

Professor Sir Ernest Rutherford and Lady Rutherford will embark in London next Saturday for Australia and New Zealand. The professor, who is one of the most noted physicists of the day, particularly in research into radio-activity, will engage in a lecturing tour in the Commonwealth and the Dominion.

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ELDER CONSERVATORIUM.

To-night in the Elder Hall, a chamber music concert will be given by the Elder Conservatorium String Quartet. The programme, which is of exceptional interest, included Beethoven's Quartet for strings in C minor Opus 18, under the leadership of Mr. Charles Schilsky. A group of three songs by Hugo Wolf will be sung by Mr. Clive Carey, accompanied by Miss Maude Puddy. A very fine modern work by the Belgian composer, Joseph Jongen will be given with Mr. George Pearce at the piano. The box plan and tickets are at S. Marshall & Sons, Gawler place.

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A WONDERFUL OPERATION.

BY AN ADELAIDE DOCTOR.

LONDON, July 19.

A remarkable operation was performed in the London Hospital by Dr. Muecke (Adelaide). It involved the rebuilding of a man's shattered upper jaw and also his nose. It was described during the hearing of an action in which a motorist was awarded £954 as damages for the result of a collision with another car in Byfleet.

The forehead was so injured that the air entered the cavity above the eyes. It was stated that the operation left no disfigurement, but completely altered the sufferer's appearance.

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MUSIC TEACHERS' CONFERENCE.

Dalcroze Eurhythmics Display.

The music teachers' conference at the Elder Conservatorium of the University of Adelaide was concluded on Saturday morning, when demonstrations were given by students of aural culture and eurhythmics under the direction of Miss Heather Gell. The director (Dr. E. Harold Davies) explained at the outset that the students of aural culture had been under Miss Agnes Sterry, but, during her absence in England, Miss Gell was continuing the classes for her.

Aural Culture.

These students were divided into three grades, according to age and advancement, the first grade consisting of children whose average age was 6 1/2 years. The efficiency of the method and the quality of the teaching was instantly recognised by the ready response of the students in singing the sol-fa scale as Miss Gell pointed to the symbols on a chart. Songs were given in grades of complexity, ranging from notes of the common chord to the full scale. "Twinkle, twinkle little star" and "Goosie, goosie gander," the melodies of which were composed of doh, te, so, me, re, and do were sung by the youngest children with ease. Singing in two parts (the conductor pointing with two pointers) was demonstrated with equal confidence, and the children proved their recognition of the pitch by pointing to the symbols on the chart (two notes at a time)

as they were played on the piano. The relation of the sol-fa scale to the staff lines and spaces was accomplished by the children singing the sol-fa words when the lines and spaces were pointed to, and the method of developing "time sense" was shown by the children beating the time of a given rhythm with their eye closed. They then wrote down on a blackboard the note values of a given rhythm, the older children singing "la" and clapping to rhythms of considerable complexity. Memory training was aided by indicating on the chart a succession of as many as nine notes in the scale, and then asking the children to sing them. On a given rhythm the students were asked to invent a melody, and considerable originality was evidenced in the examples given. Appreciation of the character of a piece was interestingly proved. Miss Gell played two little pieces, telling the pupils the titles "Drowsy noon" and "A fairy minute." The younger children then said which piece was played first, and the older children told the form of each. Expression was taught by asking individual students to conduct a simple song, "Mary, Mary, quite contrary," according to their idea of its interpretation. Strongly individual traits were apparent in each case.

Eurhythmics.

Miss Gell then explained that the eurhythmics demonstrated on that occasion would be confined to their application to musical education, but that there were, of course, other phases of the subject. Exercises were given for general response to legato and staccato playing, and changes in tempo, by the students indicating the changes in the character of their movements as in walking, marching, skipping, hopping, running, leaping, &c. The students then beat time with appropriate gestures to a pianoforte improvisation. Appreciation of note values was indicated by movements of the feet, the feet of the students walking to crochets, quavers, semi-quavers, &c., while indicating the bar time with gestures. Complex rhythms were stepped and clapped, and then stepped, in conjunction with bar-time gestures. Recognition of relative scales (major, dominant, sub-dominant, and relative minor) was expressed by the older students by stepping in different formation, thus—C major, in a big circle; dominant, two circles; sub-dominant, three circles; and relative minor, one circle facing outwards. Improvisation on the piano, it was explained, was required of every qualified rhythmician. A rhythm was supplied by means of stepping and gestures, and then improvised on by one of the students. The rhythmicians then stepped in canon to an improvised rhythm played on the piano, the latter leading one bar ahead. A round was then expressed by two groups, and further exercises were included for teaching cross rhythms. Considerable concentration was evidenced by the students beating two-time with the head, three with the right arm, four with the left arm, and five with the feet. Two against three time in the same bar was demonstrated by two groups of students stepping the different note values to the same bar time, and the same thing was shown by two-time gestures to three-time stepping. Two groups then formed concentric circles, proceeding in opposite directions, first bouncing and then throwing different coloured balls to a rhythm to show their judgment of time. Recognition of phrase endings was learned by the students stepping in circle formation in one direction as long as the phrase continued; each change being indicated by reversing the direction. One student gave a clever indication of her ability to improvise a rondo. Dr. Davies invented a theme (by no means a simple one), the student then continuing on another piano, on the same theme. The demonstration concluded with three prepared sketches, "The seabirds," a comparatively simple, but very effective expression for the younger students; a rondo from a Beethoven sonata; and the andante movement from Brahms' "Trio in C minor." Although it is not claimed that eurhythmics is in any sense an art, the beauty of these sketches clearly indicated the great possibilities it presents as a medium for self-expression, and even as a spectacle. No one with any aesthetic sense could fail to appreciate the beauty of the musical form enhanced by its translation into terms of motion. A pleasing feature of the session was Miss Gell's attitude towards her students, which showed her unmistakable capacity for the work in which she has become distinguished. She showed herself to be a model teacher and her ingenious application of the principles of psychology resulted in educating the most from each student. The teachers most from each student. The teachers most from each student. The teachers most from each student.

At the conference of music teachers this morning a resolution was adopted expressing thanks to the University council and Professor E. Harold Davies for having provided means for the advancement of musical knowledge. "We record," continued the resolution, "our appreciation of the unremitting attention given us by Professor Davies. We also thank most heartily the teaching staff of the Conservatorium of Music and others who have generously and liberally contributed toward our edification and enjoyment."

A cablegram was received in Adelaide on Monday intimating that Dr. J. R. Beard had secured a fellowship of the Royal College of Surgeons at Edinburgh. Dr. Beard is a native of this State. He graduated at the University of Adelaide, and was for a period house surgeon at the Adelaide Hospital. He spent several years



DR. J. R. BEARD.

at the front with the A.M.C., and attained the rank of major. His meritorious services were brought under notice several times, and he was awarded the M.C. in August, 1917. At the close of hostilities he accepted a hospital appointment at Birmingham, and subsequently entered upon a post-graduate course. Prior to undertaking his medical course here he was employed in the literary department of The Register.

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THE MUSIC CONFERENCE.

From F. W. EARDLEY, Registrar of the Adelaide University:—I have been directed to thank you for the generous publicity accorded in "The Advertiser" to the proceedings of the conference of music teachers which concluded its sessions on Saturday last. The value of the conference has been greatly enhanced by the detailed reports. Although a large number of teachers were able to attend, the press notices will be particularly valuable.

FORESTRY CAMPS.

VALUABLE WORK AMONG SCHOOLBOYS.

By W. M. C. Symonds, B.Sc., in The Education Gazette, July 15.

The Kuitpo Forestry Camps were inaugurated with a view of stimulating a deeper interest in forestry among the secondary schoolboys in South Australia. It has been customary with us to destroy the natural forests, which are our heritage, without due consideration for the needs of posterity. In the atmosphere of the forest the boys learn to appreciate it in all its relations to the State—economically for its direct and indirect value, and aesthetically for the pleasure it gives. It is thus that they desire to protect it against the vandalism of those who indiscriminately fell or burn large areas annually. It is hoped that the camps of 300 boys yearly will exert such an influence on a large section of our people as will show to them the real value of our forests, and the consequent need for adequate protection and extension of our timber resources.

Useful Experiences.

Apart from this broader aspect of the work, the students learn much in the way of self-discipline, initiative, and unselfish effort to make the camp a success, besides the instruction they get directly in forest lore. As it is impossible to exercise direct

supervision over all their work, it becomes a question of honour with the boys to do the best work possible. This applies particularly to the elementary surveying work, in which they are always keenly interested, when, in groups of two, they are distributed over a comparatively large area of land, frequently out of sight of the instructor. The response in this respect has been most gratifying in every group of boys that has attended Kuitpo. The morning work consists of a study of the various species of trees—habits, soil requirements, uses, botanical studies of the functions of stem, leaf, and root; historical study of forestry to show the threatened world shortage of timber; effects of forests on soil, climate, and water conservation; silvicultural work—nursery, broadcasting, and planting; protection and tending, besides giving an understanding of the financial aspect of forestry. The afternoon is employed in practical work, which consists of chaining and pacing, plan-tableting, pruning trees, measuring heights of trees, and assessment of volumes of standing trees. Each boy is required to make two complete plans of two separate areas as set out. The simpler one is given first to enable the students to apply the principles of plan-tableting, while in the second, the selection of points is more difficult, as the area is rougher and larger, and the scale is smaller, thus demanding greater accuracy of working. The plans have generally shown a clear grasp of principles and careful application of them. A trip to a sawmill near by is always arranged, so that students may be shown how a sawmill is laid out, and how transport is effected. They can see a log taken from the landing stage, passing through the various stages of treatment, and finishing as a product of commercial value. Boxmaking is shown, seasoning is explained by reference to the stacks, and the number of utilizable products, and their methods of conversion, can be observed.

Recreation.

Adjacent to the school, and surrounded by trees, a cleared area about five and a half chains long and four and a half chains wide serves as an excellent playground. Here many exciting matches, both cricket

and football, have been played. About half a mile from the school, the boys, after their afternoon's "trudge" at practical work, may refresh themselves by a plunge in the swimming pool. Those desiring a shower may obtain that by walking about 100 yards from the camp. Evenings are spent in reading and playing organized games. Recently magic lantern pictures have been shown and much appreciated.

Cost of Camp.

Each boy pays £1, which covers board and conveyance to and from Blackwood. The cost to the department is, on an average, about £15 per camp. This includes conveyance, catering, and the wages of a fully qualified cook from the Labour Bureau. That the students receive first-class wholesome food is evidenced by the fact that no illness has occurred. He is assisted by three mess orderlies, whose business it is to set and attend tables, besides doing the cleaning and washing up; whilst each morning two cook's assistants cut wood, peel potatoes, &c. Fresh air and an active life combine to create a very healthy appetite. Fortunately, no accidents have occurred, though about 200 boys have attended the school this year. The open air life must have a very beneficial effect on the health of the boys, apart from the many other benefits which it is hoped that the camp life gives.

The following is a list of schools and the numbers who have attended the Kuitpo Forestry School:—Woodville High School, 26 attended; Adelaide High School, 24; Unley High School, 25; St. Peter's College, 22; Torwood High School, 24; Gawler High School, 20; Port Pirie High School, 30; Mount Gambier High School, 27; total, 198.

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