

SOCIOLOGICAL SOCIETY.

From time to time reports appear in the press of lectures delivered before the members of the Round Table Christian Sociological Society at Parkin College. What is this Society?

It comprises nearly forty members including ten commercial men, two engineers, six lawyers, and magistrates, six members of Parliament, seven University professors and educationalists, and eight ministers of religion. All parties and denominations are represented. The Principal of Parkin College presides.

The aim of the society is to foster interest in the study of social and political problems. Resolutions are never adopted, or other action taken, unless practical unanimity is secured.

The society was the means of drafting a Bill to provide against unemployment; the Bill was carefully and exhaustively discussed, and it was adopted without a dissentient voice. The Bill was submitted to the Premier, but no action has yet resulted. Possibly the new State Government will view the matter more favorably.

It seems desirable to make clear to the public that sociology—the scientific study of man in his social relations—is not to be confused with Socialism, which is commonly defined as involving the taking over by the State or by Trades Guilds of the functions of production, distribution, and exchange, now undertaken by private enterprise. Some members of the Society are convinced Socialists, while others are strongly opposed to Socialism. In any case, "Sociology" and "Socialism" are two entirely different things.

At a meeting of the society held on April 4 a discussion on "The Ethics of Gambling" was initiated by Rev. G. H. Wright, M.A. After a long discussion, and in view of authentic opinions expressed, that gambling was the cause of most of the cases which are dealt with in our police courts, it was unanimously resolved: "That this Society regards betting and gambling as a social evil of grave magnitude, and believes it ought to be discouraged by all good citizens."

The subject for consideration at the next meeting will be "Birth Control," and Dr. Duguid, M.A., will open the discussion.

Register

12 APR 1924

Miss Merie Robertson, the Danish-Australian pianiste, and her manager (Mr. H. J. Larsen) left by the Melbourne express on Friday for Sydney, where she will open her Australian season.

Register

14 APR 1924

MISS C. GRIVELL'S ELDER SCHOLARSHIP.

From H. C. RUNDLE:—Relative to Miss Charlotte Grivell's Elder Scholarship, which provides her with three years' free tuition in London and a grant of £50 a year sustenance allowance, it is found that assistance must be given to Miss Grivell by South Australian citizens. A sum of £600 is required for this object, and I am instructed to ask you to receive contributions through The Register with your usual generous spirit. The Rev. Dr. Seymour, of Chalmers Church, is the Chairman of committee, Bridg-Gen. Price Weir treasurer, and Mr. H. C. Rundle hon. secretary. A strong committee has been organized to further the object and collect subscriptions; also subcommittees have been appointed to arrange for various concerts to assist the project. It is sincerely to be hoped that the public will assist willingly in this cause, as Miss Grivell has ever given her services willingly to all causes needing them. Subscriptions may be sent to the hon treasurer, Government Buildings, Adelaide; and the hon. secretary, care Bond & Co., Hindley street, Adelaide. (Amounts sent to The Register Office for this object will be promptly acknowledged.—Ed.)

Register

14 APR 1924

MUSICAL EDUCATION.

Address by Professor Davies.

At the inaugural social of the students at the Elder Conservatorium in Adelaide on Saturday evening, the Director (Professor E. Harold Davies, Mus. Bac.) gave an address on musical education, which was listened to with the greatest appreciation by 400 students.

Mr. Davies remarked that there was a scriptural injunction which said:—"Be ye doers of the word, and not hearers only." In discussing musical education, that saying could be reversed, for he was speaking to those chiefly concerned in the performance of music—that is, they were principally doers. But he wished he could make them all hearers, for in learning to hear constantly and intelligently they would improve their doing out of all recognition.

The greatest fault he had to find with their system of musical education was that it emphasized the ability to play or to sing beyond the ability either to listen or to create music, and both of those should be fostered with just as much patience and care as they gave now to mere technical skill. It was quite certain that almost 999 out of every 1,000 people could be taught to listen to music with understanding, and, though good composers would always be few, there were not many of them who could not learn to write interesting little melodies or improvise tidy little progressions of harmony at the keyboard.

Music Defined.

Dr. Davies, continuing, observed that first he would ask them to decide what music really was, and then they would think what education meant; and, putting the two together, it would be quite easy to form a right conclusion as to musical education. There were three views about music, of which one was wholly wrong, one partially right, and one wholly right. The wholly wrong view about music was that it was just a clever and ingenious trick of combining sounds, so that they would give out a pleasurable sensation to the hearer. There were, as they all knew, innumerable sounds of varying quality and duration. It did not need much imagination to conceive the possibility of arranging them artificially so as to make an infinite variety of sound effects. Some one once invented playing cards in four suits of 13 each, and since then there had been no end to games of cards. By a like process there could be no end to games of musical sounds, if one cared to think of composition in that way, as an arbitrary and ingenious invention of the human brain. Then there was the "partially right" view, that music was one of the fine arts—perhaps the greatest of all the arts—subject to aesthetic laws of symmetry, unity, and variety, and that its whole influence was elevating and refining, and its pursuit a most desirable form of culture, but he would like them all to believe that music was more, much more than that. Music was, first and last, a speech, the most transcendent form of speech, growing up side by side with language, natural, spontaneous, inevitable, voicing, as nothing else could voice, the heights and depths of human feeling. Speech and song had come from the same source, and primitive folk song bore the same relation to a Beethoven symphony as primitive speech bore to Shakespearean drama. Let them remember that music was a universal thing—that every race in every age had developed its own traditions of song. If they kept that in mind they should realize that what they were pleased to call the art of music was really the mother tongue of all, sublimated into a splendid literature which enshrined the whole story of human passion and of human desire and aspiration. That was the true view—the exalted view.

What Education Represents.

And if music were really a language, the speaker went on, there was only one way to learn it—word by word and meaning by meaning. And that brought them to the question of education, about which there was so much misunderstanding. Most of them thought of it simply as learning, either to know about things or to do things—a process purely of instruction. But there was another and greater aspect of education. The very meaning of the word itself gave them the clue; it was a bringing out or developing of all that was latent within each of them of sense or of ability. In other words, the fruits of education could only be found in heightened perception, in latent faculties raised to their highest point of efficiency. Dr. Davies added that education was that which enabled them most fully to interpret the evidence of their senses.

Practical Advice.

In conclusion, he would ask them to put themselves to progressive tests which, with daily practice, would secure constant growth in musical perception. They should train the ear to detect every kind of interval, both consonant and dissonant, played above or below any note, and then follow that with the various triads in root position and both inversions. At the same time they should practise recognition of note values and measures of time, and then combine their awakened sensitiveness to both pitch and rhythm in first taking down simple melodies from dictation and later on examples of two, three, and four part harmony. The complementary process to that was just as vital—namely, learning to mentally hear what they looked at. No special skill was required for that. It was exactly the same thing as silently reading words. Then there were the more advanced stages of hearing to be acquired, in which they learned to recognise phrases, cadences, modulations, and sound effects of every kind, as well as structural outlines and differences of form and style. Those things all came of the habit of listening intently, as well as curiously, until the ear became naturally keen and discerning. It seemed almost absurd to remind them that music's only appeal was by the ear, and that any musical education which neglected ear training was a rank fraud. To improvise simple strains of melody, to harmonise naturally, to modulate effectively, all became instinctive processes. In short, they learned the language as a language should be learned, and, even if they never became great composers, they could still express themselves simply and intelligently as they did in every day conversation.

Register

14 APR 1924

CONSERVATORIUM STUDENTS' PARTY.

Though the Director of the Elder Conservatorium (Professor E. Harold Davies) spurs the students to work hard, he also encourages them to play in other than a musical sense, and the social side of Conservatorium life is a most attractive thing. On Saturday evening the inaugural students' social was held, when members of the staff and about 300 of the students had a thoroughly enjoyable time in the Elder Hall. About 15 minutes of seriousness was followed by some hours of pure fun. The director took the opportunity of welcoming Mr. Schilsky, the lately appointed violin master, in which he was supported by Messrs. Reimann and Frederick Bevan. In reply, Mr. Schilsky said that, "after so much travelling Adelaide was a haven of rest to settle down in, and it made him the happier because he found such congenial people here." He was particularly struck by the wonderful good fellowship of all on the staff. During the last week he had heard violin pupils perform, and in the whole of his experience, had never before met with so many interesting pupils. He had met many before, but not so many together as at this Conservatorium. "I assure you," he said, "we are going to turn out some wonderful violinists. My predecessors have done such fine work. I only hope I shall prove myself worthy to follow them." Professor Davies then gave the students a little homily on the value of esprit de corps, which he followed up by a clear and simple address on "Musical education." After this the students presented a programme, which began with King Henry's song (Sullivan), a genuine Henry VIII. melody, sung by Mr. Arnold Maters, and the audience joined in the chorus. Then came the star turn of the evening, entitled "A musical turn," the director interviews new students at the Academie des Beaux Arts. It was a ripping bit of farce, most cleverly written by Mrs. K. H. Weston, and Miss Mignon Weston, topical of life at the Conservatorium. Miss Weston was the producer, and the whole thing went off in a gale of laughter from the audience. The director (Sir B. Sharp) (acted by Mr. George Pearce), assisted by the secretary, Mr. Alex Scribe (acted by Mr. Alex Burnard), interviewed a number of most extraordinary would-be pupils, who, with the weirdness of their stage make-up, their performances, and the amusing dialogue, reduced the audience to the last shriek in mirth. The original young people who took part were Misses Maude Puddy, Muriel Prince, Phyllis Salter, Gertrude Dunn, Ruth Winnall, Enid Besanko, Messrs. Harold Parsons, and Roy Wood. The play ended with a chorus of the performers, "Yes, we have a director, we have a director, hooray!" sung to the tune of "Yes, we have no bananas." After loudly applauding the performers, the audience carefully folded up the programme cleverly drawn up by Misses Bailey and Ruth Winnall (of the common room committee), and went off to supper in the north room; later a move was made to the south room, and dancing topped off a most cheery inaugural party.

Register

Among those to receive degrees at the annual conferring of degrees at the Melbourne University on Saturday was Mr. W. M. Woodfull, the Victorian cricketer. Degrees conferred, included Mr. Edward Sweetman, Doctor of Letters; Messrs. H. Herman, and A. E. V. Richardson, Doctors of Science; Dr. C. H. Seaby, Doctor of Medicine; Mr. W. M. Woodfull, Bachelor of Arts and Diploma of Education. Altogether 489 honours were conferred. There were 121 Bachelors of Arts, 67 Bachelors of Medicine and Surgery, 35 Bachelors of Science, and 33 Masters of Arts.

Advertiser

15 APR 1924

STATE EDUCATION.

A YEAR'S WORK REVIEWED.

The report of the Education Department for 1923 has been issued by the Minister (Hon. T. Pascoe). It shows that the number of schools in operation was 1,027, or two more than the previous year. The number of children taught was 94,439, of whom 12,247 attended at more than one school. Thus the net number under instruction was 82,192, an increase of 1,113 over the previous year. The average daily attendance was 66,707, an increase of 873 on the record for 1922. The average in the various groups was as follows:—High Schools, 3,180; higher primary schools, 3,174; primary schools, classes I. to VI., 43,014; class VII. schools, 6,338. The provisions under the compulsory provisions of the Education Act numbered 138. During the year 3,181 children were medically examined in 34 schools. Of these 1,346 had some defect in sight, hearing, or throat, and the teeth of 2,271 children required attention. The percentage of defects was found to be lessening. There were 2,564 cases of infectious diseases reported by the teachers. The school dentist attended to 1,887 children. There were 357 students in the various courses at the Teachers' College. Seven students were permitted to resign. One student died. During the year 171 left the college and received appointments in the schools. One hundred and fourteen remained in the college for a second year, 10 for a third year, and 10 for a fourth year, and 45 to complete their course in June, 1924. In January, 1923, 94 probationary students remained in the High Schools from 1922 and 100 new candidates were admitted. In December 12 left the High Schools to commence teaching, and 84 entered the Teachers' College. In December 173 candidates presented themselves for probationary studentships and 109 were successful in passing.

Under the penny bank scheme 11,011 new accounts were opened, 3,938 deposits were made, and £29,284 was deposited. On December 31, 1923, there were 41,401 depositors, an increase for the year of 3,008, with balances to their credit amounting to £55,747, an increase of £7,617. There were 23 High Schools, with an enrolment of 3,218 and a staff of 150. Besides the Domestic Arts training centre at Norwood, there were centres at the Norwood, Port Pirie, Unley, and Woodville High Schools at the Unley Primary School, the Goodwood Primary School, the Kapunda Mount Barker, Narracoorte, Mount Gambier, Strathalbyn, and Gawler High Schools. The number of girls attending these classes from 20 Primary Schools was 1,128 weekly, and from 10 High Schools was 707, making a total of 1,835.

Technical Education.

During the year the work of the seven established classes for apprentices was carried on, and three new classes were opened; 519 apprentices and probationers were enrolled in these classes, and the attendance was 85 per cent. of the possible; 124 students completed the statutory three-year course and received tradesman certificates. Since the opening of these classes in 1918, 1,970 apprentices and probationers had been registered. Plans have been prepared for a central apprentice school, in which the work of the three separate trade schools would later be conducted. The work of the School of Arts and Crafts had shown a satisfactory increase. The day studenthip classes and the correspondence classes had increased in numbers and in efficiency. There were 1,777 enrolments for the year, and 617 certificates were awarded. The public examinations in drawing were conducted at this school, and there were 900 entrants. Country technical schools were carried on at Port Pirie, Moonta, Wallaroo, Kadina, Kapunda, Gawler, and Mount Gambier. The total enrolments were 1,001, an increase of nearly 500 on last year's figures. In the departmental examinations there was increased interest, as shown by the number of entries received and 485 certificates were awarded. Woodwork centres were carried on at Gilbert-street, Norwood, Cowandilla, Prospect, Unley, Glauville, Mount Gambier, Black Forest, and Kapunda, and a new centre was opening