

knew there had been no want of careful consideration of it by the Minister of Education. They could not, consistently with their duty, hold it indefinitely open. They wanted to begin work next year—(cheers)—and, concurrently with that offer, there was a widespread determination throughout the colony that every child worthy of it should have the advantage of secondary advanced education. (Cheers.) Were the State school teachers to have no part in that work? He, for one, advocated the obliteration of every line of demarcation between the teacher in the public and the advanced schools. He would like to see the education regulations so far amended that a certificated teacher could take service in any one of the great grammar schools without losing his status or claim for promotion in the department. It was under the observation of them all that two of the most successful headmasters of the grammar schools in South Australia had their first training, as elementary teachers, one in the Training College at Westminster, and the other as a State school teacher in South Australia. (Cheers.) But over and above all these personal professional considerations there was the great question of the public weal. (Hear, hear.) The scholars of the second-

dary schools and students were few in comparison with the great army of boys and girls who attended the elementary schools. To the State school teacher was entrusted by the public the task of moulding the character of the coming generation. (Cheers.) No pains should be spared, no reasonable expense was too great for the adequate equipment of those who had the future of South Australia in their hands. (Cheers.) He had great pleasure in declaring the conference open. (Loud cheers.)

The Minister of Education (the Hon. R. Butler), who was received with loud applause, returned thanks for the cordial nature of the reception, which he said was very reassuring for many reasons. It indicated at least that his administration, although, as yet, only a brief span, had met with their approval. It was especially gratifying when he remembered that his predecessor (the Hon. Dr. Cockburn) was possessed of so much experience as an administrator. The Agent-General also had the advantage, which had been denied to him (the speaker), of gaining the highest culture and a university degree. Dr. Cockburn was an enthusiast in educational matters, and in following such a Minister he realised that a heavy responsibility rested upon him. He felt that the cordial reception just accorded to him was an evidence that he possessed the confidence, the sympathy, and the friendship of every one engaged in carrying on the great work of education in South Australia. (Applause.) He wished to convey to them, both on his own behalf and on behalf of his Ministerial colleagues, that they were sincerely anxious to assist the teachers in every possible way. (Applause.) The Chief Justice had remarked that the Treasurer (Hon. F. W. Holder) was an erstwhile public school teacher, and on that ground alone he would naturally have a leaning towards the teachers. The Government felt proud of the South Australian educational system. It was a most interesting and entertaining event which had taken place on Saturday last in the Jubilee Exhibition Building. The colony had every reason to feel proud of the system, the teachers, and the children. Some people had disparaged the system, but he appealed to those in that frame of mind to personally visit the schools and attend such gatherings of children as he had referred to, and then they would realise with him that the system was an excellent one; that the children were under excellent control; and that there was a warm feeling of friendship between the teachers and scholars. (Applause.) He had had the pleasure several times of speaking upon educational matters during recent months. He had defended the Government in their abolition of fifth class fees in State schools, and against attacks upon the system. He had announced a policy for the Government upon Mr. Batchelor's motion, and with the approval of his colleagues he had given effect to a decision to grant the teachers a midwinter holiday. (Applause.) He agreed with the Chief Justice that everyone, whether rich or poor, should have the chance to receive all the benefits possible under the system—(applause)—which a certain gentleman had affirmed was a godless one. If that gentleman would only take the trouble to personally visit the public schools he would see that the teachers were equally as anxious to advance the morals of the pupils as any private school teachers, and to train the children so that they would grow up into estimable men and women. (Applause.) An important question had been raised by the leader of the Labor Party (Mr. Batchelor) to the effect that increased facilities should be given to the children who attended the State schools to secure a higher education. (Applause.) It had been his pleasing duty to submit to the Assembly some figures which showed most conclusively that all the talent in the colony was not confined to the pupils in private schools, but that equal gifts were to be found in public schools. (Applause.) He thus showed, by the scholarships which had been taken at the University, how excellent had been the training of the children in the State schools. Sir John Downer had designated the Advanced School for Girls in Grote-street "a miserable failure." In refuting that assertion he had shown that out of about 180 girls who had gone up for the senior examination at the University over 120 who passed went from the Advanced School. (Applause.) The Government had asked the House of Assembly to consent to an increase in the number of exhibitions and bursaries. (Hear, hear.) The Chief Justice had referred to the question of giving teachers an opportunity of securing a university training. He confessed that if the children in State schools, or a very large number of them, were to have an opportunity of obtaining the highest standard of education it must be by raising the standard of education among the teachers. (Applause.) The Government had been very busy during the last few weeks, but he hoped shortly to ask the representatives of the University to meet himself and probably the Treasurer and some inspectors to discuss this question. (Applause.) He hoped the result would be satisfactory. He thought it was a wise step on the teachers' part to form their union. Its

existence tended to the advancement of both the children and teachers. (Applause.) He felt sure that all the teachers of South Australia were doing their utmost to encourage the children under their control to live uprightly. It was not only the purely educational part of children's characters that was being looked to, but also the moral. (Applause.) He felt with most people that they could safely trust the teachers in that respect. (Hear, hear.) Teaching to be thoroughly successful had to resolve itself into a labor of love, coupled with patience. The training of children was one of the noblest occupations in which men and women could be engaged, and the thought—the fact that the future of the young people of the colony was to some extent in their hands should prove an incentive to them in the execution of what was often a wearying task. When discouraged by seeming failure they should try to realise the power of individual effort demonstrated to them all by the greatest of all Teachers. The responsibility which rested upon them was very great, and it should not be looked upon lightly, for to quote the beautiful words of Coleridge:—

O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces,
Love, hope, and patience, these must be thy graces,
And in thy own heart let them first keep school.
Yet haply there will come a weary day
when over-tasked,
At length, both love and hope beneath the load give way;
Then with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing loth,
And both supporting, does the work of both.

(Applause.) Honor and justice should be the teacher's watchwords, and duty and patriotism their guiding stars. (Applause.) In that case the future safety, prosperity, and happiness of the people of the great Australian continent would be assured. There need be no fear that, to use Milton's words—"With a people, enflamed with the study of learning and the admiration of virtue stirred up with high hopes of living to be brave men and worthy patriots, that they will govern themselves wisely and well, and be able to come to a righteous and honest solution of the many social problems which must confront us as time goes on." (Applause.) He heartily thanked them for their kind expressions of confidence, and hoped that the holding of the conference would result in profitable work being done. They could look to him to do all in his power to assist them in their noble work. (Applause.)

The President of the union moved a hearty vote of thanks to the Chief Justice and the Minister of Education for their attendance, and for their able and interesting addresses. The fact, he said, that they came from all parts of the colony, and that the members of the union were scattered all over it, made that gathering a specially interesting one. It was seldom that they had the opportunity of meeting the head of the education department and hearing leading public men. Their meeting together that day was, therefore, all the more appreciated. They were greatly gratified to see so many representative men on the platform. (Applause.) It was a pleasing evidence of the interest which they took in educational matters. (Hear, hear.) That interest the teachers recognised would redound to the advancement of the teachers and the interests of the colony as a whole. (Applause.)

Mr. A. A. Wicksteed seconded the motion. The "entente cordiale" between the board of inspectors and the executive, he said, was so complete, and the mutual esteem and respect so great, that with honesty and earnestness of purpose, and a little forbearance and mutually moderated views, very little, if any, friction could arise upon questions submitted for educational reform. (Applause.)

THE AFTERNOON SESSION.
The officers were elected as follows:—President, Mr. C. B. Whillas; vice-presidents, Messrs. J. Harry and S. Jackman; treasurer, Mr. J. Donnell; minute secretary, Mr. R. T. Burnard; corresponding secretary, Mr. A. H. Neale; assistant secretary, Mr. G. Charlesworth.

The following motions were carried:—

"That the following be added to the rules of the union:—The immediate ex-president shall be ex officio a member of the general committee and of the executive, and available for offices." Mover, Mr. J. Harry; seconder, Mr. A. H. Neale.

"That this conference expresses its approval of the action of the executive of the union in the matter of the appointment of the assistant-inspector." Mover, Mr. M. Maughan; seconder, Mr. R. T. Burnard.

"That when the next vacancy on the board of the superannuation fund occurs, it is desirable that a teacher should be elected to fill such vacancy." Mover, Mr. C. B. Whillas; seconder, Mr. A. Williams.

"That it is desirable that a room be secured for the use of teachers." Mover, Mr. A. H. Neale; seconder, Mr. A. Donnell.

The conference then adjourned till to-day at 10 a.m., when Sir Langdon Bonython will preside, and addresses will be given by Mr. L. W. Stanton (chairman of board of inspectors), Professor Lowrie, and Mr. W. C. Grasby. At 3 p.m. His Excellency the Governor and Lady Victoria Buxton have invited the members of the union to a garden party at Government House, and at 7.30 p.m. they will be entertained by Sir Langdon Bonython at a social in the Town Hall.

In connection with the conference Mr. R. V. Blakemore, the Australasian representative of the well-known London firm, Messrs. Macmillan & Co., Limited, has a large display of that firm's publications in the Council Chamber on the ground floor. The exhibition is well worth seeing, and teachers should not fail to call and inspect it. A few lines which strike the visitor as being worthy of special notice are Macmillan's "Australasian Readers," the new half-crown prize library, admirably suitable for schools; manual training, woodwork; a handbook for teachers;

blackboard drawing; and thirty years of teaching, by Mall. There is an excellent assortment of photographs useful alike for history or geographical lessons, and the display of charts is also large and interesting. Those of "Good Manners" and "Lessons on Form" commend themselves as being especially useful in schools. The exhibition will remain open throughout the conference.

CONVERSAZIONE AT THE UNIVERSITY.

The Adelaide University Council entertained the members of the South Australian Public Teachers' Union at the University on Monday evening. The Chancellor (the Right Hon. S. J. Way, D.C.L.), with whom were Mrs. Way, and the Vice-Chancellor (Dr. Barlow), received the guests in the library, which was crowded. Amongst those present were the Minister of Education and Mrs. Butler, and the president of the union (Mr. C. B. Whillas). The students of the Conservatorium of Music gave a concert in the library, under the direction of the professorial staff. Prior to the beginning of the entertainment, Professor Mitchell gave an able and entertaining lecture on "What is poetry?" and at the close he was greeted with loud applause. Miss Maud Brown opened the programme with Chopin's Valse in A flat, which was played with excellent taste and precision. Miss Minna Gebhardt's fine contralto voice was heard with great pleasure in Haddock's "The soul's awakening," and Master E. Alderman scored a distinct success in Lauterbach's "Romanze." Mr. Max Fotheringham sang "Kings of the road." Beethoven's famous trio "Largo con espressione," op. 1, No. 2, was rendered by Misses E. Ward (piano), R. Read (violin), and F. M. Ward (cello). The performers gave a refined and sympathetic interpretation of the entrancing work. Miss Elsie Hamilton, the Elder scholar, gave Mendelssohn's pianoforte solo, andante and rondo capriccioso, with her customary ability, the exquisite movements being cleverly accentuated, while the firm touch and bold attack of the fair young pianiste made the performance stand out as the best of the evening. Miss Isabella Beresford, a powerful mezzo-soprano, which gives great promise, did full justice to Goring Thomas's "Summer night." Miss Nora K. Thomas, in Rie's adagio for violin, played with her accustomed sympathy and expression. At the close of the concert the visitors wended their way through the laboratories and classrooms, where scientific experiments were being conducted.

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PRIVATE TEACHERS AND THE CONSERVATORIUM.

To the Editor.

Sir—In your leading article upon the Conservatorium in Monday's "Advertiser" you make a passing allusion to what appears to me to be a very real grievance—almost amounting to an injustice—to private teachers, who have hitherto earned their subsistence by giving lessons in music. While perhaps a considerable number of these are sadly incompetent, and do more harm than good to the cause of music, as well as to the learners, who acquire ineradicable faults and meretricious tastes, yet it must be conceded that there are a number of really good and thoroughly qualified teachers among their ranks. I cannot believe that kind Sir Thomas Elder ever meant his munificent bequest to become a source of sorrow and heart-burning as it well be if the Conservatorium persists in a misapplication of its functions by grasping at all the "small fry" of elementary pupils, who are not able to reap the benefit. I am surprised that teachers do not find some method of combining—as would be done in any other trade or profession if threatened with such a wholesale invasion of their rights. It is undeniable that a correct foundation is essential to a good musical education, but the work is drudgery to an advanced teacher, and there are many outside the Conservatorium competent to undertake this. I would suggest that some arrangement be devised whereby teachers may be enabled to prove their efficiency and obtain some certificate of qualification from the officials of the Conservatorium. There is an extraordinary prevalence of musical mediocrity and even vitiated taste in and about Adelaide. I have nowhere heard more "shoddy" rubbish of the inferior American type of "pieces" for the piano, while many vocalists produce their notes after the style of a steam whistle or an Australian "coo-coo." Good teachers of music are seriously handicapped by the starvation prices many expect to pay. For a quarter—of 13 weeks—they consider 12s. 6d. a liberal equivalent, which is 6d. per lesson and one extra thrown in. What kind of teaching can they expect at that price? Verily! pretty much what, in many instances, they do get.—I am, &c.,

WATDLAV