

Bould

advertiser 13 JUL 1924

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JAZZ MUSIC.

ITS COMMERCIAL ASPECT.

A MUSIC SELLER'S DEFENCE.

We simply could not exist but for the sale of popular and jazz music, said a prominent Adelaide music seller yesterday.

Considerable interest was taken in Adelaide musical circles yesterday in the telegram from Sydney published in "The Advertiser" referring to the remarks of Dr. E. Harold Davies (Director of the Elder Conservatorium, Adelaide) and Mr. Arundel Orchard (Director of the Conservatorium of New South Wales). General agreement was expressed with the desire of Dr. Davies to preserve the dignity of music. Mr. Orchard's plea for the "boiling in oil" of those scoundrels who degraded music by jazzing it met with mixed comments, however.

"To a certain extent, what was said by Mr. Orchard was correct," remarked a prominent Adelaide music seller. "Musicians resent the converting of operatic and classical melodies into jazz music. Only just recently Records & Co., of Milan, the famous publishers of operatic music, threatened to take legal proceedings against any band playing operatic melodies to jazz time. This action had the desired result. The firm resented the intrusion more as publishers than for any other reason, as they considered the jazzing of opera music would interfere with their sales."

How does the sale of popular and jazz music compare with the sale of classical music? the Adelaide music seller was asked.

"The demand for popular and jazz music is ten times as great as the demand for classical music," was the reply. "Take the case of the latest popular song entitled, 'Sawmill River-road,' for instance. The sales of that song in Australia will probably reach 100,000 inside of four months. After that it will doubtless be as dead as a door nail. But classical works such as those by Beethoven and Chopin will doubtless continue to be sold for the next hundred years. The demand for classical stuff comes mostly from students. Although the classical teacher naturally resents the intrusion of jazz music, the latter is wanted by the general public, and we, as music sellers, could not exist on the sale of classical music alone. At the same time what Mr. Orchard says is fairly correct, looking at the subject from the point of view of the professor of music or classical teacher. But looking at the matter from the commercial aspect popular music is bread and butter to the music seller. To a large extent the popularity of the South Australian Orchestra is an example. Wonderful business has been done in connection with the last half-dozen concerts, in playing to big houses, because a prominent feature of the programmes has been popular music. Verbruggen's orchestra, on the other hand, played Beethoven's symphonies, and the attendance was only moderate. When Verbruggen played lighter works the place was packed. The professors of music, of course, are always standing on a higher pedestal. They do not cater for the man in the street or the masses. And when all is said and done, these are the people who count."

Another example of the desire for popular music was instanced in the case of musical comedy melodies. "During the season of 'The O'Brien Girl' at the Prince of Wales," said the music seller, "the sales of sheet music were phenomenal. Player piano rolls and talking machine records of these melodies sold like hot cakes. The masses are the mainstay of the commercial aspect of music, and therefore they must be catered for. If we relied on selling Beethoven's sonatas we would not be able to keep open. The position is analogous to that of a bookseller selling Shakespeare's works only. How would he get on? Even from the popular benefit point of view we have the recent case of the production of Mr. Kenneth Duffield's musical comedy, 'Healo,' which is of a light, popular, or jazz character. 'Healo' was performed in the presence of packed houses, and local charity benefited to the extent of £1,000. Had a high class programme been staged a loss would doubtless have resulted."

Another instance of the commercial success of popular music was mentioned in the case of the composer of 'Gundagai,' who out of the royalties has netted no less than £600. He is a Melbourne boy named Jack O'Hagan. Then again the case of jazz interpretation of a classic was instanced, Rachmaninoff's Prelude, which is played by nearly all musical students,

has been converted into a jazz tune, and even old students like to hear it in that form, as it reminds them of their student days. Another example is the demand for phonograph records of selections by Whittman's famous American jazz band. Every new supply is quickly sold out.

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EDUCATION.

By Unlocke.
Promotions.

At the end of each year there is a shuffle of places, and teachers, few or many, are transferred to other schools. These transfers are a serious matter for the official heads, but they are the cause of far greater anxiety among the teachers themselves. The younger ones who are slowly climbing the ladder study the chances of all who are likely to keep them back, and know the attendance at a dozen schools, one of which may be the next scene of their labours. He who only hears the sound of a railway train during school vacations looks down the list for an opening in a town somewhere on the line, nearer to the metropolises and civilization. The promotions are made on the reports supplied by inspectors who not only see the teachers at work, but gather the opinions of head masters, and are, therefore, able to form a general idea of the skill and enthusiasm of members of school staffs. The inspectorial staff in conference can bring under review the work and literary attainments of every teacher in the State. This should give every teacher a chance of fair play when good things are being apportioned, though it is possible that the personality of one inspector may work to the advantage of teachers he favours, without any suspicion of unfairness.

In New South Wales there is a feeling that a teacher should be a member of the Promotion Board, and a request to the Minister of Education has resulted in this concession being made. The advantages to be derived from this are not clear at first sight, for the head masters cannot know much of teachers generally. The position carries no extra salary, but probably entails work in the holidays when other teachers are building up their energies for another year of labour. It will be interesting to watch the working of the new Appointment Board in the senior State, and see whether it wins the approval of the profession in general. Only three persons will settle the transfers, which will be made after a careful study of the reports sent in by head masters and inspectors. In our State the opinions of head masters are sought for frequently, and they assist materially in shaping the syllabus, but so far as appointments are concerned their influence is indirect and their opinions seldom called for.

Home Lessons.

The divergence of views on the question of homework is remarkable. The superintendent of secondary education in Adelaide is reported to have said that he cordially disliked it, and that it is not really necessary for the progress of students. The regulations for our primary course permit of homework being given to the higher grades, but I do not think teachers are compelled to set lessons to be done at home. Many successful teachers in elementary classes have never given homework, and others, equally successful, made the evening lesson a repetition of that done in school to make the pupils more familiar with the subject taught. On the other hand there are so-called teachers who set questions in at least three subjects for one evening, and do a deal of harm to young people who, while physically unfit to spend so much time in study, wearily struggle each night for fear of what might happen the next morning. The advocates of the Dalton plan claim that there is no need to set homework when their methods are adopted, but the plan provides homework, nevertheless. When an assignment is made the student agrees to finish within a fixed period, and may spend a couple of hours in the evening in search for knowledge which he specially desires to gain. There is much difference between work done willingly and eagerly and that done through pressure—one is play, and the other is drudgery.

In Sydney there is much discussion regarding the necessity or otherwise of homework. One writer says that when a student wishes to pass with credit in 12 intermediate subjects he finds the school hours altogether inadequate for what he wishes to do. It would not do harm if the University examining body limited the number of subjects to nine for any single candidate. Too much worry and cram are harmful, and a fair number of subjects properly studied are better than

twice the number "got up" for the examination, and forgotten afterwards—far easier than they were learned.

Mr. Brunnel thinks that the present high standard of education cannot be maintained without homework. In 25 hours a week the students cannot get through anything like the amount of work necessary to secure a pass at the annual examinations. Mr. Arthur Griffith says that at Scotch College, Melbourne, he spent three hours each day in study, but he took care not to allow study to interfere with athletic sports. Homework gave opportunity for independent work, there was no leaning on the teacher, and the student developed the best that was in him. Mr. Carmichael favoured the setting of a fair amount of homework, which he considers is necessary. He would limit it to a few essential subjects, and concentrate on these. The leaders of parents' clubs and committees are much opposed to the evening work, especially the amount given in the high schools. It is said to be inimical to the physical welfare of the growing children, and efforts are being made to have it abolished. So much "cramming" is done by teachers who wish to gain passes in examinations that children grow nervous and restless, and cause the majority of parents to view the giving of homework with disfavour.

History.

The teaching of history, including civics, is arousing more than usual interest. In almost every State, and in the old country, the matter is being widely discussed. Some people affirm that history is the worst-taught subject in the schools to-day. Many changes have taken place in the methods of teaching this subject, from the time when dates were all-important, and rhymes were made to aid the student. The reigns of kings and the chief battles of each period were given undue prominence, and little time was found for dealing with the life of the nation as a whole.

Half a century ago Count de Zaba set out a plan for teaching history by means of charts. The time was represented by squares, each 100 years, and certain signs brought to mind each event and the date when it occurred. For the fixing of dates, &c., it was invaluable. It appealed to the eye as well as the ear. The method of concentrating round a central figure or event has proved successful, and for younger children is to be commended. Many scenes can be acted. Children will learn the details of an incident very thoroughly if it is made a performance in which they and their classmates can take part. When children are assisted to see that the present has grown out of the past, and that we owe much to those who lived before us, a sort of human interest is aroused, and the best characters may be singled out for their noble qualities and heroic deeds. If we can stimulate the feeling of pride in our race, we may help to make good citizens of those who have to teach. The late Miss C. H. Spence was particularly anxious to have civics taught properly in our schools, and it is probable that the methods outlined by the Education Department need only good teachers to make them a success. Lives given for the public good, hardships faced to make things better for the next generation, steady, patient research for the betterment of mankind, are better realized by children when interwoven with a human story that makes them thrill with pride.

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LATE MR. ALLEN MARTIN.

Port Adelaide's Schoolmaster

inter alia

Successful Scholars.

Many of Mr. Martin's scholars were very successful in after life. Messrs. Robinson and Gartrell, who went to St. Peter's College on scholarships from the Port Adelaide School, eventually secured the Rhodes Scholarship and the Angus Scholarship respectively. Another boy, Willie Walker, secured one of the few (and the last) of the South Australian scholarships. Mr. W. R. Bayley, headmaster of Prince Alfred College, and Mr. J. Robertson, a master at the same college, were pupils, as were also the Rev. Nicholas Cox, M.A., and the late Mr. David Bews (one time Minister of Education). Among the medical profession were Drs. Chris. Bollen, Percy Bollen, and the late Dr. John Gething, H. Russell, Hains, and F. Butler. A few who became connected with commercial interests were Messrs. Malcolm Reid, Badcock, and E. A. Farquhar (Harbours Board).

People had often been... twelve months ago he... been medically examined by a committee of nine medical men whose report... usually thought that those who lived on a meat diet would suffer from high blood pressure, hardening of the arteries, gout, rheumatism, &c. The committee found, however, that his blood pressure was normal, though slightly on the low side, and he had never had a twinge of rheumatism. Their experiments with dogs confirmed their convictions as to the efficacy of meat diet. Dogs reconciled themselves to the diet more quickly. Among the Eskimos here, was comparatively no sickness. Death usually occurred either from old age or accident. Mr. Stefansson was warmly thanked for his address at the instance of Sr. Douglas Mawson, and Mr. L. Kieth Ward.

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MEAT DIET WITHOUT SALT.

MR. STEFANSSON'S MENU.

Popular theories or fallacies regarding diet were amusingly dealt with by Mr. Stefansson in a lecture at the Adelaide University last night. The chair was occupied by Professor Brailsford Robertson, and there was a large attendance. Mr. Stefansson said when he went north he had two prejudices. He could not eat fish or drink chocolate. When he was two years old his mother had nothing to feed him on except fish. Thus he knew how to account for that prejudice. (Laughter.) In his 24th year occurred to him that he would try chocolate, and found he rather liked it. He described a journey overland to the north of the Mackenzie River in 1906 here was nothing to eat but fish. He had a difficulty in accustoming himself to this diet. One thing he missed was salt. He could not explain why. He more or less expected to die from lack of salt. He tried to boil down sea water to obtain salt, but found it made an unpalatable mess. An Esquimaux was found with a tin of salt. He then discovered that he did not use the salt very much. It was a matter of psychology, as he never felt the desire for salt again. Later on he met Esquimaux who abominated salt. They all lived by hunting. He killed caribou with his rifle, and was so successful that the natives expected him to provide food for the lot. He tried them with curry powder, which they would endure, but the slightest flavor of salt was rejected. When salt was placed in the food it was severely left alone by the natives, and proved a saving. (Laughter.) For nine years out of eleven and a half he had lived on nothing but tea and meat without salt. After his return from one of his journeys he spent some time with specialists to get brushed up on current knowledge. A learned doctor of Harvard University had stated that a man could not live on meat alone. It was a pity that he had not known this before, as he had already lived nine years on meat. Had he known it could not be done he would not have done it. (Laughter.) He had broken in 20 men on a diet of nothing but meat and water, the meat including fish, flesh, and fowl. There was nothing but meat to be obtained. The men did not like it at first, but soon became used to it. They never got tired of food if they only had the one thing to eat. Did they ever hear of a Chinaman getting tired of rice? At the end of a year his men might say they would prefer to have something else to eat besides meat. But at the end of five years they desired nothing else. It was suggested that he should undergo a medical examination to see the effects of a meat diet. This was done, and the full report had not yet been supplied. But no evidence was found in his body of rheumatism or blood pressure, which were supposed to result from a meat diet. A dog brought up on one kind of meat would not eat anything else unless starved into it. He proposed to make scientific experiments on this line. Out of a thousand natives he was amongst he found no cases of indigestion, although they lived on meat alone. In most cases they died from old age or accident.