a man who has given much thought to economic conditions and the education of the worker. Through his experience as a conductor of tutorial classes, under the auspices of the Workers' Educational Association, Professor E. C. K. Gonner, M.A., has come into touch with the unionist, and he is keenly interested in the development of industrial matters. The visitor, who is president of one of the sections of the Science Congress, holds the position of professor of political economy in the University of Liverpool.

#### Gratifying Classes.

"I think the Workers' Educational Association is doing very magnificent work," Professor Gonner remarked in reply to a question on the subject. "I was in Australia 30 years ago, and now, upon my return, I am delighted to find that the movement is making such good progress here. I am quite sure that the solution of many of the world's future difficulties really

lies in the community being educated—in the worker who has not, formerly, had an opportunity of attending the university, becoming of the class, that has previously rather monopolised the university. I have been associated with the Workers' Educational Society for a good many years in Liverpool. I am chairman of the joint committee, composed of members nominated by the university and by the association, directing the work in that district. I have taken classes myself, and they have been some of the most gratifying I have ever held. I think several of my colleagues who have interested themselves equally share this view. In fact I know they do.

#### The Tutorial System.

"Yes, the tutorial system is working excellently. It has been found possible in many cases to extend the three years' course into a fourth and even a fifth year. Most of the classes 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.

#### As Yet Too Young.

"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 undoubtedly

ly in the direction of making the unoinist movement a more considered one. It is generally found, however, that the workers of more mature and thinking minds join the classes. Therefore, the effect industrially is not so marked as yet. But the older men are very anxious to get the younger men to take an interest in the classes, and the number of the latter who are now doing so is increasing.

#### The System in England.

"In addition to the regular tutorial classes we sometimes hold preliminary short courses of lectures or preparatory classes extending over a year, and the members, it is hoped, will proceed to the full classes afterwards. The fees collected from the workers are usually about 2/6 each per year. As the classes are confined to about 30 members we quite obviously cannot support it on these contributions. It is financed mainly in this way. The universities make grants of something between £20 and £25 per centre for a class. Then we usually get the local authority, either the town or county council, to make a grant. This generally amounts to about £15. The Government subsidy comes from the Board of Education, and is given when members are in regular attendance and doing full home work. The maximum of this grant, which is not usually attained, is £30. The Government is rightly very stringent in the matter, and insists upon the attendance being kept up. Only those people should join who are likely to maintain their attendance unless prevented by unforeseen circumstances or removal from the district.

#### Unions to the Fore.

"The educational work is being widely embraced by the more organised classes of workers. We always endeavor to get the unions and co-operative societies and then the 'adult schools.' These latter are organisations of people who meet on Sundays for the purpose of discussing things. It is quite essential that the really active workers' societies should take a keen interest in the movement. In some districts the unions are taking the matter up very well. They send their representatives to joint committee meetings of the association.

#### Intelligence of the Worker.

"By my personal experience I have been really surprised at the extraordinary intelligence which has been produced by the movement, or which has found its opportunity through education. I remember quite well that one of the very best students I ever had in my life was a member of one of these classes. He said to me after a two years course, 'I have always been a reading man, but I never before realised the difference between casual reading and reading according to a systematic course. Whether the class goes on or not I shall never forget what I have learned by reading and discussion.' It is necessary that these classes should take the form of lectures followed by discussions, for it is often in the discussion that the best work is done. There is a perfect freedom of expression, and the members may ask questions and set forth their own views. Of course, certain garrulous individuals may in their quest for knowledge dominate the discussion, but anything of this sort should be checked in order to give every member of the class the opportunity required. I am also in favor of homework—the writing of essays or of answers to questions set.

#### A Pleasing Response.

"I do think the response has been most gratifying," Professor Gonner remarked in conclusion. "I trust the movement will extend and develop. 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. C. K. Gonner, M.A., professor of political economy at the Liverpool University, delivered a lecture entitled "Saving and Spending" at the Adelaide Town Hall last evening. Mr. T. Ryan (president of the South Australian branch of the Workers' Educational Association) occupied the chair, and there was a large attendance. Prior to the delivery of the lecture Mr. W. R. Knox, city organist, played a number of patriotic songs. The Governor and Lady Galway, Sir Oliver Lodge, and Sir Wm. Bateson occupied seats in the hall, and prominent educationists were seated on the platform.

Mr. Ryan, in introducing the speaker, stated that Mr. Mansbridge, general secretary of the Workers' Educational Association, had suffered a severe breakdown in health, and was not likely to continue in his work for many months to come.

#### "Spending and Saving."

Professor Gonner intimated that he intended to confine himself strictly to the title of the lecture. He intended to deal with wealth, when obtained, and the use made of it. It was customary very often to draw contrasts between persons who saved and those who spent, generally to the disadvantage of one or the other. Persons were sometimes referred to as generous when they spent freely, but they had to remember that those people were not always benefiting humanity by so doing. They could not have a better instance of unprofitable spending than was the case in connection with the present war. People sometime said that the initial expenditure in connection with war was ultimately beneficial from an industrial viewpoint. Such was not the case. Sometimes the person who saved was praised as a prudent person, and generally it was right to do so. They should not go further and speak of him as necessarily virtuous. Thrift benefited a community. People usually practiced it in the main on their own behalf, looking to their own future needs, but the dominant motive was not more selfish than the underlying motive of the man who saved.

#### Nature of Spending.

Referring to the nature of spending and saving, the speaker said they were all acquainted with the nature of spending. An Australian had recently said to him:—"We know more about spending than saving," but that was the general experience the world over. Speaking roughly, spending was an attempt to satisfy present needs and desires. The man spent to gratify his more or less immediate demands. It was a simple act. It was the satisfaction of desire.

#### Saving Difficult to Define.

Saving was much more difficult to define because it had differed with the progress of the ages. Saving in the primitive days took a different form than it did in these economic days. It was an attempt to make provision for the future, and a deferring satisfaction of present wants. A man abstained in the present to gratify in the future. People learned by experience that they could not eat a cake and have it. They usually had some sort of want or desire they could satisfy, but abstained to have by them a store for the future. Saving always meant a present abstinence.