

**THE ELDER CONSERVATORIUM.**  
 A special congregation of the Adelaide University will be held this afternoon in the Elder Hall of the Elder Conservatorium, for the purpose of conferring degrees, and also to witness the ceremony of the formal opening of the Conservatorium by his Excellency Lord Tennyson. Although the Conservatorium has been occupied since March the function of publicly declaring it open was deferred until Lord Tennyson could arrange to be present. His Excellency will be invested with the degree of doctor of laws by the Chancellor of the University. Miss Bunday (daughter of Mr. Justice Bunday) and Miss Cooke (daughter of the Commissioner of Audit) will be recipients of the degree of bachelor of music. The University undergraduates have arranged a musical programme appropriate to the occasion, which will include an ode to Lord Tennyson, composed by Professor Ives, while Sir Charles Stanford has specially set to music for the occasion a poem by the late Poet Laureate. The proceedings will commence at 3 p.m.

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**OPENING OF THE ELDER HALL.**  
 This afternoon the formal ceremony will take place in connection with the opening of the Elder Hall. An extensive and interesting programme has been arranged, including a number of musical selections by students of the Conservatorium. Candidate Bachelors of the Adelaide University and graduates of other Universities will be admitted to degrees at a special congregation. The Chancellor is to preside, and His Excellency the Governor, after declaring the building open, will deliver an address. Degrees are to be conferred upon the following candidates:—His Excellency Lord Tennyson, LL.D. degree; Ellen Milne Bunday and Florence Emmeline Cook, Mus. Bac.; and Julian Dove Connor, B.Sc. The following graduates of other Universities are to be admitted ad eundem gradum:—Robert Langton Douglas, M., University of Oxford; Rev. M. L. C. Headlam, M.A., University of Oxford; Rev. F. G. Masters, M.A., University of Cambridge; A. J. Adams, M.A., University of Cambridge. The Dean of the Faculty of Law will then introduce to the Chancellor the Stow scholars—Francis Leslie Stow and Frederick William Young—and the Chancellor will then present the scholars with gold medals. By permission of the Acting Commandant a guard of honour will be formed from members of the Cadet Corps.

Register 27<sup>th</sup> Sept. 1900.

**THE TEACHERS' CONFERENCE.**  
**THIRD DAY.**  
 The annual conference in connection with the South Australian Teachers' Union was continued at the Trades Hall on Wednesday. The President, Mr. J. Donnell, presided over a large attendance.  
 Mr. Frederic Chapple, B.A., B.Sc., in the course of an interesting address, said for the last 25 years he had been a close observer of all the educational work of this colony, had seen the base extend as the outlying districts had been supplied with provisional schools, and the apex rise as the University became more and more worthy of its name. There had been improvements in external conditions, in buildings, and equipment. There had been a wonderful expansion of curriculum in all classes of schools, and advance in their work. And there had been great increase in the esteem and respect manifested towards the teacher by the public in the confidence reposed in him. The most important and promising improvement was that which had taken place within the teaching profession itself. Its parts were becoming more and more coherent. There was a growing sense of unity in it. They believed in one another more. As the unification of the teaching profession was a "consummation devoutly to be wished," and as the movement towards it was developing in intensity, it might be worth while to consider how this corporate body would work. 1. It would seek to improve the whole self-body. If the whole body is to be sound, every member of it must be healthy. So their profession would demand that none enter it but the worthy—the duly qualified. The "crammer" should have no quarter, the "result-monger" should be left to his own meanness; the man who undercut and undersold, and who gossiped and underpaid his assistants, was a traitor to the general dignity, and he should be ostracised. Only the true, honest worker should have countenance and moral support. Let the last and the least, the teacher of the furthest provisional school, feel that he was not alone, that at least his brethren knew and appreciated the worth of the work he was doing. Further, it would do all that it could to foster and aid, in all teachers, continuous mental and moral development. The old adage was still true that "The teacher makes the school." The longer he taught the less did he believe in systems and in timetables, and the more did he believe in the potency of the man himself. So his rules of management had been to get good men, have a clear understanding with them at first as to the general principles, purposes, and spirit of the school; trust them, encourage them to develop their own ideas, to watch the effect of their own plans, to adjust them, and perfect them. It was a good thing that the coming teacher was to be better equipped for his work, and

all were glad that arrangements had at length been made for affording to pupil teachers for at least two years the great benefit of a University course of instruction. More, it would endeavour to bring it about that all teachers should be fairly paid. The difficulty was not so much to secure teachers with competent attainments as to get them with power to govern, to manage, and deal wisely with growing minds and wills. When both public and private schools were well manned there should be free interchange between their staffs to their mutual benefit. There had been some, and to great advantage. There well might be more. The young graduates from the University might be received into the public schools on liberal terms. After a period spent on probation to learn technicalities, and to show aptness to teach, they might well be allowed to leap over the pupil teacher stage and become qualified assistants. Some of them might have special knowledge, fitting them for special work. Some of the younger masters of the public schools could reinforce the staffs of the private schools most serviceably. Some of the more independent thinkers amongst public school teachers might like to set up a private school and, unhampered by regulations, work out their own ideas. Why should not all these be allowed that freedom, and suffer no loss of status if either they chose to return to their original spheres or the department saw fit to invite them back? He hoped that some day the whole teaching profession might so far work together as to be able to organize the whole system of schools, the whole of the educational forces of the colony. A body of teachers that had shown its ability to deal with the difficult problems of education would be more and more listened to on them. For they were not all solved yet. For example, some few years ago the State entered upon an extensive socialistic experiment; it offered education up to a certain standard to all without fee, the expense to be borne by the taxpayer. This undertaking had been coincident with if not the cause of a weakening of parental control, to the sense of parental responsibility, in at least some classes of the community. The fact was certain, however, that there were some unpromising elements among the young of our land. The first thing that teachers united would urge was that a more regular attendance at school should be secured. On the rolls of all schools, public and private, of this province there were 74,000 odd scholars; but the average attendance was only 52,000, or 22,000 were absent day by day. This state of things called aloud for remedy, and all teachers felt it keenly. The untrained, undisciplined boy was a menace to himself and to society. The associated teachers would speak on this matter with no uncertain sound. It might be that the special agencies of reformatory or truant schools were needed for some, but for most the prime requisite undoubtedly was to secure steady, regular, unbroken attendance. When it was felt that teachers had made greater progress in mastering educational matters there would be less interference with school work by the faddist and the doctrinaire. "Payment by results" was a phrase that appealed to John Bull's commercial instincts; but he was not logical enough to enquire into the meaning of his terms, and to ask for a definition of "results." And so a blight came upon the schools. The thought that each scholar was a grant-earning unit took much of the poetry out of daily duty.

The Right Hon. C. C. Kingston said the Union had always had a good President, but he was inclined to think that it was impossible to have a better President than they had in his old friend Mr. John Donnell. (Cheers.) Whatever his hand found to do he did with all his might. (Applause.) The gratitude for his sterling services had been grandly expressed by the teachers in elevating Mr. Donnell to the highest office within their gift—(cheers)—and in circumstances which he envied him—an uncontested election. (Laughter.) He congratulated the retiring President and other officers on the magnificent financial results which they had been able to exhibit for the past year. How was it achieved? By management of the purse-strings of the Society in such a way that the revenue five times exceeded the expenditure? (Laughter) After referring to his political vicissitudes the speaker remarked that now, instead of being in the old House, the popular Chamber, he found himself in the Council, which, if he recollected rightly, he had been in the habit of at one time or another criticising somewhat severely—at least as regarded the action of a certain majority in that Chamber. At the same time he was glad to be there. He was there in the interests of the people, in the interests of progress and reform. (Cheers.) He had read with delight the utterances of the retiring President, who had spoken ably of the cause of education, and whose remarks applied not merely to education, but practice of all human systems. (Hear, hear.) What he preached and they practised he (the speaker) and a number of others preached and sought to practise in the great arena of the constitutional building. (Applause.) He invited the sternest denunciations of the system which as regarded the teachers, who were rightly entrusted with the framing of the minds of the future citizens of the Commonwealth, disqualified some of them from voting in the Legislative Council elections. (Hear, hear.) He had noted with delight the observations which had fallen from Professor Douglas. The Professor had said that the teachers ought to seek to communicate to the children under their charge some real love of humanity. (Hear, hear.) No greater or grander principle could be advocated, and he besought them to teach that to the children and to those who were equal in years with themselves, but who had forgotten its dictates. Time and again had he preached the doctrine of health, happiness, and humanity. He came, as it were, hot from the advocacy of a measure whose chief objects were the furtherance of those philanthropic sentiments. He appealed to them. Did they know the value of recreation and rest? They had holidays, — others had none. He alluded to shop assistants—(cheers)—persons who had little or no opportunity for the interval of recreation or rest. They should remember the words of Professor Douglas, and that those people were crying loudly for relief which had been long delayed. Something had been said by a previous speaker on the subject of drill, and he could not help thinking that recent events and the stress

of the present moment should leave no room for doubt as to the necessity for drill and discipline. Mr. Kingston then referred humorously to his own connection with the Militia, and said that just as they recognised that in time of need every man should be prepared to fight well in the defence of his country, the corollary was that in time of peace they should get ready and prepare themselves. (Cheers.) His Government had once proposed that every male on attaining a certain age should go through a course of military training, but it was not agreed to, and they were shocked out. Australians were patriotic, and they, in common with South Africa and Canada, had shown it in connection with the war in South Africa—(cheers)—and further had demonstrated that the Empire was not by any means divided. When in London he made the acquaintance of Rudyard Kipling at the Royal Academy dinner. He had been anxious to meet Kipling, and Kipling had a similar inspiration, and so they had foregathered. He would tell them the reason why Kipling wished to see him. He had met the South Australian First Contingent in South Africa. (Cheers.) There was an English regiment in which he was greatly interested, and they had foregathered with the South Australians. They had been sent as infantry, but both were then mounted, and the two companies were warm friends. The English regiment insisted on introducing Kipling to those whom they called pals, and the account he gave him of the way they distinguished themselves in the capacity of riders and fighting men was especially gratifying. He urged the teachers to stimulate a love of patriotism in the rising generation. There could be no greater honour than that possessed by the teachers in serving the State. Well had they served it, and long might they continue to do so. (Cheers.)

On the motion of Mr. A. A. Wicksteed, seconded by Mr. J. Lavington Bonython, and supported by Mr. Broome, of New South Wales, votes of thanks were passed to Messrs. Chapple and Kingston for their addresses.  
 The annual meeting of the South Australian Teachers' Superannuation Fund was then held. Mr. L. W. Stanton presided over a large attendance of subscribers. The following draft of proposed interim report from February 1, 1900, to August 31, 1900, was presented and adopted:—The present capital of the fund is, approximately—Unley Corporation bonds, £6,700; St. Peters Corporation bonds, £2,700; Hindmarsh Corporation bonds, £2,100; Kapunda Corporation bonds, £2,000; mortgages, £36,665 (an increase since January 31 of £707); cash in Treasury, £3,732; total, £53,897. In addition there are retiring allowances in the hands of the Government totalling (with accrued interest) £12,786. The grand total of the funds is thus £66,683, a net increase since February 1 of £2,455. On January 31 there was an outstanding amount of interest, £34 11s. The sum now outstanding is £25 17s. 6d. We are paying in annuities £1,476 a year, and there are 28 annuitants, as against 27 in January. We have no money that is not earning interest. The Treasurer of the colony is our banker, and he allows us interest at 3 per cent. on our daily balance. The personnel of the Board is the same as at the time of the annual report published in April. Mr. J. G. Russell, S.M., retired in accordance with the Act and regulations in March, and was reappointed by the Governor for a further term.

There was a large attendance at the conversation given by the Adelaide University Council in the evening. The teachers were received by the Chancellor, Right Hon. S. J. Way, and the Vice-Chancellor, Dr. Barlow. An interesting programme, in which the students of the Elder Conservatorium were conspicuous, occupied the first hour. It was as follows:—Piano solo, "On the Carnival" (from Op. 10), (Grieg), Miss Emmie Harris; song, "The song of Hybris the Cretan" (Elliott), Mr. Clarence Degenhardt (Elder scholar); violin solo, "Andante et capriccioso" (David), Master W. Cade; song, "Still wie die nacht" (Bohm), Miss Minna Gebhardt; piano solo, (a) La Fileuse, (b) L'Espiegle (Raff), Miss Emily Hodge; song, "Orpheus with his lute" (Sullivan), Miss Elsie Jones; violin solo, "Hejre Kati" (scene de la Cearda) (Hubay), Master Eugene Alderman; song "Goodnight" (Stange), Miss Nellie Jarvis; romance, for piano, violin, and violoncello (Marschner), Miss Kate Reimcke, Master Eugene Alderman, and Master Harold Parsons. In laboratories and classrooms many interesting subjects were discussed. Chemical experiments were made in the chemical lecture room, chemical apparatus and experiments were shown by Mr. A. J. Higgin and students in the laboratory, and the lecture and experiments by Professor Bragg in the physical lecture-room attracted a large attendance. In the physical laboratory there was an exhibition of apparatus and experiments by Mr. J. B. Allen and students, and in the museum a pianophone was exhibited by Messrs. H. L. Higwell & Co. Edison's grand concert phonograph was exhibited and described by Mr. J. H. M. Davidson (Messrs. Reeves & Co.), and in the biological laboratory the teachers saw the physiological apparatus and microscopic objects shown by Mr. W. Fuller and students.

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