Register 25th Sept. 1900 Register 26th September 1 Mr. Williams proposed-"That this Con-

ference still holds the opinion that more time than is necessary is given to the somewhat mechanical subjects of writing and drawing." He argued that with the time at present devoted to these subjects it leit little time to deal with those subjects which cultivate the child's intellect. (Applause.) They gave too much time to that drawing which the Inspector was proud to put into his bag and take away to show to some one che.

Mr. Bronner seconded. Only one speech, and that in favour, was made before the motion was carried.

Mr. Mueller moved-"That well-graded readers be provided for the upper classes of our schools, and that the Children's Hour be only used for the purpose of reading, and not for examination." Reading was the chief channel through which they, received information. How often had they heard that the love for literature was at a low ebb, and who was to raise the standbe done by the "Children's Hour." He had no wish to abolish that publication, but let them not take the examination from it. It could be made of mutual benefit among the children, but he would prefer to see

another book introduced. Mr. Warren said they were in duty bound to do all in their power to improve the style of reading. The "Children's Hour" was looked for by the children, and he was afraid they could not do without it. However, it did not fulfil all requirements. He

reconded the motion.

After discussion the motion was carried. In the evening the teachers visited the School of Mines, and were received by the Acting President, Mr. R. E. E. Rogers, Mr. T. Scherk, M.P., and the Registrar, Mr. S. H. Hughes. They were conducted through the various departments. In the mineralogical department many interesting experiments had been arranged, and the visitors were instructed in the methods adoped for making gunpowder, red lights, other chemical compounds - probably to meet any emergency in this case of these commodities running out on Peace Day. The management of the furnaces was also a source of instruction. The dressmaking department proved attractive to the ladics, and the gentlemen line gered for a long time with the cooking classes, where Mrs. Aden and her pupils displayed a quantity of cakes, the result of the evening's handiwork. The carpenters ing, mechanical engineering, bookbinding, and woolsorting departments were also extremely interesting to the visitors, and at the conclusion they expressed themselves as highly pleased with what they had seen. The Conference will meet again this morn

advertiser 25th Sept.

CONSERVATORIUM CONCERT. To the student of music, one of the most fascinating forms of the divine art is that department known as chamber music, and the large audience who assembled in the Elder Hall on Monday evening to listen to classic selections by the professorial staff of the Conservatorium were awarded a real treat. The opening number was a Greig sonata for piano and 'cello; by Mr. Bryceson Treharne and Herr Kugelberg. As the elaborate comment on the work which appeared in the programme stated-"The compositions of Grieg are all saturated with the influences of climate, scenery, and the conditions of life, for even the joyous dance measures met-with now and again are, so to speak, a physical reaction against the common hyperborean exis-tence." The writing is divided into three movements-Allegro agitato, andante molto tranquillo, and allegro molto e marcato, and the instrumentalists gave a clever and expressive interpretation of the great Norwegian master's composition. Herr Heinicke and Mr. Treharne were also associated in a suite in five moments, by Carl Goldmark, a Hungarian composer and an ardent Wagnerian, whose writings bear the impress of the maestro's infinence. The movements were allegro, andante sostenuto, allegro ma non troppo, allegro moderato quasi allegretto, allegro molto. Herr Heinicke's performance on the violin was brilliant. The purity of tone, as well as the felicitous expression and graceful bowing, which were manifested, cliciting enthusiastic applause. Mr. Treharne's accompaniment was scholarly and elever, and the two gentlemen had to bow their acknowledgments in response to the demands of the audience. The final number was a trio in D minor by Arensky. The movements were allegro moderato, scherzo, elegie, finale, and those to whom was entrusted the interpretation of this writing were Herr Heinicke (violin), Herr Kugelberg ('cello), and Mr. Treharne (piano). During the evening Miss Adela Croft gave vocal numbers, which included, "Songs my mother taught me," "I chant my lay" (Dvorak), "To Chloe (in sickness)," and "Winter's gone" (Sterndale Bennett). Mr. Bevan played

Miss Croft's accompaniments. Req. 25th Sept. 900

ELDER CONSERVATORIUM. The Elder Conservatorium was crowded on Monday evening, when a concert devoted to modern chamber music was given under the direction of Mr. Bryccson Treharne. An interesting programme opened with Grieg's piquant and interesting sonats, Op. 36, for piano and 'cello, which was heard for the first time in Adelaide. Mesars, Treharne and Kugelberg gave an excellent performance of the three movements that constitute the sonata, and entered with artistic sympathy into the various monds portrayed by the gifted Norwegian writer. With Mr. H. Heinicke, Mr. Treharne played Carl Goldmark's sparkling and Brilliant suite in five movements for plane and violin, an excellent example of the legt modern writing for the matruments. The two performers exhibited a fine ensemble throughout, and their spirited rendering of the finale evoked a pronounced recall, to which they bowed their acknowledgments. Another specimen of the modern school of composition—Arensky's "Trio in D minor, Op. 32—tormed the concluding item of the concert. In this Mr. Treharne was associationally in the concert. ted with Mesors, Heinicke and Kugelberg, and the efforts of the trio were in every respect satisfactory, and came in for warm applause. Vocal relief was afforded by Miss Add to the date surjuite say signosine, the two way of wonderful escapes (his will be to bear A drammer of the thing of his

TEACHERS' THE CONFERENCE.

SECOND DAY,

The teachers again met in conference at the Trades Hall on Tuesday morning. The first half-hour was occupied by Inspector Clark, who gave a demonstrated lecture on singing. The teachers were able to learn many useful hints with regard to the methods by which the subject should be taught.

The Mayor of Adelaide, Mr. A. W. Ware, in declaring the second session open, said he was deeply sensible of the honour they had done him in asking him to be present and declare the second session open. He confessed that when he read the account of the proceedings in the morning's paper of the august assemblage which faced His Excellency the Governor yesterday he felt that he had a trying ordeal before him. But he felt also that he should be a learner amongst the learned by being with them, and so with many qualms of fear he had screwed his courage to the sticking point, and had come to hear at first hand something of the aims and methods of that great Teachers' Union. (Cheers.) He, a mere layman, had trusted himself to come amongst a multitude of trained specialists, to listen and to be enlightened. (Cheers.) He had, therefore, the greatest possible pleasure in declaring the second session

open. (Cheers.) Mr. C. L. Whitham, M.B.I.S., gave an interesting address on "The New Education and the Forward Movement in England." He said that, reduced to its simplest elements, the new education made the following demands upon them:-(a) That they should be able to so marshal their teaching forces as to make their attack on child nature in true psychological order, (b) That they should, above all, be able to create and stimulate independent action in the mind of the child. (c) That their inspection or examination, whether by the teacher or the Inspector, should be on such lines as would most accurately measure "soul content" without injury, physically, mentally, or morally, to child and teacher alike. It was with the last of these three that his subject, "The Forward Movement in England," dealt. If the new education was now within the threshold, as he believed it to be, they need not complain that it had come along at a tardy pace. They need only study it, welcome all that was good in it, and follow that to its logical issues in both their methods of education and their methods of gauging soul "contents" in child nature. They need, above all, to remember that a most important feature in Herbert's philosophical psychology was that in any teaching that was to be effective the mind of the pupil must be set in independent motion, (Hear, hear.) While he emphasized the importance of clear perception of the matter taught, he held that this was of little good in itself. There must be what he termed (Sir Joshua Fitch says somewhat pedantically) apperception. That was a recognition on the part of the learner of the full value of the percept in such a manner as should enable him to assimilate it to the stored-up capital of his past experience. That was, he must be able to add

something of his own to that which the teacher had given him, and assimilate the two. (Hear, hear.) A friend of Frobel's told them that he once heard the master say:-"If the Creator of the world were to say to me-'Come here, and I will show you the mysteries of the universe, you shall learn from me how everything hangs together and works;' and, on the other hand, a grain of sand were to say, 'I will show you how I came into existence,' I should ask the Creator to rather let me go to the grain of sand, and learn the process of development from my own observation." That simple saying of Frobel contained the essence of what was known as the Herbartian psychology, out of which it was contended much of the new education had been evolved, and out of which his friends in England asserted the "new inspection" had become a necessity. (Hear, hear.) Since promising that he would give his address his difficulty had not been as to what be should say, but rather as to what he should not say. While his soul yearned to unburden itself on the "Evolution of Humanism," "The True Place of Poetry in Their Schools," "The Function and Training of the Imagination," and one or two other more congenial subjects, he felt that he must sacrifice self to the cause, and so he fixed

most appropriate to this assembly, He wanted to say at the outset that loyalty to his colleagues on the loard and his duty to the Minister of Education alike precluded him at present from laying before them his own personal opinions on this most interesting subject. He had, however, done what he thought they would agree was much better, viz., obtained the latest and most authoritative expressions of opinion from English representative teachers, Inspectors, and the head educational autho-

upon a subject of wider range, and more

far reaching in its effects, as being

rity in England, the "Board of Education," through its Secretary, Sir G. W. Kekewich. (Cheers.) When he addressed the Conference four years ago, on the subject of "Twenty years' Educational Progress in England," he told them that a great revulsion of feeling was then setting in against many acknowledged evils in the old system of examination, and that some of the foremost teachers and educators in the land

were strongly advocating its abolition in favour of a more scientific and rational system of inspection. He had then opportunities of freely discussing the question with many of those experienced and able men, and had since corresponded with them on various educational interests, and more especially with reference to the success or otherwise of the reform then being in-

latest phase of what might be deemed by a

few Cassandralike souls a retrogressive step. but what was, he was told, now regarded as a great reform and vast national gain, by the majority, he put a few months back

in a more general and clastic way than recertain definite queries to representative quired by the bard and fast-truth- of mateachers. Inspectors, and to the supreme head of the department, and he would best thematical research. The philosophical works of the great school of German seriaccomplish the task he had set himself if he read those queries and a few of the answers received. ters, or the scientific subjects treated so ably by the French authors, can thus be read and appreciated. Although transla-The questions he had asked were as follows: tions may be sufficiently accurate to con--1. In all schools exempted from examinavey the sense of a passage, yet they cantion by Her Majesty's Inspectors is there an individual examination by the Inspec-

tors of the local authorities? 2. How are the children dealt with who are supposed to have reached the compulsory standard, but who have not yet attained their exemption age? 3. How long have schools which have attained excellent been so exempted from individual examination? 4. Do you consider, as head of the department, that the schools have either benefited or suffered by the change? 5. In what ways have the schools benefited or suffered by the change? 6. If compulsory promotions of children by Her Majesty's Inspectors have been abolished, what means are taken to protect the children and parents in this respect?-Mr. Whitham here read representative replies, all of which showed conclusively that the system of inspection now in force in the public elementary schools in England was highly satisfactory. The Secretary of the Board of Education, London, stated:-"The general opinion is that, while less accuracy and finish are shown now than heretofore in the performance of specific exercises which were required in the examinations formerly held, the instruction given in the public elamentary schools is at the present time more rational, more educational in its influence on mind and character, and more profitable to the pupils and to the nation at large than the kind of teaching which was apt to be encouraged under the now - abandoned system of annual examination."-But, after all, it was, as Professor Douglas so beautifully pointed out yesterday, the spirit in which they approached that work that was the all-important factor, for unless they could carry into their work the true spirit, no system of examination or inspection would be of much avail. (Cheers.) "To educate a child is not to teach him what he knew not, but to make him what he was not, and the beginning of all education is reverence, compassion, admiration. No matter what, Let a child worship pebbles or vegetables if he has nothing else to reverence; but reverence and compassion we are to teach him primarily. . . . In reverence is the joy and power of life." (Applause.) The late Poet Laureate, Lord Tennyson, meant much the same as Ruskin

Let knowledge grow from more to more, And more of reverence in us dwell, That mind and soul, according well, May make one music as before, But vaster.

when he penned the following beautiful

(Cheers.)

lines:-

A highly instructive and interesting address on the subject of "Intellectual Development" was submitted by Inspector The following Smyth, B.A., B.E. has been extracted:-"It is universally acknowledged that the education of the young in a community is one of the most important matters that can occupy the minds of the people; particularly of those who, like ourselves, are engaged in the noble work of training the minds and intellects of the little ones entrusted to our care. It follows, therefore, that the education of those engaged in teaching is of the highest importance, because of the great influence exercised upon the youthful and impressionable minds of the young scholars by those who are placed over them. Hence, the necessity of moulding into one complete system such an arrangement as will combine the elementary ; education of the child with the higher and more liberal intellectual training of the

teacher, such as the necessities of the age and the advance of science demand. The now and well devised scheme for training our young pupil teachers has just been brought into operation, and every facility has also been placed within the reach of head teachers and assistants to secure, by means of evening lectures at the University and School of Mines, a higher degree of attainments, owing to the greater range of comprehensiveness in the instruction imparted at those institutions. Our elementary schools are now part of a series by which the education will go on from stage to stage until the final diploma at the School of Mines or degree at the University may be reached by all with a love for learning and the application to persevere. The establishment of the Pupil Teachers' School for those on the threshold of their profession, and the classes at the University for the senior students with enlarged practical experience, have now bridged the gap which existed between our schools and the highest teaching bodies, as represented by the University Professors and the staff at the School of Mines. Inasmuch as all forms of intellectual culture are instrumental in expanding and developing the noblest elemeats of our nature, it follows that the University and School of Mines must naturally exert a powerful influence on the studies of all those who are to come under their sway. Education has been truly defined as the drawing out of the student all the latent qualities or talents with which be may have been endowed; in fact, all that is great, good, and noble in his character, and to be truly educated there are four important elements, which should be employed in the training of all:-(1) Language and literature. (2) Mathematical science. (3) Inductive and physical science. (4) Artistic studies, such as the fine arts, poetry, music, &c. Under the first two headings are included the ancient and modern languages and literature, together with all demonstrated science of a long - established character; while, the other hand, under the last two we embrace the various sciences and forces of nature, in the application of which so much progress has been made in modern times. Also in connection with poetry, music, and the fine arts we have the imagination more directly operated on; our minds being drawn away as it were from the bare logic of hard facts to the side of our nature which inspires feelings of affection and emotion. Besides the knowledge of at least one classical language, it is very essential that our young students

should become proficient in one of the

modern languages; for by the study of

languages the memory is expanded and ex-

creised, while the intelligence is cultivated

thoughts of the student in the same manner as a knowledge of the work from the on ginal text. The knowledge of modern has guages has gradually been introduced into the educational programmes of the Universities-(cheers)-and other centres of learns ing, so that the student may be fitted to enjoy social and literary intercourse among persons of different nations; in addition to which the important influence exerted by the study of the language and literature of France and Germany on the training of the mental capacity of the student must be of a very high character. In geometry the process of reasoning has the fullest scope. This subject has been systematically studied from the time of its first discovery by the Greeks to the present. We are not now so much impressed by the language used, or the form in which the thought is clothed, but our attention has to be devoted exclusively to the train of reasoning, together with the connection and sequence of ideas; the matter dealt with being the main object of attention, as it depends altogether on the steps of our powers of reasoning Besides geometry, other branches of mathematics are equally essential to the development of reason. Conic sections, which embrace the combined truths of arithmetic and geometry, bring into play our highest reasoning faculties. Under the head of applied mathematics we have such subjects as mechanics and hydrostatics, containing propositions which have been deduced from accepted fundamental principles by processes of demonstration and reasoning. For exercising the reason in its most essential characteristics, the rigorous demonstrations which the study of geometry and mechanics bring to light, and the consequent truths resulting therefrom, are absolutely necessary It is impossible for any of us to look back for the past few years without feelings o wonder, and, I might add, amazement, at the marvellous strides which have taken place in connection with the inventions and improvements, among the industrial arts Under scientific treatment agriculture has assumed quite a new aspect. Here again the importance of a thorough knowledge of chemistry cannot be over-estimated. The productivity and fertility of the lands have shown a considerable advance of late wars in consequence of the increased enlightenment among the farming community, who are now making practical application of fertilizers, and adopting a more rational mode of fallowing and resting the land Dairy-farming has also gained immensely by the scientific principles which have been brought to bear on this most branch of industry. Poetry also exercises our minds to a very great extent, and has been happily described by one writer as speech combined with song. The writings of some of our most distinguished poets have to some extent created a new em in literature, by the influence of which the popular taste has been directed and formed The original genius, tefined ideas, and powerful imagination brought to bear on these writings have enriched our language with abiding treasures; and the student is inspired with a love of all that is "purin thought, beautiful in expression, and moral in tendency." It has frequently been stated that a better educational system would result by consulting the individual taste and inclination of the student. Those with a talent for languages, for instance, should not be worried by taking up mathe matical branches; and, on the contrary, those who take pleasure in mastering the details of geometry may be hopelessly dull when dealing with literary subjects. It is further alleged that the genius of the student can only be brought out by confining his attention almost ex clusively to the particular branch of study for which he shows a natural tandency The answer to these statements is that to possess real intellectual culture the faculty of reason as well as that of language, must be cultivated. The student is but half-educated who has only one of these faculties developed; he may be very learned in one department, yet his general powers and talents are to a considerable extent sacrificed. It is of the greatest importance to the student to receive the training and men tal discipline necessitated by the study of languages and mathematics in order to ap preciate the present stage of progress and to cope with future developments. The mind is intellectually expanded, instead of being stanted and receives an indispenarble preparation for mastering the details of modern inventions and improvements. and of those which he beyond in the future To sum up, it has been aptly described that the study of languages makes of the student a ready man; mathematics makes him an exact man; the natural sciences an inventive man; while music and neetry render him a sympathetic man. Thus, all his faculties are properly cultivated, and his intellectual endowments fully developed. At this stage the Mayor intimated that

not influence the mind or mould the

he had important business to attend at the Town Hall, A hearty vote of thanks was then accorded to His Worship, who, in acknowledging the compliment, expressed his regret at not being able to stay to the end

Votes of thanks were, on the motion of Mr. Neale, seconded by Mr. Roberts, passed to Inspectors Whitham and Smyth Mr A. M. Broome (N.S.W.) said that their Conference was not on parallel lines with those of South Australia. With the

exception of the opening address the business ness concerned themselves. He approved highly of the lines of Congress they adopted in Adelaide. He had listened with ad miration to the splendid addresses given by Lord Tennyson and Professor Doughis and those by Inspectors Whitham and Smyth that morning. (Cheers.) With respect to Mr. Whitham's address he feit sure the New South Wales Union would have been delighted to have heard it, as the much-vexed question of imspection or examination was engaging their attention at the present time. He was going to speak on the matter of physical education and what it had done for the mother colony during the last twelve or lifteen years, The Government and the tempers of New South Wales had been much alive to the old maxim-"A sound body is very requisite to a sound soul," or, to out it in a humble manner. All work and no play makes Jack a dull boy. While New South Wales did not give way to any other

colony in the deare to suriain a bigh stan-

dard in the schools, they were strong to

wards a physical as well as mental advance

ment of the yennger generation, was I

make their bodies a noble residence