

truthful in art or really reproduce the merely facial characteristics which distinguished him. If he were still alive, and if he were advising the form which should be taken by a public memento of a man honoured as he was honoured, Mr. Hartley would probably propose the establishment of scholarships which should connect the foundation and the summit of his life-work—the State schools and the University. What could be better than the creation of an order of exhibitions and scholarships associated with the name of Hartley? Might not the Ministry appropriately begin a movement with such a purpose by the promise of an equal subsidy for all private subscriptions to commemorate the man who built up the South Australian educational system? And could anything be more graceful—would anything be more appreciated by Mr. Hartley if he were with us still—than a penny contribution to the same fund from every child in attendance at the public schools? The idea, at any rate, is worth consideration, and the Government might well perform their duty in relation to it before they undertake the heavy task of choosing a successor to the officer whose death has so profoundly moved public feeling. In this matter the Ministerial responsibility is great, in proportion to the exceptional merits of the late Inspector-General, and we shall not, by premature speculations, increase the difficulty of the selection; but it is obvious that a mediocre man, or an unsystematic administrator even though a man brilliant in academical attainments, would sadly deface the monument which Mr. Hartley has left in the shape of the splendidly efficient State-school system of South Australia.

Regista 17<sup>th</sup> Sep 1886

THE LATE MR. J. A.  
HARTLEY ON EDUCATION.

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At the present time, when the public mind is deeply stirred by the sense of the great loss which the colony has sustained through the death of Mr. Hartley, it will be interesting to reproduce the address delivered by the late Inspector-General at the Congress of Victorian School Teachers, held at Ballarat in April last. Of this deliverance the "Australasian Schoolmaster" remarks—"The masterly address of the Inspector-General of Schools in South Australia will live long in the memory of those who had the privilege of listening to it."

Mr. J. A. Hartley, who was received with most enthusiastic applause, said it was very kind to give him so hearty a reception. He had been asked to write a paper; but he had not brought one. His address, therefore, might lack well-balanced sentences and well-rounded periods; but it would possess sincerity and simplicity. At any rate, he begged them to overlook any little deficiencies.

It was difficult—nay, practically impossible—for any person speaking upon the subject of education to say anything entirely new. The world, he was told, believed it knew how to run a newspaper better than the Editor, and there had been opinions expressed in regard to education, in writing and in speeches, by some of the best of our public men, who were simply lookers-on, but who saw perhaps, most of the game. While he spoke, perhaps, just a little scoffingly of the average criticism, he would be foolish to say that some of the best criticism had not come from the lookers-on. He could say nothing new on the subject any more than preachers did. What he had to say, however, would be an earnest setting forth of his views upon education simply in the hope that they and he might come to know each other better, and that he might learn from them.

If they looked at this—the nineteenth century—they would see there were three broad, wide characteristics. There had been an immense development in science, learning, and manufactures, while there had been experienced a great increase in the armies of Europe, the people of which had to give a good deal of their lives to learning how to kill their fellows. There had been, too, a strong demand on the part of the masses that their children should take full advantage of the education that the State could give them. They all knew that when the early settlers began to colonize the United States of America a law was passed that every village should keep its school; but the Central Government did not appoint—and did not now—appoint officers to control the education given. Each group of parishes or committees appointed its own Board of Education and officers. They in the United States, perhaps, showed the world the first example of the kind; but it was not a system of State education. The common schools of Scotland they were aware of, and they needed no reference.

Curiously enough, the first development of State education was in consequence of war—after the Prussians had been defeated by Napoleon I. Those at the head of affairs looked around for means to improve the intellectual position of the people, believing that they would, having attained their ultimate object, be enabled to recover their lost prestige. Their great men came to the conclusion that the means to be adopted was to improve the system of education throughout the land, and it was carried into effect about the year 1809 or 1810.

During the last century the chief means of education for the masses in England was found in the Charity Schools, which were very largely under the control of the Church of England; but a certain stigma of reproach was attached to these establishments. But the Church did noble work in this matter, and he felt he could praise their work the more because he was not a member of that Church. Early in this century—almost in the beginning of it—efforts were made by Bell, Lancaster,

and others to carry out the ideas of the Swiss reformer, Pestalozzi. Things went on till about 1830 or 1840, and then small Government grants began to be given to the schools. At first, he believed, £20,000 was given. These grants mounted year by year, and by-and-by there was a great movement in favour of State education, which culminated in 1870 in what was known as Forster's Act. Now the amount of the grant was between £4,000,000 and £5,000,000 annually. (Applause.)

The full development of education in France came as a consequence of war. After their great defeat by the Prussians they did as did their conquerors some fifty or sixty years