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# UNIVERSITY TUTORIAL CLASSES

*A STUDY IN THE DEVELOPMENT OF  
HIGHER EDUCATION AMONG WORKING  
MEN AND WOMEN*

BY

ALBERT MANSBRIDGE

How shall a man learn except from one who is his friend?—*Xenophon*  
The lecture is one, the discussion is one thousand.—*Arabian Proverb*

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1913.

**TO**  
**MY WIFE**

## PREFACE.

THE desire for education, as a way of life rather than as a means of livelihood or a mere intellectual exercise, is instinctive among English people and ready to reveal itself, under favourable conditions, at any moment. Its recent manifestation in what is known as the University Tutorial Class movement is so full of hope and promise for the future of our country, and indeed of all the English-speaking peoples, as to justify this attempt to describe what it has done, what it is, and what it may be.

This book will have achieved much if it is privileged to reveal a simple movement, often obscured by misconceptions and the perplexing paraphernalia of modern life, to those who have not up to the present been brought into touch with it. Its chief object is, however, to encourage those who, through long and weary days, have

striven to set the movement free in order that it may run its own course and achieve its own victories.

Any movement, however deeply rooted in the fundamental desires of the people, is beset at the outset by many dangers. An educational movement is often sorely beset. It has to fight its way through the network of objections raised by experts who are sometimes unable to understand that there is wisdom other than that which they perceive; and it has to contend, at every step, with the brooding pessimism which, in England at least, has often suffocated the early attempts of people to organize effort for other purposes than money or fame.

Up to the present, however, this movement has suffered little. It seemed as though English educationalists were waiting for it. The strength of the welcome given to it has been beyond all hope. The Universities and University Colleges of England and Wales have, without exception, welcomed it. The Universities of Australia are reaching out to it. The Board of Education has not only sought to assist it, but has ranged itself side by side with it as a developing force. Educa-

tion Authorities have, with one or two notable exceptions, given generous assistance to the classes which have arisen in their areas. Educational administrators in Parliament or elsewhere have appreciated it, and sought to cut the cords which might otherwise have bound it. Scholars have searched in it as for hidden treasure, and the earnestness of their seeking has been exceeded only by that of working men and women who have been fired by what has been to them an opportunity for splendid exploration into the things of the mind.

Still, there always lie about a rising movement the inevitable dangers of reaction. As it becomes successful, certain men see in it an opportunity to attain petty ends. In proportion as they succeed, even though statistics may become more splendid and finance more assured, the spirit passes away. Yet a movement depends entirely upon its spiritual integrity. Education is indeed a thing of the spirit.

It is with a deep sense of the dangers surrounding the rising movement that this little book has been written. But with that sense there goes a firm and confident hope that the dangers

will vanish, as indeed they must as the movement develops its own spirit through self-sacrifice and difficulty. This book contains the expression of many hopes and embodies the experience of many years of labour—experience gained by the scholars who have laboured in industrial centres and by the industrial workers who have laboured in the centres of scholarship. Nominally the product of one hand, it is, in fact, the joint effort of more people than it is possible to mention. Generally speaking, the compilers of the volume are the tutors of the classes and many of the students, but it would be unfitting to pass unrecognized the great help rendered by many friends, and particularly by Miss D. Jones, without whose arduous labours the preparation of the book would have been sadly hindered.

Nor can this preface be closed without the recognition that this movement owes its inspiration, among those who have passed away, to Arnold Toynbee, who strove for a similar ideal with all his power; to Frederick Denison Maurice, whose name is writ large in the whole history of the Working Men's College; to Dr Paton, who embodied all these ideals in his



life ; and, among those living now, to Margaret McMillan, whose eye has scanned the very heart of the educational aspirations of Labour ; to James Stuart, who in those early days when, with prophetic spirit, he set out to establish the world-famous movement of University Extension, laid the foundations upon which we are building now ; to Charles Gore, Bishop of Oxford, who in his efforts to reveal to men the Kingdom of Heaven here on earth, included in the greater whole the spirit and effect, if not the actual operations, of this movement ; to Michael Sadler, whose generous encouragement fanned the sparks of early effort into the flames of life ; as well as to countless others who reveal themselves in the actual details of the work.

So much confidence, trust, and hope have gone to make the movement that this book is, at the best, only a pale reflection of them, but, if it be indeed a reflection, it is justified.

ALBERT MANSBRIDGE.

24 *May*, 1913.

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