

ADV. 8-1-26

## GOOD CITIZENSHIP,

## The Aim of Educationists.

"The outstanding characteristics of the work of the school teacher to-day are the recognition of the moral, the physical, and the intellectual value of the child," said the Director of Education at the conference of the Education Society last night.

The opening session of the third conference of the Education Society of South Australia was held at the Institute Building, North Terrace, last night. There was a good attendance, among whom were many of the leading educationists of the State. The president (Professor J. McKellar) (swart) said at the first conference of the society their subject had been "Freedom of Education," at the second it was "The Basis of a Liberal Education." That night we were to begin the discussion on "Education for Citizenship." The speaker who was to address them that evening was peculiarly well to deal with that subject from either end. The society clearly recognises interest in education as well as in particular in educational methods. They are faced in these days by an enormous educational organisation directed towards one end. The greater part of the money spent in direct taxation in the various departments went to support that organisation. If they remembered that religious institutions and private persons had also indulged in personal abuse. It was circumcision that was the very quality which Australia stood in danger of losing to-day. Too frequently the bitterness of political strife has not only led to the deterioration of the individual, but has descended into the realm of personal animosity. The history of almost everybody's mental and spiritual development was the story of his contact with other persons. Many a man who had been brought up in a home could recollect particularly well the technical master-mind taught by a particular master, but he was conscious of having received from him a mental and moral outcome which was far above everything else for him was sold and bought. It was primarily to the teachers that they looked for the fostering of the social consciousness and the social conscience. Speeches and the social conscience, speech effectively used to awaken the student's social consciousness. No other study emphasizes vividly the inter-dependence of man upon man and the reciprocal nature of their efforts even when separated, if they appeared to be competitive. (Applause.)

**Moral, Physical, and Intellectual.**

The Director of Education—Mr. M. H. ...

The Director of Education (Mr. W. T.

up that organisation, they could get the idea of the extent to which it had been successful. The teacher said that a well invested, provided the right impression of that organisation made some contribution to the essential wealth of the community. One of their great problems as far as known, they could treat a boy as a girl as well as a man at the same time. The teacher seemed to be to strike a balance and to get a type of education which would do justice to the boy as a boy, and at the same time fit him to be a good man. (Applause.)

A Social Consciousness.

Social Consciousness.

The Lord Mayor (Mr. Wallace Brasell) said moral fibre as well as his physical health depended on how many years the child could remain at school, and his child's life was to be given to the school, forward and keep pace with the times and where the child dropped all educational science and industry. At the present work at the compulsory minimum age—11 it was a popular cry, and there was a desire—he said, to shorten the task or the time required, and to insist that what was good enough for the 10-year-old boy 30 years ago was good enough for the 11-year-old boy. That was such that little time was left for anything else. For effective preparation for citizenship they had to rely upon the work of the secondary and higher educational agencies, and the best way through those agencies those who in the natural order of events would be the leaders of the community. The first qualification of a good citizen was that he should be a good man. That was quite a different thing from a class consciousness. It meant that from a class consciousness he was awakened to the fact that over and above his own personal existence he had an obligation as part of that class to the regeneration of the nation which they called the State. A good citizen should also have a social conscience. It was not sufficient merely that a man throw himself into any particular cause or pursuit. His conduct had to be based on a sense of responsibility, and dignified by a proper regard for ethical values having given the good citizen a sense of responsibility for the welfare of others.

is social responsibility, and digitized information, and they did not recognize that they had to be trained to a habit of thought, that he be trained to a habit of independent thought. Unless a State, or my community, was prepared to be completely led, a large section of its people had to be able to think more than the thoughts of others, and to read more than the news of others' newspapers. There could not be no development of any value so long as a man remained a slave to other men's thoughts. But as valuable as independence of thought was, it became a danger if it was not provided with a school. If the student was not provided with a school, he would be a danger to himself, and to his country.

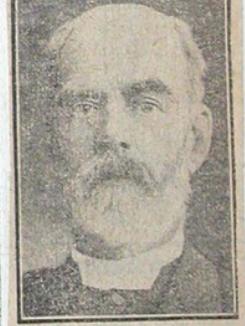
dequate standards to assist his judgment. The judges of the conditions and history of his own and other countries in which they had the collective experience and achievements of mankind. With this knowledge, or access to it, their good citizens could effectively appraise the value of any tendency in his own community. All these factors were of great assistance to a healthy civic life if the good citizens were not able in some way to communicate their ideas and a healthy public opinion depended in the main upon the ability of the healthy-minded members of the community being able to express themselves.

In the opinion of fate that too often the people with the knowledge had no adequate powers to convey it, and those abundantly blessed with powers of expression had nothing worth expressing. All the qualities mentioned above with them were found that quality which Britishers expressed so effectively as "sportsmanship," that quality in a man which enabled him to fight for his idea because he believed it right, but to take a defeating blow

qually with a knowledge of the three.  
The teaching ranks, both public and private, in South Australia contained hundreds of men and women who lived and labored and made sacrifices for the children for the joy and delight it brought them, and who strove to achieve success without thought of reward. Most of the benefits of education were moral benefits. Every boy who started on the ocean of life would find that character was more important than knowledge, either or culture. They therefore realized the sacred duty was to weld into the characters of the children fearless truth, bravery, honor, activity, many skills, personal independence, and mercy, benevolence, humility, and self-sacrifice. Above all, they tried to cultivate that spirit of true patriotism which would lead them to love their country, to cheerfully obey the laws, and to honor the King. (Applause.)  
The sessions of the conference will be resumed this afternoon.

ADV. 9-4-26

The Rev. Canon F. Stanley Poole, M.A., will attain the age of 81 to-day, he being a native of Maidstone, Kent, but the greater part of his life has been spent in this State, where he has been a distinguished figure in Church and educational circles for a long period. When 13 years of age he began a course of education at the Manchester Grammar School, and later went to St. John's College, Cambridge, where he was a Somerset exhibitioner and was twice prizeman. While at Cambridge he took his degree, and on the establishment of the Adelaide University he was admitted ad eundem gradum. In 1877, when in his twenty-second year, Canon Poole was engaged by Bishop Short, who at the time was in England, for a position as a master at St. Peter's College, but it was subsequently ascertained that the post had already been filled. He, however, occupied a position as catchatist at the Pounds Mission. When 23 years of age he was



The Rev. F. S. Poole,

ordained deacon, and was appointed to the curacy of Robe. In 1859 he received priest's orders. After his incumbency of Robe he was transferred to Mount Gambier. A visit to England followed, and after his return to South Australia he took charge of Christ Church, Strathalbyn, and later of St. John's Church, Halifax-street, Adelaide. The latter position he held for about 21 years. It was during this period that he was instrumental in securing the erection of the present fine building, and materials in the construction were contributed by the Church of St. Mary Magdalene, of Moncksburg. In addition to his work as a parish priest, Canon Poole rendered a splendid service in connection with education, as a canon elector of St. Peter's University on different occasions. He was made an honorary canon of St. Peter's Cathedral in 1857. In 1883 he accepted the position of vicar of St. Paul's, Ballarat, but returned to Adelaide in 1886. Canon Poole's healthiness made him desirous of trying to take another incumbency, and for a number of years he conducted a private school, and did much valuable work in conducting studies in the neighbourhood. At Creswick, Canon Poole has rendered valuable service to the cause of education.

**POU.** 9-7-26