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Advised

Receipts for the financial year 1921-2 were only £11,234. This great reduction upon previous revenues, which averaged nearly £20,000 a year for the five preceding years, was attributed to special conditions, such as a strong impetus to the importation of timber, with a corresponding decrease in the demand for the local product, on account of favourable shipping terms. This State, however, has not maintained its early forestry advantage in the Commonwealth, and its proportion of forest lands publicly reserved is now the lowest in Australia. A few days ago a forest expert, who had studied developments in this direction in practically all parts of Australasia, said that South Australia, New South Wales, and Victoria plant altogether 3,000,000 trees annually, while New Zealand alone puts in 4,000,000; and thus comparatively early a result of the Dominion's experience of enterprise in forestry, when well and scientifically directed, is shown in the fact that, while the yearly expenditure is £100,000, the forest service is rapidly becoming a payable undertaking directly as well as indirectly.

Political Influence.

This effect has been attained through a complete reorganization some years ago of the National Forest Department, which has now a fine specially educated staff headed by an eminent scientist, and left practically free from political control, although there is a Minister officially in charge of it. No Minister can, in view of a general election, or for any other self-interested purpose, make it easy for constituents to secure allotments of specially tempting forest lands to add to their possessions, as has been done in some parts of Australia. In New Zealand such matters have to be considered in relation to national policy by both the Minister for Lands and the Minister for Forestry; and the decision is affected largely by the reports and recommendations of the forest officers. The Government, as a whole, too, endeavours in its general administration to encourage forest exploitation in a legitimate way by giving special inducements for the carriage and use of locally grown timber. In South Australia no distinction is made in railway freights between the charges for local and imported timber, and the freights here are higher than those in the other States, some of which at least allow the concession indicated. Men engaged in the local lumber and firewood industry urge that a reduced freight rate on locally grown timber has two obviously beneficial effects. (1) It increases the cash value of local timber, and so gives a real interest to forestry, and paves the way of progress to a much more general practice of reforestation in the State. (2) By assisting to sell the inferior trees now largely occupying the land, the reduced charge for carriage would help materially to clear that land for forestry work. These suggestions seem to be particularly appropriate when 42/ a ton is being charged for mallee firewood in the metropolitan area, while within a few miles of Adelaide millions of tons of fuel lie unutilized.

Money Making.

On the broad general question the cause for wonder is that neither the taxpayers nor the legislators of any country have until recent years realized the potential value of intelligently managed forestry as a revenue producer. When New Zealand proposed some years ago to deal with its forests comprehensively on economic as well as scientific lines, pessimists complained that the department would be a sink for the taxes; and it was hard to allay their timorous fears. They failed to reflect that, while a road begins to grow worse from the day when it is constructed, a forest begins to grow better from that time. The contrast to their apprehensions is supplied in the latest report of the Forest Service in New Zealand, to the effect that, "leaving out expenditure on plantations (capital expenditure) the Forest Service now claims, for the first time in the history of the country, to be revenue producing." The Government of India did not really apply itself to the systematic cultivation and conservation of national forests until some years after the mutiny; but, mainly on account of the foresight and skill of the late Col. George Falconer Pearson, who died a few weeks ago at the age of 96, the forests were so developed that in the five years dealt with in the latest figures available to me (1914-9) the State forests of India showed an annual cash surplus of £1,068,000. In spite of this, we are told that, through the foolish policy of neglecting the restoration and extension of forests, it is estimated that 13 years hence all the jarrah mills of Western Australia may have to be closed for want of material. The well-known and trustworthy writer, James Oliver Curwood, mentioned, in a recent powerful article in *The Rotarian*, that within the last five years 7,000 sawmills had been abandoned in the United States for the same reason. Yet "in the United States to-day three

billion dollars are invested in manufacturing plants where the raw material is wood. Fourteen million people—one eighth of the total population of the country—are dependent upon these wood-working plants for their livelihood." The prospect of judicious forestry from a financial standpoint must not be considered merely on the basis of statistics regarding the past. Experience has taught that it was not enough, in the terms of the old Scottish formula, to "aye be stickin' in a tree." Consideration has to be given to the variety of the tree relatively to economic and market values and the locality which it is to occupy in connection with suitability of soil; and here is shown the great economy in experiment represented by the system of broadcasting concerning which Mr. H. H. Corbin, B.Sc. (Lecturer in Forestry at our University) is such a keen enthusiast. That system enables dozens of different kinds of trees to be tried in a single planting, and proves the period of the year in which the planting ought to be done, the proper width between the trees, the treatment of possible diseases and parasites on them as they mature, the right time to cut them down, and the use of standard measurements in preparing the timber for market. Through neglect of these points in past years an enormous waste of timber has been caused, and with the avoidance of that waste forestry operations will be more productive in the future than they have been hitherto; for Mr. Corbin estimates that—computing direct and indirect results—that the annual loss to Australia through bad forestry has been 243 millions sterling. A corresponding saving will be effected by legislation preventing district councils and other local authorities from permitting people to destroy, for the sake of a paltry consideration, any trees to which they may take a fancy or be able to handle profitably. In some countries even private owners of certain valuable varieties of trees are not allowed to cut them down without the direct permission of the Government of the State concerned; and, although that may be a drastic regulation, it is better than the lack of law which renders possible such vandalism.



MODERN EDUCATION

"New Ideas" Conference

"The Dalton Plan" and "The Naughty Child."

Friday's session of the "Conference on new methods of education," at the University, was particularly interesting. The subjects dealt with were "The Dalton plan," by Miss Berry, which was discussed from every point of view, and "The problem of the impossible boy" (or rather the "Naughty child"), as the speaker (Mr. Lawton) did not neglect the female of the species, which also aroused considerable interest and comment. Professor Strong presided over a large gathering. Mr. A. L. G. MacKay, who was also on the platform, announced that they regretted that Mr. Allen, who was to have spoken on "The teaching of English," was unable to be present owing to sudden illness. Miss Berry had consented to extend her paper so as to occupy the whole time.

Professor Strong made his introductory remarks particularly brief, merely expressing the vital interest felt in hearing about the experiment that was being tried, and thanking Miss Berry for enlarging her treatment on the subject.

The Dalton System.

Miss Berry (of St. Peter's Collegiate for Girls) said that she had been asked to assume that the teaching profession admitted that there was something wrong with the education system of today. Education did not mean handing on parcels of knowledge to other people. It meant kindling the intellectual interests. Various ideas had been evolved and many plans tried, but no general scheme applicable to all subjects had been offered which made such a universal appeal as that introduced by Miss Helen Parkhurst, and now known as the "Dalton Laboratory

plan." It was while teaching in America, in a rural school, where the 40 pupils had to be divided into eight grades that, finding the necessity for employing the seven who were not receiving oral instruction, she hit on the idea of drawing up an outline of the ground to be covered, and, allowing the pupils to consult with one another as to the best means of covering it. Later in high school, primary school, and training college, she was seeking to provide opportunities for the average pupil to learn not only how to develop his intellect, but also how to conduct himself as a unit of society. In 1919 she was able to try her plan in a school for crippled boys. Success there was followed by further experiment at the high school at Dalton, Massachusetts, when came the name of this method of education. Great interest was aroused, not only in America, but even more in England, where Miss Belle Rennie, after studying Miss Parkhurst's methods, published a series of articles. Miss Parkhurst said that broadly speaking the old type of school stood for culture while the modern type stood for experience, the Dalton Laboratory plan was primarily a way whereby both these aims could be reconciled and achieved. After giving an outline of the further development of the plan, Miss Berry described just how it was being applied at the Collegiate School, work for a fortnight being assigned, through the pupils were expected to get through in the periods of "free work" discussing their difficulties among themselves. "Lecture lessons" were given at other times. It implied culture acquired through individual development, and through collective co-operation, and was no longer merely school—it was life. A detailed and interesting description of actual happenings was given, Miss Berry frankly touching on difficulties. The "assignment" should contain a setting forth of the problem to be studied, reference reading, memory work, and written exercises, which would give the pupil a chance to express his ideas, and the teacher to see that the right conception had been gained. A good reference library was essential to the establishment of the Dalton plan, of "free time" in which the pupil might and the abolition of timetables in favour of study whichever subject he pleased, the teacher being present to give advice if required. One of the biggest advantages was that the pupils themselves agreed that it enabled them to do better work. There were still defects, and much to be learned, but even now the Dalton Laboratory plan infinitely surpassed the old class system.

A comprehensive discussion followed.

The Naughty Child.

There was an even larger attendance at the evening session when D. H. Hollidge (Lecturer in Classics at the Adelaide University) was in the chair. The lecturer for the evening was Mr. Lawton, of St. Andrew's, East Kew, Victoria, who gave an intensely interesting presentation of his subject. Recent psychological research had thrown a flood of light on the problem of the naughty child. He was for the most part the product of his surroundings, as surely as diphtheria and typhoid were the products of insanitation. A major factor in bringing about the undesirable condition was the too insistent demand on the part of the adult for unquestioning obedience from the child. The development of moral integrity depended in great measure on the ability to choose intelligently between alternatives. A factor in the provocation of naughtiness was balked desire. A child asked questions concerning organs and bodily functions. Those questions were not satisfactorily answered, and sometimes he was rebuked for asking questions. The desire for knowledge was not killed, but only thwarted, with the result that he was generally driven to draw from a tainted source of knowledge, with irreparable damage to himself. On the other hand, he might be thwarted in his desire to do something. A child's desire could never be negated. It would find expression in some other way, often to our annoyance. Again, the child's desire for recognition or affection might go unsatisfied. That resulted in conduct known to the psychologist as "compensation" character, but regarded by the average person as bad character. The world had long been familiar with the ills of the body, and had developed a special class of expert to deal with them; but there were equally definite and definable ills of the mind. A naughty child was in fact a sick child, and should be treated accordingly by the expert. It was necessary to get to the cause in order to effect the cure. Recovery from measles or pneumonia would not be facilitated by the infliction of a fine for negligence in catching the disease. It was as futile to attempt to rescue moral integrity through punishment for faults or misdemeanours. Conformity to the dictates of external authority might be attained, but at the cost of a deformed personality. It should not be supposed because subtlety and selfishness were somewhat common, that those traits belonged inevitably to normal adulthood. A man had the capacity for achieving an infinitely higher goal, and might become (if he so desired), the embodiment of health, physically, mentally, and morally. To the attainment of that end all true education should be directed.

The lecture was followed by prolonged and animated discussion.

THE EDUCATIONAL CONFERENCE.

MODERN METHODS DISCUSSED.

The conference on "New methods in education," which is being held in conjunction with the Educational Association of South Australia and the Workers' Educational Association, was continued at the Conservatorium of Music, Adelaide University, on Friday. The afternoon session, which was presided over by Professor Strong, was devoted to an address on the "Dalton laboratory plan of education" by Miss Berry, of St. Peter's Collegiate for Girls, North Adelaide.

The lecturer said under the Dalton plan the child was given a certain amount of work to do in a given time, and was allowed to tackle the problems in his own way and at his own time. The subjects in the curriculum were divided into two groups, major and minor. The first included, in a secondary school, all examination subjects, the latter such lessons as physical culture, class singing, art, music, &c. Both groups were equally important. It was possible to use the Dalton method for the major subjects and to continue the minor on the class system if so desired. The tasks given the pupils were termed "assignments," and the success of the plan hinged on the drawing up of those assignments. Every assignment should set forth the main problem to be studied in each subject, and what reference reading, memory work, and written exercises should be carried out. This gave the pupil a chance to express his ideas and the teacher an opportunity to see that a right conception had been gained. For the purpose of checking the work done each assignment was subdivided into 20 units. The pupil had a card on which he marked off the number of units finished in each subject, and when all assignments for the period were completed they were initialed by the form master. The most vital part of the method was the introduction of what was known as "free-time," during which the pupil studied what subjects he chose. During free-time the teacher was present only to give advice or help when necessary. His function was to assist, to advise, and to direct the pupil's studies, but not to dominate or impose his will on the child at the expense of the latter's individuality.

Mr. D. H. Hollidge occupied the chair at the evening session, when Mr. Lawton, of St. Andrew's, East Kew, Victoria, delivered an address on the "Problem of the naughty child."

The speaker who has had remarkable success in dealing with recalcitrant children, said the naughty child was for the most part the product of his surroundings just as surely as diphtheria or typhoid fever was the product of insanitation. One of the major factors in bringing about this very undesirable attitude in the child was the too insistent demand on the part of adults for unquestioning obedience. The development of moral integrity depended in no small manner on the ability to discriminate intelligently between alternatives. Too often an immediate outward conformity was demanded. The opportunity to use the discriminative faculty was denied, and the inevitable result to the child was that he developed the habit of giving in, or he nursed a grudge which later broke out in rebellion.

Another factor in the production of naughtiness was balked desire. A child asked questions, especially those concerning his origin and bodily functions. These questions were either not satisfactorily answered, or the child was rebuked for asking them. His desire to know was not killed, it was only thwarted, with the result that he was generally driven to draw from a tainted source of knowledge with irreparable damage to himself. On the other hand he might be thwarted in his desire to do something. It was well to remember that a child's desire could never be negated. It would find expression in some other way, often to our annoyance. Again the child's desire for recognition or affection might go unsatisfied. That resulted in conduct known to the psychologist as "compensation" character, but regarded by the average person as bad character. The lecturer illustrated his thesis with examples that had come within his personal experience, and went on to say that the world had long been familiar with the ills of the body, and had developed a special class of expert to deal with those ills, but it was not until comparatively recently that it had been frankly acknowledged that there were equally definite and definable ills of the mind. A naughty child was in reality a sick child, and should be treated accordingly by the expert. It was necessary to get to the cause in order to effect the cure. Recovery from measles or pneumonia would not be facilitated by