

TRAINING EMOTIONS

LEAGUE OF NATIONS.

New Branch of Education

"TRAINING THE EMOTIONS."

"Education should include the training of the emotions," said Professor J. McKellar Stewart, Ph.D., in an address on "The Educational Basis of the League" at the League of Nations' Union luncheon today.

"Every form of social organisation rests ultimately on the minds of the individuals who constitute its members," he continued. "Its strength and effectiveness are to be measured by the enthusiasm, intelligence, and will which lie behind it. The League of Nations, one of the most recent forms of social organisation, is no exception to this rule. It had its birth in the idea of the rule of right in human affairs, an idea which was rooted in the enthusiastic will of millions of men and women who, through blood and tears, saw the vision of a world in which men might dwell together in unity.

"Men of practical sagacity translated the idea into organisation, but the organisation draws its driving power from the mind and character of the individual nations compacted together. It is of supreme importance that the driving power should be maintained at its maximum pitch. This means education which must begin with the youth of the different peoples.

Habits of Will

"The training of the emotions is not as a rule, included in the systems which are generally put before us. We set out to train intelligence, to develop habits of will, but the emotions are usually left to look after themselves. Yet recent psychology has made it clear that the emotional foundation of character is of first importance. It has shown that the emotions are forces. This means that within each is an active tendency which seeks expression in action, an which uses thought for its own end. The primary emotions, such as fear, anger, wonder, disgust, sorrow, and joy first act spontaneously in the interest of the body.

"As mind develops these forces are re-directed to the welfare and happiness of life instead of its mere preservation. They come to be organised round all those objects which we regard as the good things of life. Thus re-directed and organised, the primary emotion enter into larger systems, which in psychology are known as sentiments. By this is understood organised systems of emotion centred upon objects or ideas of objects. Examples of such sentiments are friendship, patriotism, and love of righteousness.

Universal Principles

"The problem of the training of the emotions is that of re-directing and organising them in relation to objects that are of genuine human worth. In the first place all those forces which cut across national boundaries and disregard international barriers should be exalted—such as art, science, morality, and religion. At the basis of these there are principles which are universal and which make their appeal to the human mind as human. These are the fundamental threads of unity which link people to people. The teaching of history should make it clear to the student that no one nation has a monopoly of any one of these threads, but that each nation has made its contribution to the common stock of human good. On the other hand, those things which divide people should not be extolled—such as competitive trade and military prowess.

"The only hope of enduring international harmony lies in the hitching of the emotional forces of character to worthy objects," said Prof. Stewart in conclusion. "International peace will come only with the growth pervading sentiments for the great things which are the goal of the quest of humanity—truth, beauty, and righteousness."

Mr. G. L. McKay presided at the weekly Luncheon of the League of Nations Union on Tuesday. There was a good attendance of members, particularly ladies. Professor McKellar Stewart was the speaker, and his subject was "The League and Education, or Training the Emotions."

Professor Stewart said it was assumed that every form of social organisation rested on the mind and character of its members. Its strength and effectiveness were to be measured by the enthusiasm, intelligence, and power of the will behind it. The League of Nations Union was no exception. Its success depended upon the character of the men and women behind it. Dr. Woodrow Wilson had formulated the idea of the rule of right in human affairs. It grew because it was rooted in the enthusiastic will of men and women who, through blood and tears, had a vision of a state of society where men and women could live together in unity. The driving power behind the movement must be developed to its highest pitch, and it meant the education of the youth of the people who had thus come together. Men's ideas and enthusiasms were fixed, and the hope of the future of the League rested with the youth. He suggested that the education to provide a secure basis for the organisation must include the training of the emotions. It was usual to train the intelligence to acquire knowledge, but they left the emotions largely to look after themselves, possibly because they were intangible things. But recent developments of psychology had revealed much. Emotion was a real force—not passive or something simply enjoyed or suffered. There was always a tendency towards some desire or action. The emotion of fear was a tendency to move to avoid danger. So the various emotions were the spring of action, acting spontaneously and mainly in the interest of the body. Fear, anger, wonder, disgust, and other emotions acted in the child to preserve the body. These forces later became re-directed towards the well-being and happiness of life, and formed themselves into what, in psychological jargon was called "sentiment," or the organised assistance of these emotions. Friendship, patriotism, love of country and of righteousness, were sentiments the objects of which were to protect and co-operate with the objects on which they were centred. Love in the mind of a mother was an emotional disposition towards the child. Fear, danger, anger, joy, and sorrow, were all systems working through their emotional eye. The whole problem was one of re-directing and organising these primary forces for human work. Emotional forces were sometimes hitched to material things and were as husks to the swine. They must direct them to genuine human assistance and value. In the process of re-direction they had initiation, suggestion, praise, and other things to work upon. He suggested that certain lines might be adopted for the training of international sentiment. In the first place, all the forces which cut across national boundaries and refused to recognise international barriers, should be exalted in the child's mind. The juvenile mind would respond to the right things. They should exalt science, art, morality, and religion, which knew no nationality or international barriers. They were fundamental privileges common to the world over. They should be emphasised in the child's mind. Let him see them operating in the progress of history, and he would come to love them as the basis of knowledge. They should refuse to extol military powers and competitive trade, as things which made a nation. He almost bowed his head in shame when he read that Britain's greatness depended upon the excess of her exports over her imports. They had been told that Britain had been built on conquest, exploration, and trade. That was only part of the truth. Beneath was the deeper truth and the finer significance that it was the freedom of her institutions and self-government that had made her great. They should refuse to extol the idea that trade had made Great Britain. It had been a dividing power. It had resulted in international strife and war. The only hope of achieving the object of the League of Nations—enduring international harmony—rested in hitching not only thought and will, but emotional power and character to worthy objects. International peace, whose face they were longing to see, clear, confident, and beautiful, would come only with the growth of the pervading sentiments. Training habits was not enough, organisation was not enough—it was merely mechanical—they must encourage the pervading sentiments of sacrifice, truth, beauty, and the rule of right in human affairs. (Applause.)



Adelaide men to debate with members of British University team. From left to right—Top row, Messrs. J. R. Kearnan, A. L. Pickering, S. Pick, and G. C. Harry. Bottom Row—Messrs. B. G. Griff, M. R. Kriewaldt, and J. F. Brazel.

REC. 19.5.26

PRICKLY PEAR. R. 19. New Parasite Found.

Disease to Supersede Insect.

NEW YORK, May 17. The Australian Press Association has learned that important developments may be expected in the utilization of parasitical fungus diseases for combating prickly pear. Caution, however, must be expressed. While optimism concerning the value of fungi is justified, nevertheless it will be several years before it will be safe to introduce the parasite to Australia, even if it is definitely determined that it can kill the pear.

Mr. H. Kingsley Lewcock, of Adelaide (Commonwealth Travelling Research Mycologist) was sent to the western hemisphere to study the parasites of opuntia, both native and introduced. He returned to the United States several months ago, after an interim visit to Bermuda, where, with Professor H. H. Wetzel (pathologist) of the New York State College of Agriculture he made a close study of the native prickly pear. He stated to the Australian Press Association:—

"I may say that the conditions I saw on Bermuda impressed me very much, and that I was able to secure cultures of two destructive diseases of native prickly pear, which I now have under observation. At the present juncture, however, I feel that it would be inadvisable to give undue publicity to the preliminary results so far obtained; but as soon as more complete information is available, indicating the probable value of the parasite for fighting prickly pear in Australia, I shall be glad to make a full statement."

The American plant pathologists, notably Mr. William Taylor (Chief of the Bureau of Plant Industry in the United States Department of Agriculture, have expressed great interest in Mr. Lewcock's studies, and have placed facilities at his command for a continuation of the investigations.

Mr. Lewcock, since last December, has been working in the laboratories of the Department of Plant Pathology, at the University of Wisconsin. He will go to Cornell University in June, and thence to the Botanical Gardens of Washington to work with Dr. J. N. Rose. Thence he will travel to the south and south-western States, after which he will return to Bermuda, where he has planned to establish a prickly pear far for introduced species, upon which fungus disease experiments will be continued. It is indicated that the Bermudan fungus growths show tenacity and vigour of maintenance, unlike some other insects of diseases. It is understood that, once planted, the fungus growths will not require so much renewal as insects. The great problem, however, is whether there is a danger that the fungus will spread to economically useful plant life, and until that question of control is answered, the practicability of fungus parasites for introduction to Australia will not be determined.

Mr. Lewcock, as well as the other Australian plant pathologists in the United States, are continuing their studies of insect parasites of pear. Those are not yet being discarded in favour of fungus.

Mr. L. F. Hitchcock, who succeeded Mr. Alan P. Dodd (Commonwealth Senior Entomologist) at Uvalde, Texas, a fortnight ago, will shortly proceed to Mexico, to take up insect-parasite studies.

UNIVERSITY DEBATERS

British Team Due Next Week

LOCAL OPPONENTS

To meet a team of British University debaters, who will arrive in Adelaide on May 22, University men of Adelaide are preparing for what promises to be keen discussions.

Those chosen are:—Messrs. M. R. Kriewaldt, B.A., LL.B., B. G. Griff, LL.B., G. C. Harry, LL.B., J. R. Kearnan, LL.B., A. L. Pickering, LL.B., J. F. Brazel, and S. Pick.

Mr. Kriewaldt will lead the team. In addition to the degree of law of the Adelaide University, he holds a degree as Bachelor of Arts of the Wisconsin University, America. He has had much experience in debating, and coached teams on many occasions. He has represented Adelaide in intervarsity contests. He was one of the most successful opponents of the Oxford University team last year.

Messrs. Griff and Harry represented Adelaide at the intervarsity debates at Sydney last August.

Mr. Kearnan gained early training with the Christian Brothers' College Literary Society. He has spoken for the Law Students' Society, and was successful in the impromptu speech competition conducted by the South Australian Literary Society's Union two years ago. He was one of the founders of the Adelaide Catholic Literary Society, of which he is president.

Mr. Pickering has, for several years, debated with the Law Students' Society. Mr. Brazel is a law student, and received his early debating experience with the Christian Brothers' College Literary Society. He has debated with the Adelaide Catholic Literary Society since its formation.

Mr. Pick is also a law student, and was the Tennyson medallist for three years at the Christian Brothers' College. He has had much experience in debating with the college literary society.

MAIL 15.5.26

UNIVERSITY EXTENSION LECTURES.

The first course of extension lectures, beginning on June 8, will be delivered by Professor Sir Archibald Strong, and his subject will be "Great English Satirists." The lecturer will discuss the functions of satire, and will compare and contrast the use made of it by representative writers, ancient and modern, including Lucian, Juvenal, Swift, Voltaire, Heine, Anstole France, and Samuel Butler. He will quote instances of its use for offence and for defence, and will examine its relationship to irony. He will then deal with some of the greater English satirists, beginning with Chaucer, passing to the racy pamphleteers and verse satirists of the Elizabethan period. He will devote an entire lecture to the great age of English satire—the age which began with Dryden and included Swift, Steele, Addison, and Pope. Of later 18th century writers Fielding and Sterne will receive special notices, and the lecturer will pass to Byron and the Victorian satirists, making special reference to the verse of Swinburne, and the prose of Matthew Arnold and Samuel Butler. In conclusion, he will return to the analysis of satire, and will show how it may be used either for the defence or for the destruction of the existing social order. He will contend that whereas satire is frequently the outcome of mere cynicism, it is often, especially in the hands of its greatest practitioners, an inverted form of idealism, finding expression in noble rage and indignation. The course will be illustrated by extracts from the authors chosen for the course.

NEWS 15.5.26

Dr. C. E. Fenner, F.G.S. (Superintendent of Technical Education) will celebrate the forty-second anniversary of his birthday on Tuesday. Dr. Fenner was born in Talbot (Victoria). At the Melbourne University he took his Doctor of Science degree and the Diploma of Education. He was also Ker- not Research Scholar. For three years from 1913 he was principal of the Ballarat School of Mines, and for the last 11 years has been superintendent of Technical Education in the South Australian Education Department. After coming to Adelaide Dr. Fenner was awarded the Sachse gold medal by the Victorian-branch of the Royal Geographical Society. Dr. Fenner has recovered from his recent illness and has returned to duty.



Dr. C. E. Fenner