

A dv. 5-8-30

# ELDER CONSERVATORIUM CONCERT BY STUDENTS

By Alex. Burnard

At the Elder Hall last night we heard a programme of more than usual interest, as far as students' concerns go. Adele Wiebusch appeared in a new capacity—this time as organ soloist. She gave a solid, straightforward reading of the Bach D minor Toccata and Fugue. Dorothy Fuller's singing of "To a Nightingale" (Brahms) revealed a voice of rather slight volume, but decidedly pleasant quality. She was occasionally prone to clip short the ends of phrases.

Vina Barnden chose two Chopin numbers—an A flat waltz and the A major Polonaise. The former erred, possibly, on the slow side, and I should have preferred broader triplets. Also one noted that she overlooked the slightly different rhythmic version of the repetition of the first episode. But these are small matters. For one so young she achieves a good tone, and was technically clean. I thought her Polonaise over-metronomic, and she let a climax or two slip through her fingers.

Hageman's poignant "Christ Went Up Into the Hills" was admirably suited to Lois Dunn's expressive voice. She made a big thing of it, though perhaps her vibrata was too prominent once or twice. Norman Chinner's organ accompaniment was exquisitely done. Quite a feature of the evening was the first movement of the Bach Double Concerto, with string ensemble, Heler Magarey and Mary Hancock being the soloists. A good balance of tone was maintained, though occasionally we had to listen keenly for the second solo instrument. The whole gave evidence of carefully-detailed rehearsal. Mr. Peter Bornstein conducted.

A minuet from Handel's "Berenice" also saw a massed body of strings in action. The number was taken at large speed. A good resonant tone was called forth, and very seldom did the dozen or so players fail to co-ordinate. Mr. Chinner again provided an organ accompaniment.

Gwen Paul's brace of songs were well enough done. The Handel "Skylark Pretty Rover" seemed to suit her better, when her trills and vocal agility were very clean. She should make a strong effort, however, to rid herself of that false "oo" vowel she now has. Jean Cook played the first two movements of the Ravel Sonatine with real artistry. Tone, phrasing, poetry—all were there.

The naive strains of the old favorite "Pur dicesi" were well essayed by Doris Pearce. Her voice seems a trifle unequally produced as yet, but more than glimpses of a future lovely quality were manifest at times. Beryl Kekwick sang the heavenly Bach aria, "If Thou Art Near," with perfect taste. She possesses that fairly rare attribute, a pure, limpid soprano, and her sensing of the aria was most sympathetic.

Beatrice Schapel's playing of a d'Albert bracket was cleanly done. The Musette tinkled deliciously. I thought her rhythm in the initial section of the gavotte a little perfunctory at times. The two Hugo Wolff songs, "Verborgenheit" and "Der Gartner," were sensitively treated by Alison Lane, despite one prominently false entry in the former. The pace of the second was rather too restrained, and there was an infinitesimal tendency to flatten. The programme concluded with the first movement of the Chausson piano quartet, admirably played by Jeanspoke of the changes observed in such life as the succession was traced downwards from seashore to oceanic abyss. He dealt with the effects of differences in temperature, salinity, pressure, and light intensity, and the part played by current, and showed how marine organisms were classified according to habit—benthos (sea floor), nekton (swimming), and plankton (the bulk of surface denizens).

Accompaniments were in the capable hands of Alice Meegan and Jean Barbour.

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## SCOPE FOR STUDENTS

### Mr. L. A. Mander Returns

#### EDUCATION IN AMERICA

"Students in America generally are offered wider scope in university education than are those in Adelaide," said Mr. L. A. Mander, who is on a visit to Adelaide.

Since he left Prince Alfred College Mr. Mander has travelled extensively while studying adult education and political science.

A son of Mr. and Mrs. L. L. Mander, of Gage street, St. Morris, he is gathering material concerning the administration of Pacific dependencies. He will teach at the University of Hawaii next year.

#### PROBLEM OF NEUTRALITY

Discussing international relations, Mr.

Mander said that he could see no reason why a more intimate friendship should not develop between Great Britain and America. The most difficult problem was that of neutrality. Through the Kellogg Pact it should be possible to work this out satisfactorily in a general scheme of international organisation.

While in charge of the political science department at the University of Washing-



MR. L. A. MANDER

son of Mr. and Mrs. L. L. Mander, of Gage street, St. Morris, who is visiting Adelaide to enquire into the administration of Pacific dependencies.

ton (Seattle) Mr. Mander was able to compare educational conditions in Australia and America.

"It is difficult to generalise," he said. "But some idea of the varied scope may be realised when it is known that subjects taught to 7,000 American students include sociology, journalism, physical education for men and women, languages, business administration studies of fine arts, political science and anthropology."

#### TRAVEL HABIT

"Owing to the influx of students there is a greater complexity of university organisation. There is also a development of the travel habit through many schools attending conferences."

"Beneath the surface of mass production and mechanisation of industry, which the outsider sees first," concluded Mr. Mander, "are many movements giving promise of important contributions to the life and thought of the world."

In 1922 Mr. Mander was placed in charge of adult education at the University of Auckland. Since his subsequent appointment at Seattle (America) he has toured Europe, Mexico, and New Guinea.

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## OCEANIC LIFE

### UNIVERSITY LECTURER'S SURVEY

Lecturing at the University last night on "Plant and Animal Life in the Ocean," Professor Harvey Johnston spoke of the changes observed in such life as the succession was traced downwards from seashore to oceanic abyss. He dealt with the effects of differences in temperature, salinity, pressure, and light intensity, and the part played by current, and showed how marine organisms were classified according to habit—benthos (sea floor), nekton (swimming), and plankton (the bulk of surface denizens).

Describing the modes of nutrition of such organisms, he explained how diatoms formed the main food supply for pelagic animals. After dealing with the littoral and inter-tidal zones, he spoke of the mud and detritus of the deep sea floor, with its diatomic ooze. The oceanic abyss was the home of long-tailed fish with huge heads, mostly of a black color. Crustacea there were usually red, and largely luminescent. Beneath the 800 fathoms mark no rays of light could penetrate. In many parts of the ocean the line of demarcation between plant and animal life was difficult to draw. The lecture was illustrated by lantern slides, many secured on the Mawson expedition.

In a further lecture on August 12, Professor Harvey Johnston will speak of primitive fish-like animals and fish, marine reptiles and birds, seals, whales and modern methods of whaling.

# News 6-8-30 SYSTEM OF SECONDARY EDUCATION

## "Does it Produce Real Culture?" Asks Prof. Davies

"Without actually condemning the existing system of secondary education we cannot, as heavily burdened taxpayers, be indifferent to the practical results of an enormous expenditure of money."

Prof. Harold Davies (director of the Elder Conservatorium) made this comment in an address on "Some Thoughts on Education" to members of the Constitutional Club at their luncheon today.

"It might be asked," continued Prof. Davies, "are we as a people developing an intelligence proportionate to the cost of our education?"

"Does our system produce a real culture?"

"Does it even develop the power of clear thinking?"

"It would often seem that present methods magnify instruction at the expense of true education. The constant preparing for examinations involves the cramming process, and like 'Strasburg geese' our children are apt to develop very large livers and very small brains."

"Their success, too, depends largely on memory, and, while that is valuable, developed faculties and the power of original thought are far more valuable."

"Education and instruction must be clearly distinguished. The one means a process of 'drawing out'; the other of putting in."

"It is true that we cannot have education without instruction, but we can certainly have instruction without education."

#### SENSE OF VALUES

"There are many definitions of education. For example, education is what is left when we have forgotten everything we ever learned. That bears reflection. Education also is that which enables, as most fully to interpret the evidence of our senses. That is more profound."

"The degree of our education determines the quantity and quality of our reactions, and its finest fruit should surely be an enlightened sense of values—a true culture of both mind and heart."

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## WORTHWHILE EDUCATION

### DR. DAVIES'S VIEWPOINT

#### Improving the Curriculum

"Stray Thoughts on Education" was the subject of an address delivered at the weekly luncheon of the Constitutional Club yesterday by the Director of the Elder Conservatorium (Dr. E. Harold Davies). As long-suffering and heavily-burdened taxpayers, he said, they could not be indifferent to the practical results of an expenditure of more than a million pounds annually on State education. Were these results satisfactory, and were they as a people developing an intelligence proportionate to the money and effort expended? An educational system should produce a real culture and not merely a certain degree of superficial smartness. The present method of education, with its constant preparing for examinations, tended rather to stress the process of instruction at the expense of real education. Success depended largely upon memory, yet the power of original thought was of far higher value. Education must confer an enlightened sense of values and a true culture of both mind and heart.

#### Sense of Values

If, for example, at the end of a high school course, the majority of youths found their chief interest in sport, the cinema, or in reading current forms of illustrated journalism, they might well ask, "Have they been educated?" Were such things the evidence of an enlightened sense of values? The prevalent idea of education was that it consisted in learning to know or to do all sorts of things. Knowledge and skill were the two factors that most teachers would chiefly stress. Yet there was need to learn, to see, and to enjoy—two qualifications badly neglected by teachers of every faculty of human study.

Seeing meant every kind of perception, looking with eyes, ears, or even with noses. The degree of such seeing accurately and intelligently was the degree of the sense of alertness and power of reflection. Enjoying meant valuing and the whole art of living depended upon a due sense of values. People were only happy as they dwelt on the things that were worth while, and neglected the stupid, time-wasting, money-frittering pursuits that so often absorbed attention. Science might teach folk many facts about the external

"If at the end of all their schooling we find our youths chiefly interested in sport, in cinemas, or in reading certain forms of current journalism we may well ask, 'Have they been educated?'"

"Are these things the evidence of an enlightened sense of values? Is not our fundamental conception of education somewhere at fault?"

"It is certain the prevalent idea of education is that of learning to know or to do all sorts of things. In other words, we emphasise the scientific and technical side. But is this all?"

"Does what we call efficiency make an educated man?"

Prof. Davies.

emphasise the scientific and technical side. But is this all?"

"Does what we call efficiency make an educated man?"

#### THROUGH EYES AND EARS

"I fear that we entirely neglect another very vital side—the power of seeing and enjoying—that is, education through the eyes and through the ears. Developed perceptions are of tremendous importance. Vision and value are faculties that should count as fully as do knowledge and skill."

"But the trained perception is as much a matter of patient study as a trained memory or trained muscles."

"If I could persuade our educationists that every school curriculum should include a progressive course in the perception and enjoyment of beauty, from kindergarten right on to the university, our sense of values would be transformed in a single generation."

"We might even discover the real meaning of civilisation, the chief flower of which is a love and appreciation of the fine arts of literature, drama, music, painting, and architecture."

#### Vision and Value

Vision and value were faculties that should count as fully as did knowledge and skill. Every school curriculum should include a progressive course in the perception and enjoyment of beauty, from kindergarten to university. Then human lives would be transformed in a single generation, and for the first time the real meaning of civilisation would be discovered. Music and beautiful cosmos of sounds which began to take shape and become familiar in all its manifold charms to those who sought it with the hearing ear. Most people seemed oblivious of its very existence, but it was there all the same.

In conclusion, Dr. Davies declared that the training of children should embrace a threefold development, physical, moral, and mental, producing healthy bodies, good hearts, and sound minds. There was a fourth element, the emotional nature, powerful to influence or even destroy the other three. Educational systems to-day made little or no provision for guiding the emotional impulses of the child, who frequently did not know where to look for the satisfaction of such perfectly natural feelings. The art in the school curriculum would help, for all art was the expression of human emotion, and its appreciation as a direct pleasure the normal outlet of human emotion. Love of art as well as instinct for healthy play was necessary if children were to be saved from many pitfalls in later life.