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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 Stewart) said at the first conference of the society their subject had been "Freedom in Education," at the second it was "The basis of a liberal Education." That night they had to begin the discussion on "Education for Citizenship." The speakers who were to address them that evening were peculiarly able to deal with that subject from either end. The society existed to promote interest in education, and in particular in educational methods. They were faced in these days by an enormous educational organisation directed towards an end. The greater part of the money paid in direct taxation in the United States went to support that organisation, and if they remembered that religious institutions and private persons had also invested very large sums of money in building up that organisation, they had some idea of the extent to which it had grown. He believed the money spent had been well spent. Speaking for the produce of that organisation made some contribution to the essential wealth of the community. One of the great problems that was to know how they could treat a boy or a girl as such, and at the same time fitting them for future citizens. The work of the teacher seemed to be to strike a balance and to get a type of education that would give the child the best of both and at the same time fit him to be a good citizen. (Applause.)

A Social Consciousness.

The Lord Mayor (Mr. Wallace Bruce) said in training an educational curriculum much depended on how many years of the child's life was he going to have control, and where the child dropped all educational work at the compulsory minimum age—he thought he knew that the duty of the teacher to instil sufficient of the three R's was such that little time was left for training citizens. For effective preparation for citizenship they had to rely upon the work of the secondary and higher educational organisations, and moulding through those agencies those who in the natural order of events would be the leaders of communities. The real qualification of a good citizen was that he should have a social consciousness. That was quite a different thing from a class consciousness. It meant that he must have awakened to the fact that over and above his own personal existence in relation to other life, as part of that great organisation of humanity which they called their State, a social obligation was laid upon him. His conduct had to be animated by a sense of responsibility, and dignified by a proper regard for moral values. Twelve-and-twenty years ago the idea of social responsibility, and the idea of the rights of others, they should need insist that no be trained to a habit of independent thought. Unless he was a strong personality, was prepared to be entirely led, a large section of its people had to be able to think and act upon the thoughts of their fathers and their neighbors and their newspapers. There could be no development of any value so long as man remained a slave to other men's thoughts. But as valuable as independence of thought was, it became a danger if with it the student was not provided with adequate standards to assist his judgment. Those standards came from a knowledge of the conditions and history of his own and other countries in which he could see that certain movements had improvements of mankind. With this knowledge, or access to it, their good citizen would be a man who was a helpful and effective tendency in his own community. All those good qualities would be of very little able in some way to communicate his ideas, and a healthy public opinion depended in the upon the ability to convert the minds of minded members of the community be able to express themselves clearly. If often the people with the knowledge had no adequate powers to convey it, and those among them blessed with the power of expression had nothing worth expressing. All the qualities mentioned were of very little avail unless they were backed by a sound that quality which Bettelaer expressed as effectively as "sportsmanship," that quality in a man that made him ready to fight for his idea because he believed it right, but to take a defeating blow without malice, but in perfect balance and in perfect balance and in perfect balance and