dentally sylvicultural education in the public schools as well as the universities is being promoted with thoroughness and liberality. Canada is increasing its already large enterprises in forestry. The South African Government is pressing on an expansive national afforestation policy, with the slogan of the United States' enthusiasts—"Regrow our vanished forests!" Lest the use of the word "enthusiasts" may be regarded as a suggestion of fanaticism, it may be desirable to emphasize the fact that the urgency and pressure of the forest problem have converted people of every political party and section and all varieties of temperament to the belief that national disaster would be greatly accelerated by continued neglect of the advancement of sylviculture. In the Australasian divisions of the Empire popular opinion in the same direction is growing stronger and stronger every year, and a keen public consciousness is gradually being developed. Politicians and other public men are showing by practical action that they are in sympathy with the decisions passed at the inaugural meeting of the Empire Forests' Association, to which allusion has already been made—resolutions to the effect that a constructive and scientific national forest policy must be adopted throughout the Empire, and that encouragement should be given by official departments to this policy by the further education of public opinion, and mutual co-operation between forest experts throughout the Empire. New Zealand has introduced and is pushing on energetically a systematized forestry scheme which is involving a yearly outlay of £100,000 of State money, besides what is privately invested; and in Australia the like tendency is becoming more and more satisfactorily indicated.

Australasian Action.

At the latest meeting of the Australasian Association for the Advancement of Science, held in Wellington (N.Z.), in January, 1923, the subject of forestry,

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NEW IDEAS IN EDUCATION.

As an exposition of the developments in the science of teaching, the conference on new ideas in education, which will be opened at the University of Adelaide today and continued on Friday and Saturday, promises to fulfil a need that has long been felt in this city. Until now new ideas in education have been often heard of, but at the conference some of the ablest exponents in Australia of the new teaching will explain to all who are interested, the nature and scope of the new developments. It is generally admitted by those competent to form an opinion that the present educational institutions—even the best of them—are failing to turn out such good citizens as might be desired. It is widely recognised that this is due, largely, to a failure to train the emotions of the individual student, and of the crowd. There are admirable equipment and methods for dealing with the activities of the mind, but intellectual activities do not comprise the whole human being. A large proportion of individual and social ills are now being traced to defective training of the will, the desires, and the emotions. The aim in education, it is contended by the organizers of the conference, should be to develop the whole personality. Moral lectures alone will not make a man or a boy good. Virtue is in the will; lectures appeal only to the reason. Discipline, as generally understood, is to give way, under new ideas in education, to training; the sub-self is to be educated up to the reasoning conscious self, and thus continual mental conflict (the most frequent cause of what si called stupidity) is avoided. Discipline is to be positive, and not negative. At the conference papers to be read will explain the manner in which the philosophy of the New Teaching is being put into effect, and the resulting discussions and criticism should help to clarify and develop educational opinion in Adelaide and South Australia

MODERN EDUCATION.

"New Ideas" Conference.

Teaching Languages.

A conference of particular interest to all educationists, and in conjunction with the Educational Society of South Australia and the Workers' Educational Association, was opened at the University of Adelaide on Thursday for the discussion of new ideas in education.

Professor Darnley Naylor presided. In opening the proceedings, he referred to his early days at school, and the methods then in vogue, when French and Bible reading and other matters were considered largely as a joke. That was in the first form. In the second form they learned Greek, and he well remembered the first sentence—"The hyaena is a shaggy beast." In the third form they learned history, of which he remembered he always got high marks for something he did not understand at all. So, with the other forms, and with later education. There was an utter absence of modern subjects, but there was one important thing—they were not crammed, and, with all their weaknesses, the old methods left one able to become interested with other matters in later life. The great weakness of today was that they asked too many subjects, and they gave too much help to the children. They begged them to learn a precis of this and that, just for the sake of satisfying the stupid examiners. (Laughter). If he could be so impertinent as to advise he would say, "Compel the University, if you can, to ask for much less, but something much better." (Applause).

Teaching of Modern Languages.

The business of the session was an address on the "Teaching of modern languages," by Miss D. Gillam (of Woodlands Church of England Grammar School). She said that if they learned Sanscrit, and Sanscrit only, they should be able to take their part in the world. It was not the number of languages that would help them, but the quality of the learning. She recalled her early experiences of teaching French on the old methods, and she said she realized that it was necessary to find another way. She had been learning for 10 years, but she realized that she could not even speak the language, and she could not, therefore, teach it. She contracted about that time, what was known as the direct method, and now, after 10 years' experience of it, she was convinced of its value. Translation was a fine art. People who did not even know their own language were expected to translate when they first started to learn a foreign language. Those who wen to France found they could do nothing with what they learned of the language at school. The first essential was to be able to produce sounds. One must be able to hear the language correctly, and it was to that end that phonetics was taught. Sounds, therefore, particularly in songs, were useful in conveying the direct idea, as distinct from translation. The result was an entire absence of the objectionable practice of mouthing, which was almost inseparable from the earlier methods.

An object lesson of the direct method was demonstrated with a number of scholars from the Woodville High School.

Child Psychology.

The evening session, which was open to the public, attracted a large audience. Professor Mackellar Stuart presided, and introduced Mr. F. K. Barton, of Turramurra College, Turramurra, New South Wales, who delivered an interesting address on "The instincts and the school."

The new education, said Mr. Barton, was the outcome of the new psychology, whereas impulses and motives were ignored by the old psychology. That attitude was attacked by the new psychologists of two schools—that of McDougall, who recognised separate instincts as the motives of human behaviour, and the psycho-analysts, on the other hand, who regarded them as the manifestations of the personality. Mr. Barton contended that that latter view had proved the more helpful to teachers. Developing the idea of life force, he showed that the manifestations which he had observed in the behaviour of the developing mind, showed a progression or evolution. Those stages were each dominated by instincts. First there was the baby stage, with its instinc to obtain nutrition. The next stage wa dominated by a growing sense of power and the third was the age of imagina tion. That completed a first great stage known as the self-regarding age. A transition then took place by which the social instincts were given full play. That might be called the social stage, which lasted until the end of life. The social stage in turn passed through three stages. First, there was the age of self-assertion, then the stage during which behaviour was dominated by loyalty, and finally the stage during which the parental instincts were developed. The speaker proceeded to apply those principles to the functions of the school, which, he said, were two-fold. Its first aim was to provide material for the sublimation of those tendencies through expression. The next was to occasionally re-educate certain left-over manifestations, relics of stages which had not evolved in the normal fashion. That re-education could not be accomplished through fear, as that made it impossible for the school to fulfil even its first function. People, especially parents in these days, worried far too much about the need for equipping a child for after-life. The normal evolution of the child would take care of that preparation in the right place. The school should devote itself to the development of the social virtues. (Applause).

To-day's Business.

Mr. E. A. Allen, a teacher of the Adelaide High School, who was to have addressed the conference this evening, has been taken suddenly ill, and is to undergo an operation. In order that the session shall not be limited, Miss Berry, of the St. Peter's Collegiate School for Girls, who is to speak at the afternoon session will extend the scope of her address to cover the two meetings. Her subject will be "The Dalton plan."

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MODERN EDUCATIONAL METHODS.

NEW IDEAS IN TEACHING.

A strong plea for a simpler curriculum and a higher personal standard of achievement was made by Professor Darnley Naylor at the opening session of the conference on new methods in education, which was held in the Elder Conservatorium on Thursday afternoon. The conference, which has been arranged by the Educational Association of South Australia and Workers' Educational Association, is thoroughly representative and the subjects listed for discussion cover a wide and varied field of educational activities.

Professor Darnley Naylor, who acted as chairman, said there were many problems which confronted them in their work, but there was something to be said for the old-fashioned educational methods. There was no cramming and the students faced their own problems and worked them out to the best of their ability. They were interested in their work by this means and what was more it helped them to keep that interest in the work in hand through life when they grew up and turned to other spheres of occupation. To-day he considered that too many subjects were insisted upon and too much help was given to pupils. There was altogether too much memorising and students were discouraged to learn a precis of this or that subject, by rote, for the benefit of "some extremely stupid examiner." It was a bad plan and they would not get as good results from it as from the old fashioned system. The educationists present would have indeed achieved much if they could persuade the University to ask for something much less but very much better from a student. (Applause.)

Miss D. Gillam, who delivered an address on "The teaching of modern languages," said it was not the quantity of learning which was absorbed but the quality. At first she taught French as she herself had been taught, until she suddenly realised that mere mechanical translation was not learning a language. After learning French for ten years she discovered when she went to France that she knew nothing about it. She was convinced from personal experience that the direct method was the proper way to teach French or any modern language. If they were merely learning another language in order to strengthen their acquaintance with their own translation was a great aid. Few people, however, had the slightest aptitude for true translation which was in itself a fine art. It was impossible to appreciate a language without hearing it. In teaching by the direct method it was necessary to begin with a study of phonetics, and at the end of six months the student should be able to name every article in the classroom and should at least be able to form brief sentences dealing with them. Singing was also of great assistance in teaching by the direct method, but the children should not be encouraged to attempt literal translation. There was a danger of ugly "mouthing" as a result of phonetics, but by teaching the children to speak in a normal manner at a normal rate this was easily overcome. Then came the translation stage, when they learned to write the words which their grounding in phonetic enabled them to spell intelligently. The lessons were extremely fascinating, as the child was gradually led to think in the new language when called upon.

A number of girls from the Woodville High School were present, and Miss Gillam gave an interesting exposition of teaching French by the direct method, the girls forming the class.

In the evening a public meeting was held and Professor Mackellar Stewart presided over a good attendance. He said modern methods of education no longer relied on the child as a merely passive recipient of hospitality. The advanced methods of Mr. F. K. Barton, of New South Wales, had aroused much interest. He allowed for the fullest development of personal responsibility and his college was organised as a living democracy. (Applause.) Mr. Barton was a graduate of the Adelaide University.

Mr. Barton, who was warmly welcomed, said he intended to deal with "The Instincts and the School." The new education was the outcome of the new psychology, whereas impulses and motives were ignored by the old psychology. That attitude was attacked by the new psychologists of two schools, of which that of McDougall recognised separate instincts as the motives of human behaviour, while the psycho-analysts, on the other hand, regarded these as the manifestations of the personality or the life force. Mr. Barton said the latter view had proved more helpful to teachers. Developing the idea of the life force, he showed that the manifestations which he had observed in the behaviour of the developing mind showed a progression or evolution. These stages were each dominated by instincts. First there was the baby stage, with its instinct to obtain nutrition. The next stage was dominated by a growing sense of power, and the third was the age of imagination. This completed a first great stage known as "The Self-regarding Age," and a transition then took place by which the social instincts were brought into play. This might be called the social stage, which lasted until the end of life. During this time a person passed through three stages. First the age of self-assertion, then the stage during which behaviour was dominated by loyalties; and then the stage during which the parental instincts were developed. The speaker proceeded to apply these principles to the function of the school, which, he said, was twofold. Its first aim was to provide material for the sublimation of these tendencies through expression. The next was occasionally to re-educate certain "left-over manifestations," or relics of stages, which had not evolved in the normal fashion. That re-education could not be accomplished through fear, as that made it impossible for the school to fulfil even the first part of its function. People, especially parents in these days worried far too much about the need for equipping a child for after-life. The normal evolution of the child would take care of this preparation in the right time and due course. The school should devote itself to the development of the social virtues.

The conference will be continued today.