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FIRST REPORT

OF

THE ROYAL COMMISSIONERS

APPOINTED TO INQUIRE INTO THE

ENDOWED SCHOOLS AND HOSPITALS

(SCOTLAND),

WITH

EVIDENCE AND APPENDIX.

Presented to both Houses of Parliament by Command of Her Majesty.



EDINBURGH:

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ENDOWED SCHOOLS AND HOSPITALS (SCOTLAND) COMMISSION.

VICTORIA R.

VICTORIA, by the Grace of God of the United Kingdom of Great Britain and Ireland Queen, Defender of the Faith.

To our trusty and well-beloved SIR THOMAS EDWARD COLEBROOKE, Baronet; our right trusty and right well-beloved cousin, ARCHIBALD PHILIP, EARL OF ROSEBURY; our trusty and well-beloved SIR WILLIAM STIRLING-MAXWELL, Baronet; our trusty and well-beloved CHARLES STUART PARKER, Esquire; our trusty and well-beloved JOHN RAMSAY, Esquire; our trusty and well-beloved HENRY HILL LANCASTER, Esquire, Advocate; and our trusty and well-beloved ALEXANDER CRAIG SELLAR, Esquire, Advocate, Greeting:

Whereas the Knights, Citizens, and Burgesses and Commissioners of Shires and Burghs in Parliament assembled have presented an humble address to Us, praying that We will be graciously pleased to issue a Royal Commission to inquire into the nature and amount of all Endowments in Scotland, the funds of which are wholly or in part devoted, or have been applied, or which can rightly be made applicable to Educational purposes, and which have not been reported on by the Commissioners under the Universities (Scotland) Act, 1858; also to inquire into the Administration and Management of any Hospitals or Schools supported by such Endowments, and into the System and Course of Study respectively pursued therein, and to Report whether any and what changes in the administration and use of such Endowments are expedient, by which their usefulness and efficiency may be increased.

Now, know ye that We, reposing great trust and confidence in your zeal, discretion, and ability, have authorized and appointed, and do by these Presents authorize and appoint you, the said SIR THOMAS EDWARD COLEBROOKE, ARCHIBALD PHILIP, EARL OF ROSEBURY, SIR WILLIAM STIRLING-MAXWELL, CHARLES STUART PARKER, JOHN RAMSAY, HENRY HILL LANCASTER, and ALEXANDER CRAIG SELLAR, to be Our Commissioners to inquire into the nature and amount of all Endowments in Scotland, the funds of which are wholly or in part devoted, or have been applied, or which can

rightly be made applicable, to Educational purposes, and which have not been reported on by the Commissioners under the Universities (Scotland) Act, 1858; also to inquire into the Administration and Management of any Hospitals or Schools supported by such Endowments, and into the System and Course of Study respectively pursued therein, and to report whether any and what changes in the administration and use of such Endowments are expedient, by which their usefulness and efficiency may be increased.

And for the purpose of enabling you, Our said Commissioners, to make the said inquiries, We do hereby authorize and empower you to call before you, or any three or more of you, all such Persons as you may judge most competent, by reason of their knowledge or experience, to afford you correct information on the subject of this inquiry, and also to require the production of all Books, Records, Documents, Papers, and Accounts, which may appear to you, or any three or more of you, calculated to assist your researches in the execution of the Trust hereby reposed in you, and to inquire concerning the premises by all other lawful ways and means whatsoever. And We do hereby command and require you to report to Us, in writing under the Hands and Seals of any four or more of you, as soon as the same can reasonably be done, and if necessary from time to time, your several proceedings by virtue of this Our Commission.

And We further will and command that this Our Commission shall continue in full force and virtue, and that you, our said Commissioners, or any three or more of you, may from time to time proceed in the execution thereof, and of every matter and thing therein contained, although the same be not continued from time to time by adjournment.

And We do hereby nominate and appoint Our trusty and well-beloved SIMON SOMERVILLE LAURIE, Esquire, Master of Arts, to be Secretary to you, Our said Commissioners, and to attend to you, whose services and assistance We require you to use from time to time, as occasion may require.

Given at Our Court at Saint James's, the Twelfth day of September Eighteen hundred and seventy-two, in the Thirty-sixth year of Our Reign.

By Her Majesty's Command,

H. A. BRUCE.

FIRST REPORT

OF

ENDOWED SCHOOLS AND HOSPITALS (SCOTLAND) COMMISSIONERS.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

WE, the Commissioners appointed to inquire into the nature and amount of all Educational Endowments in Scotland, and into the administration and management of Hospitals and Schools supported by such Endowments, humbly lay before your Majesty the following Report of the Oral Evidence which has been taken before us up to this date, and of the Answers to a Circular addressed by us to the administrators of the Funds belonging to Hospitals in Scotland.

Witness our Hands and Seals, this Thirtieth day of April Eighteen hundred and seventy-three.

THOS. EDWD. COLEBROOKE.
ROSEBERY.

WILLIAM STIRLING-MAXWELL.

CHARLES STUART PARKER.

JOHN RAMSAY.

HENRY H. LANCASTER.

A. CRAIG SELLAR.

SIMON S. LAURIE, *Secretary.*

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MINUTES OF EVIDENCE

TAKEN BEFORE THE

ENDOWED SCHOOLS (SCOTLAND) COMMISSION.

MONDAY, 25th November 1872.

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman*.
THE EARL OF ROSEBERY.
SIR W. STIRLING MAXWELL.
C. S. PARKER, Esq., M.P.
JOHN RAMSAY, Esq.
HENRY H. LANCASTER, Esq.
A. C. SELLAR, Esq.

JOHN GORDON, Esq., examined.

1. *The Chairman*.—You have been for many years Inspector of Schools under the Committee of Council on Education?—I have.

2. As such, you have had opportunities of visiting some of the endowed schools in Scotland?—In that capacity I have visited some schools held in hospitals, the thirteen out-door schools in Edinburgh on the Heriot foundation, and various other schools having important endowments unconnected with any hospital.

3. Have you frequently visited the out-door Heriot schools?—My visits have been repeated yearly for the last four years, having been invited by the governors, and approved by the Committee of Council.

4. Do these schools receive the Government aid?—They do not receive Government aid.

5. In what manner are they connected with the hospital?—They are upheld by grants of salary to the teachers from the revenues of the hospital, which at present amount, it is understood, to about £18,000, and are mainly derived from fees in Edinburgh. Also, the governors of the hospital are the managers of the out-door schools—namely, the Town Council and the Established clergy of Edinburgh.

6. How many teachers are there in the out-door schools?—Eight male and 5 female teachers, 8 sewing mistresses, besides 5 male and 52 female pupil-teachers.

7. What are the salaries of the teachers?—Of the male teachers, £220; of the female, £75; of sewing mistresses, £67, 10s. None have any benefit from free board or residence, or school fee—the latter not having been hitherto chargeable for any of the children.

John
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Esq.

John
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Esq.

8. Is that the total number of teachers in all the schools?—Yes; in all the out-door schools, not including the hospital school.

9. What was the origin of the institution of the out-door schools?—On the well-conceived notion of Mr. M'Laren, afterwards Lord Provost of Edinburgh, now Member of Parliament for Edinburgh, the governors applied for and obtained, in 1836, an Act of Parliament 'to explain and extend the powers of the governors.' By this Act the governors were empowered, out of any surplus income of the hospital, to erect one or more schools in Edinburgh for the education, first, 'of children in poor circumstances of deceased burgesses and freemen of Edinburgh;' second, of the children of burgesses and freemen of Edinburgh whose parents may not be sufficiently able to maintain them;' and third, 'the children of poor citizens of Edinburgh.'

10. They are for children of burgesses?—For them preferably, but also, and mainly, for the children of poor citizens of Edinburgh.

11. When that Act was obtained, what was the surplus of the hospital revenue available for the erection of out-door schools?—The revenue of the hospital was then estimated at £14,500, and the surplus at £3000.

12. I presume the surplus is now considerably more?—It is.

13. You are invited to examine these schools on the part of the governors?—Yes.

14. Are your reports sent to the Privy Council?—They are.

15. In what state generally did you find the out-door schools on the occasions of your inspection?—May I be permitted to refer to the reports rendered to the Committee of Council, and by them transmitted to the governors?

16. In what terms did you report generally in reference to them?—On the three primary subjects—reading, writing, and arithmetic—the examination was conducted in the manner prescribed by the Revised Code, that is, by an examination of each individual presented. The results for the current year were summarized as follows:—

NAME OF SCHOOL.	Average attendance for past year.	Number presented.	Passed in		
			R.	W.	A.
JUVENILE SCHOOLS.					
1. Heriot Bridge,	279	210	208	202	194
2. Cowgate Port,	289	259	259	257	257
3. High School Yards, . . .	270	241	240	241	236
4. Old Assembly Close, . . .	258	217	212	216	208
5. Borthwick Close,	257	198	198	198	198
6. Brown Square,	211	174	172	150	140
7. Rose Street,	306	274	273	274	273
8. Broughton Street,	244	188	187	186	177
INFANT SCHOOLS.					
9. High School Yards,	170	114	114	114	114
10. Old Assembly Close, . . .	183	129	129	128	128
11. Rose Street,	139	100	100	100	100
12. Broughton Street,	136	92	92	92	92
13. Victoria Street,	270	174	174	174	174

The passes on all these were 98 per cent.

John
Gordon,
Esq.

17. In what?—In reading, writing, and arithmetic, overhead in the whole thirteen schools, they amounted to 98 per cent.

18. Is that the average?—It is 98 per cent. upon the whole.

19. Is that a high standard?—A very high standard. It is a standard of proficiency which is not often attained.

20. And that was the uniform standard throughout the different schools that you reported upon?—There were six standards each for reading, writing, and arithmetic,—the examination on each subject rising by degrees from first to sixth standard. It was added, in the course of that report, that in the last year, among the other subjects elementary, ‘the most prominent was that of religious knowledge—imparted in all cases with great care, and in most with marked ability, and with complete success in engaging the close attention of the pupils. In these respects none of the schools appeared to more advantage, within the limits proper to them, than the infant schools, taught by female teachers. The other usual extra subjects are generally managed with commendable care and effect. One and all of the thirteen schools may be considered as having their full complement of scholars, owing to these several circumstances:—the convenience of their situation to the class of children that frequent them; the good accommodations provided for them; the ample supply of schoolroom requisites; the exemption of all from the payment of school pence; the attraction of able teachers; the care of the superintending school committee, by themselves and their own inspector; and, generally, the interest taken by the public in so important a school establishment.’

21. Over how many years have your visits extended?—Four years.

22. Did the masters and mistresses examine the pupils in your presence in addition to your examination?—They did.

23. When you report on the religious instruction, you do so from your own examination?—Yes; and partly from the examination of the teachers, as I direct it to be given.

24. Were there any points in which the school arrangements seemed to you to admit of improvement?—Some suggestions to that effect were with deference submitted to the consideration of the managers. These were—(1) The instruction given in these schools has hitherto been gratuitous to all; but of late the question has arisen, whether, in conformity with the provisions in the statute, payment of a moderate school fee might not be required from such of the children whose parents are not exactly of that description.

25. This you recommended?—I referred to it, as now stated,—which was all that the occasion required, or perhaps allowed,—but added that ‘A change to that effect, it is reckoned, would give the means of extending education to very many more children of the class originally in the founder’s view, and to the establishing of two or more schools in other parts of the city, where such may appear to be still wanted. It is understood that an opinion unfavourable to the legality of this proposal has been recently given by counsel. (2) Each of the eight mixed schools has but one male teacher; in three, are five female assistants; and distributed among them all are thirty-five female pupil-teachers. Of male pupil-teachers there are but two in each of two schools, some addition seeming here needed to the staff of male teachers, especially while the common pupils are, in nearly equal number, of both sexes. (3) The teachers of the mixed schools, and their vigilant superintendent, the governor of the hospital, observe and mark the boys of good capacity and of good general character that come before them, and perceive that for these something more of instruction is naturally due, than that which the primary schools afford. To transfer them at the proper time to a

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seminary of the secondary kind, whether it be in the hospital or elsewhere, readily occurs as a necessary complement of this important class of schools. That sort of promotion for the deserving could not fail to react upon the schools themselves for their advantage, and, apart from any other reason to recommend it, it would be in perfect accordance with the earliest scheme of national education in Scotland. (4) While *general* education must ever be the main object of primary schools, it is plainly important to consider how far, with that general education, some instruction of an industrial technical kind for the more advanced male pupils may be fitly combined and made conducive to increased intelligence and skill in their future occupations. The question of so adding to the programme of the primary schools seems about to receive, and deservedly, more of the public attention than heretofore. Of course, any technical instruction to be there given must necessarily, like the other branches, be of an elementary character. Some provisions in regard both to industrial and secondary instruction were included in the Provisional Order lately submitted.

26. The recommendations you have just stated were given in the general report for 1869?—Yes.

27. The statement of the governors of George Heriot's Hospital, which was submitted to the Secretary of State with reference to their scheme, refers to your recommendations?—I believe it does.

28. You have seen that petition?—I have.

29. It is a correct representation of what your views are?—It correctly represents what I have said or signified on the points now mentioned in several of the reports.

30. That you consider it necessary to give encouragement to the higher branches?—Certainly.

31. And would you think it well to have a school fee paid where it can be afforded?—I think so.

32. With reference to the higher education, you think it important that schools should be established in connection with these particular schools for that purpose?—Yes; but not for the exclusive benefit of pupils belonging to these schools. They might be open to others.

33. You think that there is an existing want of that higher education for the more promising pupils of these schools which it is desirable to supply?—There is.

34. Do you consider that these changes would be consistent with the original intentions of the founder?—In the altered circumstances of the present time, the founder, it may be fairly supposed, would have seen the fitness of not confining the benefit of his greatly increased bequest to children unable to pay any small fees, were it only from the original objects of the benefaction failing to exist in sufficient number, as perhaps might be found to be the case.

35. Your opinion is merely with reference to the poverty of the parties?—Yes.

36. The terms of the original foundation were for fatherless children?—Destitute and fatherless children; 'fatherless' was afterwards, I believe, omitted in the statute, as modified by Dr. Balcanquhall.

37. It was the children of poor parents?—It was.

38. *Mr. Parker.*—The average of passes which you gave was the average on the number presented?—It was the average overhead of all the 13 schools.

39. What proportion of the children in the schools was presented?—I think that is stated in the report. The number qualified for standard examination by the 200 attendances in the course of the year was, in the

juvenile schools taught by the masters, 2172; of which number only 31 appeared to have been unrepresented on the ground of being insufficiently prepared.

40. Speaking generally, do you think that those who were presented were a fair sample of the schools?—I think they were.

41. Perhaps some of those not presented were those who had been the shortest time in the school?—Generally they were the very youngest.

42. On what standards generally were they presented?—On the standards of the Revised Code of the Privy Council Committee.

43. According to their ages?—No; age does not regulate that matter. The particular standard under which they are for the first time presented is left to the managers and the teacher; but the same individual cannot go on the same standard for two years.

44. This was the first time probably they had been examined?—The first time by me; previously, I learn, they had been so examined.

45. Then were they presented chiefly in the lower standards?—They were presented under the several standards of the three primary subjects, viz., reading, writing, and arithmetic; and certainly the progress required under each of these standards is not very great.

46. *Mr. Lancaster.*—Did I understand you to say that the opinion of counsel was to the effect that any other than gratuitous education in these schools was illegal?—It is said that such an opinion has been given; but on that point the managers will give sure and explicit information.

47. *The Chairman.*—Generally, in regard to endowments, do you think that after a time, when circumstances have materially changed, it would be advisable to modify the destination of an endowment, according to the presumable views of the founder, in such altered circumstances?—Generally, that course seems reasonable; in some cases, it may be even necessary and inevitable.

48. Do you consider that in these cases it is necessary to keep closely to the intentions of the founder?—In some cases that seems not necessary.

49. Your opinion is a general one?—Quite general.

50. And admits of modification with reference to different cases?—Undoubtedly.

51. Have you considered within what time such modifications might become proper?—Not very early in general. Any premature or unnecessary modifications in that way would tend, of course, to stop future benefactions of the kind, and that is to be avoided, for obvious reasons. The time might be safely left to be judged of by the authority that sanctions the change. It might be difficult to prescribe any certain time for all cases, because the circumstances of all cases are not alike. For example, a considerable change in the destination of John Watson's endowment did not take place till more than sixty years afterwards, while in the case of Cauvin's Hospital, the settlement was somewhat modified in two years after the death of the founder: in both cases, the change was sanctioned by Parliament.

52. Have you considered under what safeguards and securities such modifications should be allowed?—When such changes are proposed, there seems to be a pretty general agreement on the principles that should guide them, and also on the conditions on which they should be granted. These need scarcely be noticed here. They are, (1) That the change should be either proposed or concurred in by the trustees. (2) That the objects of the new application should be on the principle of *cy pres*, that is, that the change should accord as much as possible with what was originally intended by the founder. (3) That the change should have the sanction of the highest judicial or of parliamentary authority,—the latter

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following, it may be, on a Provisional Order such as provided by the Act of 1869, 'for the better government of Hospitals and Endowed Schools in Scotland.'

53. Would you in that case allow a bare majority of the trustees to propose a change?—On that point I do not offer an opinion.

54. That would involve a general Act for the purpose?—I dare say it would.

55. You would not, under the existing law, do so without some special provision being made by Parliament as to the conditions under which these changes should be allowed?—I should think parliamentary sanction quite necessary.

56. But you think it should be open at all times for the consideration of Parliament, and certain facilities given for such changes?—Certainly.

57. You suggested for consideration a secondary school in connection with the others. By what considerations does such a seminary seem to be recommended?—It was observed in the report for 1869, that the attendance at the thirteen schools representing a population of about 20,000, a secondary school therewith connected would be in conformity to the educational system of the country. The first sketch of that system proposed somewhat of a secondary instruction, 'Grammar and the Latin tongue' 'within the bounds of every several kirk.' That idea has been practically embodied, more or less, ever since in the parish school institution, and has influenced the instruction given in a large number of the non-parochial common schools, also in most of the schools in endowed hospitals. Foreign examples of secondary schools provided for much smaller portions of the population than that which has the benefit of the foundation schools, need scarcely be referred to; they are abundant in France, Prussia, and elsewhere. But everything in these circumstances points to this, that opportunities of a secondary education should not be wanting at any centre where even so many well-filled schools are collected, as those of the hospital, though none more were near to share the benefit. It may then be considered whether, in the likelihood of there being ample means at command, a secondary school might not now be established as a consequential part or proper supplement of the out-door schools. A school of that order might in the beginning consist of two divisions, under so many co-ordinate masters,—one, generally speaking, for languages, classic and modern; the other for mathematics and advanced arithmetic,—the studies of each pupil to be in due measure apportioned to both, commencing after progress in the common schools up to the requirements under Standard VI. of the Revised Code, and continued, it may be, for four years. It scarcely need be added, that the yearly admissions should be confined to such boys in the common schools as, after strict examination, are found to be of promising talents and character. The selection in an honorary way of such for the higher instruction takes place often and in many places in this country: it is practised by the governors of the hospital in their yearly award of bursaries to the University; by other endowed institutions; by county Associations in aid of education; and it is recommended by the natural desire, and the appetency, so to speak, of the merit which it is ever proper in that way to promote. If a school of this secondary kind were founded, experience would soon discover how far it might be opened to deserving children of other schools than those of the hospital. The children of the latter who paid no fee would probably have the like exemption in the upper school; and for all the rest the fee would be of so moderate amount as to exclude none from mere inability to pay it,—though, connected with that point, there might be need

of some careful regulation to prevent prejudice to any good existing establishments.

58. Is it your suggestion that the secondary school should form part of the existing schools?—It is.

59. But a new building?—I should suppose that to be necessary.

60. You suggested also an increase of the number of out-door schools. Has either of these suggestions been acted upon?—It is understood that the governors have lately resolved to establish four more out-door schools; and some other changes have been proposed which the managers will explain.

61. Is there any reason why these schools should not receive Government grants under the new Education Act?—I believe the reason of their not receiving Government grants is, that the hospital funds are quite sufficient to supply all that is necessary to maintain these schools, with proper salaries to the teachers, and in other respects.

62. If the Government grants were received, a very considerable portion of these funds would be rendered available for other objects?—Doubtless.

63. You don't see any objection to their being brought into connection with the Privy Council system?—The out-door schools are already in connection with the Committee of Council, on the footing I have mentioned, of simple inspection, and non-payment from the public funds.

64. Would there not be some advantages in admitting the Heriot out-door schools to aid from the public funds?—If these schools were aided by Government grants, on the probability of which I can, of course, say nothing, the hospital funds thereby released would become applicable to the institution of other schools.

65. Would not the effect of extending these schools largely be practically to bring the greater part of the primary education under the direct management of the governors of Heriot's Hospital?—It would.

66. It would have the effect of superseding a great deal of the existing school arrangements in the city of Edinburgh?—Very likely it might supersede some elementary schools.

67. If the education was given there for small fees, or no fees at all, a great number of those who attend other schools would come to these?—No doubt, supposing them to be in other respects attractive.

68. *Mr. Parker.*—Looking to these primary schools, what should be the relation between the governors of Heriot's Hospital and the School Board?—If they get aid from the Privy Council Committee, they do not need to be connected with the School Board. The Education Act allows all that derive aid only from the Privy Council Committee to remain under the existing managements, and not to become subject to the local board, unless they draw from that board something from local rates.

69. Do you think it would be an advantage or otherwise in Edinburgh to have two systems of primary schools, the one under the governors of Heriot's Hospital, and the other on a large scale under a local board?—Perhaps the difference in that respect would not be of much consequence.

70. Do you think it would be practicable to have among the governors of Heriot's Hospital any one representing the School Board for that purpose,—any assessor or colleague from the School Board?—By the present law, the governors of the hospital and of the hospital schools are the Town Council of Edinburgh and the city clergy of Edinburgh, presumably competent to their office. If, however, the community of Edinburgh should generally desire some addition to the board of governors either from the School Board or elsewhere, any proposal to that effect, I think, might be fairly entertained, with due regard, of course, to the original appointments.

John
Gordon,
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71. *The Chairman.*—What other well endowed schools have been officially inspected by you?—The Dollar Institution; the Carlaverock parish school, endowed by the Hatton Bequest; the Milne Institution, Fochabers; Nelson Institution, Paisley; and the Highland Society's School, Glasgow,—all of these unconnected with hospitals. Special and full reports on each were printed with the reports of the Privy Council Committee in the years 1845 and 1849, to which I beg permission to refer. All of these schools, except the one last named, the Highland Society School of Glasgow, add to their scheme of primary instruction not a little of the secondary kind.

72. Will you mention any other special circumstances in the state of these schools which you would deem any way pertinent to the object of the present inquiry,—first, in regard to the Dollar Institution?—The managers will, of course, by their able Principal or others, explain the origin, constitution, and general arrangements of that seminary. These appear to remain now in some respects pretty much the same as described in the report referred to. There are, however, some marked exceptions. (1) The management, vested by the founder in the kirk-session, was enlarged by Act of Parliament, in 1847, by the addition of two ministers of the neighbouring parishes, 'the Principal of the University of Edinburgh, the Lord-Lieutenant, Vice-Lieutenant, Convener and Sheriff of the County of Clackmannan, the patron of the parish of Dollar, and two parliamentary electors of the parish of Dollar, and two such heritors of the parish, as are assessed for parochial burdens upon a real rent of £200 sterling, within the county. (2) The income from school fees, which for the year 1844 was £142, amounted in 1871 to £1685. (3) The attendance, which in 1844 was 257, amounted for the last year to 606. Other particulars, different from any stated in the report, are noticed by the minister of the parish, one of the trustees, in the letter which he kindly permits me to present:—'Of the 606 in attendance last session, 426 were paying scholars of three grades of payment—29, 112, and 285 respectively—and the conditions of such payment are explained in the private documents which I handed to you. The remainder, 180, are free scholars, including 30 in attendance at the Sheardale School, which was established by the trustees for the benefit of children in the more remote part of the parish. So far as I am able to determine, very few of the 180 are children of natives of Dollar; but all persons whose income is under £50 per annum are, after a three years' residence in Dollar, entitled to free education. A few of the paying scholars of higher grade come daily by rail from adjoining parishes; the rest are made up of boarders, and of the children of parents whose income is above £75 per annum, and who have not acquired the three years' residence qualification. Referring to the statement of income for 1871, you will notice that in the £5634 is included an item of £3619, the proceeds of sale of 3 per cent. consols. We had incurred an expense of nearly £4000 for additional class and hall accommodation, and we resolved to clear off the overdraft on the bank by selling out nearly £4000 of that portion of the 3 p. c. consols which is under the control of the trustees. Hence the income from dividends is £5634 — £3619 = £2015. Of course, in time to come, it will be less to the extent of interest on the stock we have sold.'

73. It would appear, then, that the income from school fees makes a pretty near approach to the amount of the dividends upon the sum that constitutes the endowment?—It does, and to that extent the school may be considered as self-supporting.

74. Are any remarks suggested to you by that state of matters?—It would seem that a high class school once set on foot, with the help of a

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fair amount of endowment, will meet with or raise a prevalent disposition to take the benefit of it among people who otherwise would have had no opportunity—perhaps no very conscious desire—for the higher instruction. It is certainly not necessary that a school of that order should start with an endowment equal to all its expenditure. The school fee is generally a very considerable resource for such schools.

75. It appears, then, that this is one of the most largely endowed and important schools in Scotland?—It is. ‘A seminary with the advantages of this, is obviously fitted for much more than to supply the education of a parish of small extent; it “snatches a grace” beyond the first intention of its foundation, by offering itself to the country at large as a seminary for more of the higher branches of education than are usually to be found elsewhere. It is true that each of the branches here taught is taught in almost every town in Scotland, but it is seldom that they are all concentrated in one institution, seldom that the means of teaching them, even singly, have been so liberally provided, and more seldom that a combination so desirable occurs in any rural locality. The staff of teachers consists of thirteen male teachers, and three female teachers for infant school and needlework, besides teachers of extra classes for gymnastics and vocal music.’

76. In one respect this is much more favourably placed than the ordinary parish schools in Scotland?—Assuredly.

77. Do you consider that a very great advantage which it enjoys over the parish schools?—It is. From the parish schools it differs by the unusual means at its command for the attainment of objects common to both; but the advantage from this circumstance is great, inasmuch as it allows an equal attention on the teacher’s part to all the branches taught; whereas, under one master, this is impracticable,—the elementary then claiming more time and care than the higher instruction, because of its greater importance, in the first instance, to all, and also of the greater number of the pupils to whom it must be imparted. But where the masters are as numerous as the branches taught, this proportionate regard to different studies needs not to be observed, and each branch may be cultivated according to the pupil’s inclination as much as if the school had existed for it alone. It may therefore be expected of a seminary like this, that it should be as much distinguished by the extent to which the more advanced instruction is carried, as it is by the abundant means which it possesses for that purpose; and this appears to have been the special aim of the directors.

78. A certain portion of the funds is applied for bursaries and prizes?—Yes.

79. It is not a very large sum?—Not very large.

80. In the accounts, there is a sum of £71 laid out as bursaries and money spent on scholars, and £230 on school and prize books and drawing materials?—The expenditure in these ways appears, from the accounts referred to, to be considerably more now than it was in 1844.

81. Do you know upon what principle the bursaries or the prizes are given?—by examination by the masters, or other persons independent of the academy?—On these points I have no certain information as to the present practice.

82. The school is still maintained as a free school for those connected with the parish of Dollar?—It appears to be so to the extent stated in the trustee’s letter.

83. Was it part of the condition of the trust that it should be so?—The endowment of a ‘charity or school’ for the poor of the parish of Dollar was expressly intended by the will of the founder.

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84. Do you think that desirable?—I think so.

85. You don't object to it?—No.

86. Do you not understand that any disadvantages have arisen?—If the object of benefiting the poor be, in practice, well kept in view, I cannot but think it is to be commended.

87. But it is indiscriminate—to all connected with the parish?—Not to all in the parish. On that point there is a statement in the letter of the trustee before quoted.

88. Then a certain number of gratis pupils are selected, and the others have to pay fees?—The proportion of free and of paying pupils is stated in the trustee's letter.

89. The trustees at present are a very numerous body?—They are.

90. Have you had occasion to consider whether the trust is a well-constituted one?—I have no means of judging of that.

91. Have you formed any opinion as to the management and discipline of the school?—I have not seen that school for a very long time, and cannot speak, in the least degree, as to its present state in these respects.

92. *Mr. Ramsay.*—Do you know what the education in that seminary costs for each pupil?—I do not.

93. *Mr. Parker.*—Do you know whether that school has been inspected by any outside examiner since 1844?—I never heard of its having been examined by any Government inspector since then; but I believe there is generally an invitation issued to gentlemen connected with education, such as University professors, the teachers in High Schools, and others, to attend on the occasion of the annual examination of the academy.

94. *The Chairman.*—You have referred to the parish school of Car-laverock?—In this case the kirk-session were the managers appointed by the testator; and the bequest, amounting then in its produce to upwards of £500 a year, and now to upwards of £750 a year, was to be divided partly 'in adding to the means of education in the parish, and partly in the maintenance of its poor.' A process of declarator was brought before the Court of Session by the minister of the parish, alleging that 'dissatisfaction had been expressed by parties interested in the management of the bequest, the bequest being considered as limited in its provisions to the two objects of education and the help of the poor.' The question related mainly to the proportion due respectively to each of these two objects.

95. How did that matter come before the Court of Session?—Because of its *nobile officium* in dealing with such matters. That office of the Court is thus described by Mr. Bell in his Dictionary:—'Generally speaking, it may be said to be the equitable power vested in that Court, whereby it interposes to modify or abate the rigour of the law, and to a certain extent to give aid where no remedy could be had in a Court confined to strict law.' The Court directed an inquiry into the state of education and circumstances of the poor in the parish, and the consequent report by myself appears in the Minutes of Council, 1845. It was there observed: 'If the several allowances assigned by the testator to the teachers, bursars, and apprentice, be not all augmented in the same proportion; nay, if other means besides those which the testator had specified be proposed for the better promotion of education in the parish, it is understood that changes of that description may be competently made, if deemed expedient by the trustees, and sanctioned by the Court. Mr. Russell, barrister in Chancery, whose opinion was obtained in this case, observes that "the proportions in which the smaller income was originally distributed need not be observed where it is expedient that they should be departed from," and that "if means permit, new objects of bounty may be introduced of a nature analogous to those which are specified in the deed."'

96. Did that conclude the process?—No. Before the Court had decided, the process lapsed by the deposition of the pursuer from his office as minister of the parish.

97. Did this uncompleted proceeding in any way afterwards affect the state of the seminary?—In a very small degree. The minister of the parish, one of the trustees, states, within the last month or two, that 'no change has taken place in the management of Hutton Place School since your report of date 1845, except that an addition of £23 from the endowment has been made to the first master's salary; that amount from the endowment is now £65, in place of £40 in 1845. We have three other endowed schools in the parish besides the parochial school, viz. Glencaple, of which the endowment is £25; Blackshaw, of which the endowment is £20; Hutton Lodge, endowment £25. This last is a female establishment. These three schools are endowed from the same mortification as the parochial school.'

98. Prior to that case in the Court of Session, what proportion was given for education, and what for the poor?—The whole fund was to be divided exclusively between these two objects. When the school was inspected, the amount applied for education was not more than £100: the proposed scheme of appropriation assigned for that purpose £276. For the poor and expenses of management, etc., the sum proposed was £224.

99. *Mr. Ramsay.*—That was in 1845?—Yes.

100. *The Chairman.*—This is what you recommended?—It was.

101. And now the funds have been considerably increased?—Yes, they have increased from £500 to upwards of £750—the latter sum, it is said, likely to be soon further increased.

102. Was any change then proposed in any other considerable respect?—'If the school were devoted exclusively or chiefly to the higher education, it would then be of a kind of which there are too few examples in Scotland; and circumstances may be supposed which would render this the fittest manner of giving effect to the bequest. But the fund at present applicable to education would certainly not suffice for the adequate maintenance of a school of that order. The parochial schools in general, at the present day, stand in need of such additional advantages as this bequest puts it in the power of the trustees to confer upon the school of Carlaverock. Their endowment is insufficient, and its application is required in other modes besides those of salary and accommodations. They are called upon to afford instruction in more branches of knowledge than they possess, in general, the means of teaching with effect; and from the same deficiency of means, they sometimes omit some branches which should not be wanting in the commonest scheme of elementary instruction. It was suggested, accordingly, that the principal parish school at Bankend should consist of three divisions, under three different teachers, the master of the parochial school being *ex officio* rector of the establishment. (1) In the first division, to be taught English reading and grammar, geography, Latin, Greek, and French, with sacred history, and the principles of the Christian faith. (2) In the second, writing, arithmetic, book-keeping, mathematics, the elements of natural philosophy, and the principles of agricultural chemistry and farm economy. (3) In the third, knitting, sewing, and other kinds of needlework. Each of the three teachers to receive a salary from the Hutton Fund. School fees to be exigible in each of the three divisions, as in other parish schools, at such rates as may be fixed by the heritors and trustees.' Further appropriations of the school fund were proposed in payment of school pence for poor children, bursaries, school requisites, and additions to the library.

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103. Did the Court of Session give any opinion on the ease brought before it?—There was no decision, the pursuer having been deposed before the time for deciding had arrived.

104. And the trustees have never stirred in the matter again?—No further than is stated in the letter before quoted.

105. Have you visited the school since 1845?—Several times, but not for the same purpose as then,—only to ascertain the fulfilment of the conditions on which aid is given for pupil-teachers.

106. It was not under the Privy Council?—Not in 1845.

107. Did it then receive any grants from the Privy Council?—The grants did not begin to be given anywhere till about two years afterwards.

108. Was it an efficiently conducted school?—Very much so.

109. *Mr. Ramsay.*—Subsequently, how did you find it?—At least, equally well conducted. I should rather say, with considerable improvements,—in particular, a large increase of attendanee.

110. *The Chairman.*—Were you invited by the trustees to give these recommendations?—Not invited, but welcomed by them. I went upon instructions from the Court of Session, and with approval of the Committee of Council.

111. *Mr. Ramsay.*—Do you say it has since been receiving grants?—Yes,—but, at the time of my visits, only for pupil-teachers. These grants have been for some years discontinued.

112. As being an endowed school?—Not, I think, on that account. The teacher's allowance from the endowment was but £40 a year, afterwards raised to £65; while the statutory salary of £50 to so very able a teacher as the present, was, on account of the endowment, probably a good deal less than it otherwise would have been. There is a rule in the Code of 1860 (117) withholding pupil-teachers from teachers 'having private pupils.' If I mistake not, it was in consequence of that rule, that pupil-teachers' grants were discontinued in the case referred to.

113. *The Chairman.*—Another of the endowed schools you mentioned was the Milne School at Fochabers?—The endowment there amounted in 1849 to upwards of £16,000. There were three male teachers, and the attendance amounted to 230. The school had then been opened only for three years. This institution is one of those which occupy a place betwixt the parish schools and the universities. Yet it takes this position, not so much from anything in the programme of its instruction which is not found in schools of a lower class, as from the partition of the work of instruction among three able masters.

114. When did you visit it?—In the year 1848.

115. Was it at that time a well-conducted school?—Very well.

116. A number of the pupils are instructed gratis?—Yes.

117. You never heard any complaint on that score?—Never at any time. It was only on one occasion that I visited that school.

118. You never heard any complaint of inconvenience arising from a number of the pupils being instructed gratis?—None.

119. You also referred to the Nelson Institution, Paisley?—It was visited by me yearly from 1855 to 1868. The latest report (1868) bears that the subjects taught in its four divisions are many, and all exceedingly well taught; that while on the three primary subjects the standard examinations show passes within a small fraction of cent. per cent., there is great proficiency in the many extra subjects; that the causes of this are obvious in the well-graded divisions of the school under good teachers, in the prolonged attendance of the pupils, and last but not least, in the great interest of the managers, presided over by Mr. Gardner, in

everything that concerns the school. It is added, that 91 are taught Latin in 4 classes, the highest reading Horace; 10 Greek, in Bryce's Reader; 14 Euclid, in 2 classes, highest in 4th Book; 14 algebra equations; 28, including 12 girls, in French; and that religious knowledge is exceedingly well taught.

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120. You visited that school as inspector under the Privy Council?—Yes.

121. And it was in the receipt of Privy Council grants?—It was, and still is.

122. Would you describe the nature of the charity?—In the report of 1855, it is stated that of the 511 pupils present, 94 were upon the Nelson charity,—that is, they are 'boys who have resided within the parliamentary boundary of Paisley for at least three years, and whose parents have died without leaving sufficient funds, or who from misfortune have been reduced, or who from want of means are unable to give a suitable education to the children.' All of these receive free instruction, and such of them as deserve best by their general conduct (40 last year) receive clothing as a reward. It is intended to increase the number of this class of pupils to 120. The rest, upwards of 400, pay school fees; four-fifths of them are the children of foremen, small grocers, and tradesmen; one-fifth are of a better class in Paisley. The salaries of the masters are derived from the fund left by the founder, who died in 1839. This fund amounts to betwixt £500 and £600 a year. The income is greatly increased by school fees. These arrangements continue, I believe, substantially unchanged to this time. But the return from the managers will afford better information on all points, and to the latest date.

123. Is the charity confined to the particular parish?—I should think it is confined very much to Paisley.

124. And admission is at the discretion of the managers?—I am pretty sure it is.

The Glasgow Highland Society School is another endowed school of much consequence. In 1855, it was stated that 'this school was founded in 1727 by the Glasgow Highland Society, which was then formed for promoting the education of the children of poor Highlanders resident in Glasgow and the immediate neighbourhood. The fund of the Society has arisen solely from the fee of £2, 2s. paid for entry money; and it has been so well husbanded as to yield now about £1400 a year. But debts to the amount of £4500 reduce the available income from accumulated capital to about £1000. The school has five divisions, under four masters and one mistress. It is a proof of the school being well conducted, that within the last six years the attendance has risen from 400 to upwards of 700. None but the elementary branches are taught in any part of the school. No school fee is charged; and the poorest of the applicants are always selected for admission.' The report of 1868 bears that the standard examinations give within a trifle of cent. per cent. passes; that the whole extra subjects have been taught with equal care and equally good effect; and that throughout the school the discipline is seen at once to be an invaluable part of the education here given.

125. Do the parents pay any fees, or is it entirely free?—Entirely free.

126. And the children are selected by the managers?—Selected with great care.

127. *Mr. Parker.*—Is it specially for Highland or Gaelic-speaking children?—Admission is strictly confined to the children of Highlanders resident in or near Glasgow.

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128. *The Chairman*.—It is in receipt of the Government grant?—Yes.

129. And a certain portion of the income is derived from the Government grant?—The income is exclusive of the Government grant.

130. *Mr Ramsay*.—Have there been any bequests within your knowledge?—None. The capital was raised by accumulated subscriptions in the course of more than a century ago.

131. From 1727?—Yes.

132. *The Chairman*.—But the income you spoke of is the income derived from invested funds?—From these alone.

133. Have you had opportunities of visiting any of the hospital schools in Scotland?—In 1849, upon instructions from the Committee of Council, I visited the Female Orphan Asylum at Aberdeen, then only desiring to have some of the pupils apprenticed as pupil-teachers, under sanction of the Committee of Council. I learn from one of the trustees that ‘no change whatever has taken place in the constitution of the asylum since the time you mention. The deed of foundation and bequest by Mrs. Emslie is so short and definite as to defy all innovation, excepting by setting aside the deed itself. Nor does there seem any change desirable, unless it were to extend the area of admission, either by rendering semi-orphans admissible, that is, children who have lost father or mother, not both, or by extending the limits by which the privilege of admission is bounded. The building is large enough to admit half as many more, and the funds are sufficiently ample.’ Few schools presented so many circumstances favourable to the purposes of an apprenticeship of pupil-teachers, and the good training of the rest. It was founded, liberally endowed, and well organized, by Mrs. Emslie, a native of Aberdeen.

134. The pupils were very well taken care of?—Very well indeed.

135. May not the care and comfort they have experienced in the asylum be so different from anything in their future lot, that it may afterwards become a source of discontent?—In some instances that may happen; but, in the words of the report, I would say that danger need not be apprehended, ‘if they remember, as they must, that their childhood had privileges which at a due and known time were to cease. The difference may be great, and yet the sense of it do no harm; for the retrospect to what was good and pleasant, when that has lapsed by no moral fault, is not in general displeasing, nor of ill consequence to the moral disposition.’ ‘When it is considered,’ says Mr. Derwent Coleridge, then master of a training institution in England, ‘that next to the hopes which beckon to the wayfaring man from beyond the valley to which he is drawing, by nothing is he more cheered than by the ever-brightening remembrance of that which he has left, it must, I think, be a pleasurable thought to those by whom this college is supported, that it will furnish recollections on which humble hard-working men will look with pleasure as they ply their all-important, yet not seldom dispiriting and ill-requited task.’ With the same truth it has been said, ‘*Nimis angustat gaudia sua qui eis tantummodo quæ habet ac videt, frui se putat et habuisse eadem pro nihilo ducit. Itaque in præteritum tempus animus mittendus est et quidquid nos unquam delectavit, reducendum ac frequenti cogitatione pertractandum est.*’ In this instance, it is not to be feared that the well-ordered, cheerful life of the hospital will be remembered by the ‘hard-working servant’ otherwise than with thankfulness and pleasure.

136. In that hospital, are there any out-door pupils?—None; they are all resident in the institution.

137. *Mr. Sellar*.—How many are there?—Forty-five.

138. *The Chairman*.—Do you consider that hospitals are better fitted for the education of females than of males?—I think they are, for this if

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for no other reason, that the domestic life of the hospital more specially prepares for the future life of the females.

139. You think the disadvantages which are supposed to attach to hospital life do not apply so much to females?—Not so much.

140. Have you arrived at that conclusion from seeing the condition of females in these hospitals?—Yes; to a considerable extent in this instance.

141. Are hospital-trained females likely, in your opinion, to have any advantage over females educated in the common schools, consisting of both sexes?—Supposing the hospital management to be all that it may fairly be expected and required to be, it can scarcely be doubted that the hospital-trained females must have advantage over others in the same condition in life from which they have been taken, and that they will be more on a parity generally, in manners and intelligence, with the ordinary class of females in mixed schools.

142. What other hospital schools have you visited?—The following, though not on any official occasion:—Heriot's, John Watson's, Edinburgh, and Cauvin's, Duddingstone.

143. Did your visit to Heriot's Hospital give you opportunities of becoming acquainted with the entire management of the institution, including the domestic part of it?—The object of my visit was simply an examination of the hospital school, and went no further.

144. Did the state of progress in the school, or did the conduct or the manners of the pupils, appear to have been any way peculiarly affected by the fact of their common residence in the institution?—I cannot say that any indications of that sort were observed in the course of an examination expressly limited to the appearance made by the teachers and the pupils in their respective classes in the schoolroom.

145. In what manner, and for what branches of instruction, is the Heriot Hospital school organized?—It consisted, at the time of my visit to it three years ago (as stated in the report), of two departments, in so far at least as that arrangement seems marked out by difference in the subjects of instruction,—the one department being for primary, the other for what is called superior primary, or it may be secondary instruction. The primary department consists of three graded divisions for the same branches; the secondary, of two divisions, one distinctively, though not exclusively for languages, the other for advanced arithmetic, algebra, and geometry. French and drawing masters occupy positions distinct from either department, primary or secondary, the first giving one hour to each of two classes on three days of the week, the other, two hours on each of two days in the week.

146. What opinion did you form as to the manner in which the instruction was conducted?—In the primary department, the first three stages of the instruction were examined in the manner of the Revised Code,—that is to say, each individual pupil was examined in reading, writing, and arithmetic. The result on the whole was highly satisfactory, showing in 507 markings on the three subjects, 98 per cent. of passes,—the three teachers sharing about equally in the credit of that result.

147. What instruction in elementary subjects was given beyond the three primary branches?—'Each master included in his share of duty a portion of the other usual elementary subjects suited to the age or progress of the pupils under his charge. The method of individual examination on these subjects was not applied to all in the class, but to as many, chosen promiscuously, as sufficed to show that further instruction had generally been given with pretty much the same care and efficiency as were apparent in regard to the simpler matters of the six standards,—a coincidence not uncommon in other schools.'

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148. These matters are detailed specifically in your printed report?—
They are.

149. *Mr. Sellar.*—How many boys were there in Heriot's Hospital when you examined it in 1869?—169 boys; 136 resident in the institution, and 33 non-resident.

150. Of the 169, how many were presented in the primary standards?—All in one or other of these.

151. *Mr. Parker.*—In a passage in your report, you say there were 507 markings; now, that divided by 3 gives 169?—I believe that is the case in regard to the hospital schools.

152. *Mr. Sellar.*—Then they were all examined?—Yes.

153. And 98 per cent. passed?—Yes.

154. In the higher subjects, how many were presented?—The report bears that 'Latin is taught by Mr. Ridpath in 5 sections, and Greek in 2. 90 boys are under his instruction in Latin, and 17 in Greek.' Admission of all the boys to this department takes place yearly on their reaching the third section under Mr. Ridpath; but those who, at twelve years of age, appear, after special examination, not to have made due progress in these subjects, proceed in them no further. Each section was examined partly by myself and partly by Mr. Ridpath, on such parts as I proposed within the limits of the profession; and on these occasions I was well pleased with the evidences of Mr. Ridpath's zeal and intelligence. The method of individual and written examination might have been applied to the subjects of Latin and Greek in at least the two higher sections, in the same manner as it has been applied to the subjects of the standards; and the actual proofs of progress obtained in that way might then have been submitted to the governors. But the exercises on these subjects having been mainly oral, and not specially intended to meet the method of written examination, I became satisfied that that method would be employed more fitly and fairly on a future occasion.

155. 'Then the examination was not a written examination?—On these subjects it was not.

156. Do you remember in what you examined them in Latin?—Not distinctly; but I think it did not go very far.

157. Comparing the boys in Heriot's Hospital with those at Dollar of the same age, would you say there was any marked difference in regard to Latin?—I would say that Dollar had the advantage in that respect, though that was not the subject in which the Dollar Academy then mainly excelled.

158. Does that apply to Greek as well?—Yes. I will read what is stated in the report as to Heriot's Hospital with regard to geometry:—'The geometry and algebra are taught by Mr. H. G. C. Smith to eleven pupils in a very competent and satisfactory manner, as that appeared in the more common way of examination. But, for the same reasons as above stated, I would prefer a written examination of these subjects, and would beg to propose this also for the next occasion of inspection. On both of these subjects written exercises have not been wanting,—only the more frequent practice of them is recommended. In the highest section, the geometry extends to the 4th Book of Euclid, inclusive, and in algebra, to quadratic equations.'

159. Did you yourself examine in Euclid?—I did.

160. What did you say as to French?—Mr. Chaumont has for thirty-one years taught French in this institution, and is now in his seventy-third year. He teaches this branch at present in the fifth and sixth sections, ever punctual and diligent in the discharge of his duty, but doubtless with an abated measure of success.

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161. Does Mr. Chaumont still teach?—He has retired.

162. Would this be the result of it, that in the primary subjects Heriot's Hospital contrasts favourably with the ordinary parish schools?—Yes.

163. But in the higher branches the education in Heriot's does not contrast favourably with such a school as Dollar?—Not with Dollar; but certainly in comparison with an *ordinary* parish school.

164. Or with the High School of Edinburgh?—It could not bear a comparison with it at all.

165. Have you examined any of the Heriot night schools?—No; they are newly opened.

166. *Mr. Parker.*—You say in your report, 'Each pupil was examined in reading, writing, and arithmetic, to the extent under-noted,' and the note gives the standards; but I don't gather what number there was in standard 6, for instance. Have you any record of that?—Perhaps a record of that has been kept at the hospital.

167. I suppose that, if necessary, we could obtain a copy of the examination schedule which you transmitted with the report?—I am sure the managers will be ready to give, as far as they can, any desired information on that particular, or any other.

168. *Mr. Sellar.*—Were those who were examined in the primary subjects, and passed in each standard, of the same age as those examined similarly in the parish schools?—They were a little older in the Heriot school.

169. *The Chairman.*—You have inspected John Watson's Hospital?—Repeatedly. As elsewhere, my attention on these occasions was directed only to an examination of the school classes. These inspections were given at the request of the directors, who are 15 in number, members of the Society of Writers to the Signet. They will state the extraordinary increase of the Endowment Fund, under their care, since the date of its foundation in 1759, and other important particulars.

170. For what class of children has that hospital been instituted?—The Act of Parliament 1822 empowers the trustees to establish an hospital 'for the maintenance and education therein of destitute children, and bringing them up to be useful members of society, and also for assisting in their outset in life such of them as may be thought to deserve and require such aid.'

171. How has the school been organized?—In three different sections, suited to the different stages of progress among the pupils; each section under charge of a master exclusively occupied with the work appropriated to it; the head master, in addition to the care of his own section, having a general superintendence of the whole seminary. The pupils presented on the late occasion were 96 in number—male and female in nearly equal proportions, and both sexes were assembled in each section. It may be presumed that in each section there were some diversities of progress, suggesting a division of classes. There are two classes, accordingly, in each section; and this, with the very manifest advantage, that while one class is under the master's immediate tuition, the other is engaged in preparing the lessons assigned to it, by almost voluntary effort—an invaluable exercise, whether in the school or out of it.

172. With what success has the instruction been conducted?—May I be permitted to refer for particulars on that point to the report which has been transmitted by the managers?

173. What is your impression generally of the merits of the school?—In the standard subjects before described, the papers fell short of cent. per cent. only by a very small fraction. In the first or highest section, the religious knowledge of the pupils, 31 in number, was shown in a lengthened

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examination on portions of Scripture, and delivered with remarkable fullness, readiness, and accuracy. The programme includes several of the branches usually reckoned secondary. Latin is taught to all of the male pupils, partly in each of the three sections, and was offered in the first or highest class in readings from Cæsar and Virgil, with exercises in Latin prose composition. French is taught in the first class to all male and female pupils, except one male; Euclid, in the first class, to 9 male and 8 female, 4 of each sex professing two books of Euclid, and the exercises done in a very creditable manner. The limitation of numbers in these respects was guided by considerations of individual aptitude, and by the fitness of detaining some for further progress in simpler subjects. This secondary instruction was, for the most part, very well given. The head master's management in all his work is excellent.

174. *Mr. Sellar.*—How would the elementary teaching in that school contrast with the elementary teaching in the parish schools?—It is much better. You will find parish schools here and there with as good, or even better results; but, taking the average, it is not so.

175. I speak of pupils of the same age?—They are rather older at the hospital.

176. Two or three years?—Thereabouts.

177. *The Chairman.*—When they enter the hospital, they are perhaps more advanced than children at the parish schools?—Yes. In the hospital there is no examination in the first standard at all.

178. *Mr. Sellar.*—The teaching staff of the hospital is much stronger than it is in the parish schools?—It is.

179. How would the secondary instruction given there contrast with that given at Dollar?—It is as good, so far as it goes.

180. And the pupils of the same age?—Very much the same; only there was a much less number at the hospital.

181. And a stronger staff of teachers?—The Dollar staff is much stronger.

182. Proportionally to the number of pupils?—I would say stronger in that proportion.

183. How many pupils were there at the hospital school?—About 100.

184. And how many masters?—Three.

185. That is about one to every thirty?—Yes.

186. And in Dollar what is the proportion?—In 1845 the proportion of teachers to scholars was somewhat larger at Dollar. What that proportion now is, I cannot say.

187. *Mr. Ramsay.*—Do you attribute the superior progress to the greater attention which the teachers are enabled to give to the children in these hospital schools?—I think it must be in part attributed to that.

188. Not to the greater intelligence of the child, from its more advanced age?—To that also; and the class of children who come to John Watson's Hospital is from a class of people superior to that of those sent to the common parish schools.

189. *Mr. Parker.*—Do you know whether the children at that school generally come pretty well prepared?—They come with a considerable degree of school acquirement, the age for admission being betwixt seven and nine.

190. *The Chairman.*—What was the origin of Cauvin's Hospital?—The founder of that name bequeathed, in 1825, his property for the endowment of an 'hospital for the relief, maintenance, and education of the sons of respectable but poor teachers; the sons of poor but honest farmers; whom failing, the sons of respectable master printers or booksellers, and the sons of respectable servants in the agricultural line.'

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The bequest was explained and modified by Act of Parliament in 1827. The endowment yields at this time upwards of £1000 a year. The governors are fourteen in number, consisting, with others, of the Lord Provost of Edinburgh, the Principal of the University, the Rector of the High School of Edinburgh, two of the neighbouring proprietors, and four of the neighbouring Established clergy.

191. How many children have the benefit of the institution?—The school consists of the boys resident in the institution, at present 26 in number, of whom 16 are the children of teachers, and 10 of farmers. They are divided into three classes. It was the more easy to arrange accordingly, as the pupil does not enter the institution before the completion of his sixth year, and leaves it at the end of the fourteenth. One master manages the whole work of the seminary, except the lessons in singing and drawing, given twice in the week by two teachers not otherwise connected with the institution. The report which the managers have presented, states that the ‘programme of instruction comprises 12 or 13 different subjects, and consists not only of the usual elementary course complete, but of other subjects of a more advanced kind,—Latin, Greek, French, German, Euclid. By that variety and reach of the instruction, the seminary repeats the usage of the best parish schools. The managers have been anxious that the seminary should not, in any respect of instruction, fall short of excellent examples not so highly favoured with advantages from endowment.’

192. What instruction of the secondary kind was given in the school?—The secondary instruction takes place only in the first class of 11, and in two divisions of that class, senior and junior. The number of pupils instructed in each is as follows:—

	Pupils, 1st class.	Pupils, 2d class.
Latin, . . .	5	4
German, . . .	7	...
French, . . .	6	...
Euclid, . . .	7	...

It will be understood that the large amount of elementary work carried on for all to the end of the school course, prevents any earlier application to the secondary subjects than what may be inferred from the above numbers. Add to this, that in selecting for instruction of the latter kind, some regard is properly had to the natural aptitude of individuals. The first division commenced in Latin two years ago; the second, one year ago. The first lessons in French, German, and Euclid were of somewhat later date. The progress in these branches was, on the whole, as considerable as could be expected in the circumstances mentioned, and much to the credit of the master.

193. *Mr. Sellar.*—Did you examine the children at Cauvin’s Hospital according to the standards?—Their number being so small, the examination may be said to have been *individual*, but it was not in writing.

194. *Mr. Lancaster.*—I understand you to express an opinion favourable to the hospital system as regards girls?—Yes; especially orphan girls.

195. Am I to understand you to express an opinion unfavourable to the system as regards boys?—No. My knowledge of hospitals is too scanty to enable me to form any decided opinion upon that point.

196. But as to girls you have formed an opinion?—I am unwilling to think it would not be for the advantage of orphan girls to be educated there.

197. Some opinions have been expressed, I suppose you are aware,

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that the hospital system fosters intellectual listlessness. Would that not be the case with regard to girls?—I did not find it so, in the instance referred to. They were kept well at their tasks by those set over them, and had made good progress.

198. But the opinion has been expressed that the hospital system fosters intellectual listlessness. Would that not apply to girls as well as to boys?—In the instance referred to, that was not apparent.

199. Opinions have also been expressed to the effect that the hospital system deprives children of that intelligence which is acquired from living in the domestic circle. Do you think that would not apply to girls?—If such be the general effect of the hospital system, the girls may be presumed to share it; yet I think it may be said, for the reason before mentioned, that the system, in the whole influence of it, is not so unfavourable to the one sex as to the other.

200. It does not strike you that the want of sympathy with a home life would be detrimental to a girl in her early years, with a view to the discharge of her duties afterwards?—There is a disadvantage in the want of home life, no doubt; but the question is, may not that disadvantage, in the case of orphans, and possibly of others, be counterbalanced by the advantages of the hospital?

201. What advantages generally do you expect to be derived by girls from the hospital system, laying aside the advantages of the charity?—I have already specially referred to that.

202. Any objection to the cost of the hospital system would apply equally to boys and girls?—Yes.

203. Assuming that there was an evil effect produced upon parents by the working of the hospital system, it would apply equally to the case of girls?—Perhaps not equally, if the disadvantage of hospital training was less in their case.

204. I will read to you a passage on this subject: 'The education of large numbers of children apart from their parents, relatives, or friends, and without their having almost any intercourse with other persons except the officials of the hospital establishments, was a system unnatural in itself, and not calculated to make them in after life useful members of society.' I understand that, as far as regards girls, you do not concur in that opinion?—There is no doubt a disadvantage to children of either sex in the want of parental and family influence.

205. But you do not concur in that opinion which I have read?—Considering the situation in life from which they have been taken, probably in a great degree unprotected, the hospital training is probably better than any they could have had elsewhere.

206. And that opinion would apply to the classes of children who go to the various hospitals which you have spoken of to-day?—In regard to them generally, may I again observe that my opportunities of knowing hospitals do not warrant an expression of opinion on that point. At the same time, the greatest respect is due to the testimony of very many who, with ample opportunities of knowing the hospital system, think unfavourably of it.

207. *The Chairman.*—The case in Aberdeen which you referred to was that of the children of very poor parents?—Orphans.

208. And the contrast you draw is between their condition in the hospital and what it would have been if they were left very poorly provided for?—Yes.

209. Have you ever considered the question of the relative advantages of keeping them in hospitals, and boarding them out?—I am not prepared to give any opinion upon that.

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210. *Mr. Ramsay.*—I understood you, in giving us the details of that school in which you mentioned there were 100 scholars and 3 teachers, to say that their progress gave you a favourable impression of the advantages which they enjoyed in being there?—Yes.

211. Do you think the circumstances were such as to justify a fair comparison between that hospital and an ordinary parish school?—I think it would be very odd indeed, if, in point of education, and in other respects, the girls trained in the hospital with such tender and watchful care had not a superiority in these respects over pupils from the same class of people in the common schools.

212. A parish school teacher would think it an exceptional case if he had less than 100 scholars in a well-conducted parish school?—They are often much fewer.

213. One hundred will not exceed the average that a teacher has under his care?—I think, if you take into account all country parishes, it rather does exceed.

214. But you never have a case of an ordinary parish school with three teachers for 100 scholars?—I have known such, where the teacher was old and infirm, and the heritors provided an assistant. The third teacher was a female, charged mainly with the care of the industrial department.

215. Then the comparison between an hospital with 100 scholars and three teachers, and an ordinary parish school with one teacher, is hardly fair?—Hardly fair.

216. *Mr. Lancaster.*—Would your opinion of the relative advantages of the hospital influences over the home influences be applicable to children in the rank of life who go to John Watson's Hospital?—On that point I am hardly prepared to speak. Certainly the children are selected for admission, and the institution superintended in all respects, with the greatest care, by the directors.

217. *The Chairman.*—Have you any further remarks to make bearing on the objects of the present inquiry?—I would only again notice very shortly what may be fairly expected of schools having a considerable endowment. First, such schools, after dealing well with the primary instruction, may be expected to provide more or less for that of the secondary kind,—the latter, I would say, to be conducted by teachers occupied therewith exclusively, or nearly so. Second, to assist with gratuities or bursaries the more promising of the scholars, for the further prosecution of their studies, it may be at a university, or for outfit on their leaving the school. Third, the Scotch Education Act of the last session places all the public schools under Government inspection, at the same time allowing endowed schools not receiving aid from local rate, and not transferred to local boards, to continue under their present management: to them also I think the Government inspection yearly may be extended with great advantage, accompanied as it would be with the annual publication of reports. This would be a pretty sure means of maintaining and furthering the higher education which, in the scanty supply of it from other sources, should be particularly the work of endowed schools.

218. Can you mention any instances of the scanty supply of means for the secondary education?—In my report of last year on the inspected schools in the seven counties of Edinburgh, Haddington, Linlithgow, Peebles, Selkirk, Roxburgh, Berwick, it is noticed as to burgh schools, that 'among the inspected schools there are but four that can properly be considered as of this class; and these certainly are not so constituted as it is desirable and necessary that burgh schools should be. They consist

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of one department, under one master, charged with primary and with some portions of secondary instruction, much in the same manner as in the ordinary parish schools. In this district, however, there are eight or ten considerable towns where the means of education must be deemed insufficient until each town is supplied with a public or burgh school, say of three distinct departments,—for English reading and the branches usually therewith connected; for commercial and mathematical branches; and for the classical, and two, at least, of the modern languages. Of such burgh schools in the seven counties there are none out of Edinburgh. Yet if instituted where needed, it may be confidently assumed they could not fail to produce a desire for the liberal instruction they would offer; and as a further encouragement to their institution, it may be added that in the inspected schools of the district there are teachers, not a few, well fitted to do the work of the highest offices in seminaries of that order. It is known that in some at least of the towns referred to, the disadvantage is severely felt of having no seminary at hand to which children might be sent for instruction of the quality deemed requisite in their condition; and instances are mentioned of children going daily to distant academies and daily returning to their homes, thus travelling by railway upwards of sixty miles daily. “Educentur hic, qui hic nascuntur.”

219. There is a great want felt in Scotland of a provision for secondary instruction?—A very great want.

220. *Mr. Ramsay.*—Do you think there is an increasing want?—There is no increase in the supply adequate to the want.

221. You think the demand exists, and that there is not a supply?—I think that may be fairly said to be a pretty frequent case.

222. *The Chairman.*—In the inspected parish schools of these counties, how did you find the secondary instruction?—The following table shows:—

	No. of Schools Inspected.	In which are taught Latin.	Greek.	French.	Geometry.	German.
Parish schools, .	63	33	3	26	18	2
Burgh schools, .	4	4	3	4	3	...
Other schools, .	124	11	...	5	1	...

223. *Mr. Sellar.*—How far would the scholars in the parish schools go in Latin?—Not very far.

224. Beyond the grammar?—Yes.

225. Cæsar?—Yes, and prematurely reading, it may be, more difficult authors.

226. How far in Greek?—A very small way; reading a little of the Anabasis.

227. In how many parish schools was Latin taught?—Thirty-three out of 63.

228. And Greek?—Three out of 63.

229. In the 33 schools, how many boys on an average would be learning Latin?—Four or five, I should say, but in some cases a good many more, and so well as to qualify at once for admission to the University.

230. And in the three schools in which Greek was taught, how many would be learning Greek?—Perhaps the same number.

231. And perhaps the same boys?—Yes.

232. You don't know the per-centage of these boys?—Not exactly.

233. Would they be the schoolmaster's sons?—Very probably, and very properly they might be.

234. And the minister's sons?—That sometimes happens where the teacher succeeds well in that kind of instruction.

235. *Earl of Rosebery*.—What sort of instruction is given in French and German?—Both creditably taught in general, so far as they were taught; the grammar exercises often showed the extent of the reading.

236. *Mr. Sellar*.—Did you examine those who were learning Latin in their Latin?—I did.

237. By written or oral examination?—Oral. 'In two (I might have said rather more) of the schools (parish) all of the usual secondary subjects are regularly and admirably taught. Latin is well taught in eleven of the parish, and in three of the other schools;' and from them also the University might draw qualified pupils.

238. To an average of three or four boys?—To rather more.

239. *Mr. Parker*.—You mentioned two principal objects to which you would apply small local endowments,—first, the higher instruction in the parish schools, and, secondly, bursaries or outfit in life for deserving boys and girls?—Yes.

240. Do you consider both of these more important than the relief of parents from paying fees?—Supposing that the poor who could not afford to pay fees were in considerable number, I would say the application of available funds to them for ordinary education is more to be desired than the giving of bursaries to a few better able to pay for their own education. A share of the bursaries might still be open to the deserving of the poorest.

241. If those fees could be otherwise provided, you would prefer to retain the endowment for the higher education?—It could then have no better destination.

242. Do you think these two objects more important than the relief of ratepayers from the rates?—On that point I do not offer an opinion.

243. Would you think it a better system to charge the ordinary fee where there is an endowment, giving the higher education, or to relieve the parents from the fee, and give the lower education?—I think where the parent is at all able to pay a small fee, it is very desirable that that practice should be continued; and anything that remains after the due supply of elementary education may well go to promote the higher.

244. So far as the parents are able to pay fees, you would retain them as funds towards the better setting out of the school?—Certainly.

245. *Mr. Sellar*.—Have you considered the question of gratuitous education, and can you state to us the opinions which you have formed upon it?—I am very much inclined to have a fee taken where the parent can possibly afford it; and where he cannot afford it, he should be very carefully and diligently exempted from it.

246. Have you considered the scheme of the governors of Heriot's Hospital for the Provisional Order?—I have seen it.

247. They state in their report that you approve of it. They say the scheme was submitted to certain persons—among others to you—and that it met with their general approval?—I do not remember seeing the Provisional Order, to give any formal approval; but what it proposed in regard to secondary and industrial schools, and the requirement of a small fee, accords with what I have repeatedly stated or signified in reports on the Heriot schools.

248. Did you take into consideration the educational requirements of Edinburgh generally, in considering the scheme?—My consideration was very slight and cursory, and did not include any calculation of the educational requirements of Edinburgh generally.

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249. *Mr. Lancaster.*—In speaking of the Heriot out-door schools, and of the question of fees, you said they must be regulated so as to avoid prejudice to any existing establishment—any good existing establishment?—That was said, not of the out-door schools, but of the proposed secondary school.

250. What was in your mind when you said it was to be without prejudice to any existing establishment?—It is evident that where there is a good existing school already, some care should be taken not to interfere with it: that is the spirit and intention of the Education Act.

251. You mean to say, that if endowments were to be applied so as to increase the higher instruction in a particular locality, it must be done so as not to affect existing higher education unnecessarily?—Yes.

252. *Mr. Ramsay.*—Would you think it a good use of endowments, to apply them so that the fees charged in any school for the secondary instruction should be at a rate so low that a working man might have his children educated in these branches?—I think that is extremely desirable.

253. And that there is a great want of such schools?—There is. Therefore by all means let private endowments of schools for secondary education be encouraged.

254. *Mr. Lancaster.*—And in order to accomplish this object, private adventure schools for higher education must take their chance?—Yes; but subject to some consideration (I am not prepared to say what) for the case of very deserving schools already existing. As not unconnected with this point, let me add, that no one can see without high hopes of future benefit to the education of Edinburgh, the admirably organized and managed schools recently established by the Merchant Company.

Dr. CUMMING, examined.

Dr.
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255. *The Chairman.*—You are an Inspector of Schools under the Privy Council?—I am.

256. In what counties?—I generally express it between the Tay and the Tweed; that is to say, I have Perthshire and Berwickshire, and the districts lying between these.

257. You have not, in your official experience, had any opportunity of observing the hospital system in Scotland?—No, I have not.

258. In country districts, have you visited any schools where there are local endowments?—I scarcely recollect doing so. I don't think it. Of the schools which I inspected, four-fifths are Free Church schools connected with congregations, and the other fifth are subscription schools, mostly supported by individuals on the spot, and sometimes by a single individual.

259. Have you had no opportunity of observing the effect of endowments in country districts?—I can scarcely say that I have directly, but I have had opportunities of knowing about them, especially in the northern districts. I should perhaps have mentioned that for a long time I inspected schools over all Scotland, so that I know a good deal about schools in the northern parts as well as in the district I have already mentioned. With respect particularly to the northern districts, I have good reason to believe that such bequests as the Dick Bequest have had a very material influence on the state of education in the country there.

260. In raising the standard of education?—In raising the standard, and not merely the standard, but in securing qualified men, which is the

most important part. I know it only indirectly, but I have learned from the supporters of schools in that district that the Dick Bequest schools were so well filled, that there was no reason for erecting other schools in their neighbourhood, or at least that the other schools were at a disadvantage, on account of the ability of the men who are mostly in these schools.

261. Does that opinion apply also to the schools supported by the Milne Bequest?—I believe it does.

262. The Milne Bequest has a different object, and is conducted on different principles?—Somewhat different. I used to go to Fochabers, for example, where I think the principal Milne school is. I had no school to visit there. I have visited schools in the country round about, but no opposition was got up to the Milne school there, and there was no chance of it, I think.

263. Have you, from your experience, formed any opinion as to the advantages of endowments to these local schools?—I think the great advantage of them would be to remunerate able men as teachers. If you could provide for ordinary schools highly qualified men, there is very little fear that you would raise the state of education throughout; and the only way you can be perfectly secure of having highly qualified men, is of course by paying them well.

264. Then your experience is, that in this class of schools the remuneration at present is rather low?—Rather. Of course, now and then we have a schoolmaster who is very well paid. Individuals could be mentioned here and there who are very well paid; but with respect to the class generally, I think they are rather underpaid. But when I speak of the higher payments, it is connected with another subject which I consider of great importance. I think that in many of the common schools, largely attended, there should be more than one master, so that the senior master, a more highly qualified man, should have a general charge of the school, and more particularly to have charge of two or three of the higher classes, so that he might be able to carry on these to a greater extent than they can be carried on by a single man having charge of the whole school, and teaching every part of it. I should say in regard to that, that there are two ways in which the object might be accomplished. You might have lower and higher schools in the same neighbourhood. In Edinburgh, for example, you might have one school that did not attempt to teach anything but the purely elementary branches, and another school which might carry the scholar further on, so that the children could be transferred from the one to the other with advantage. But in many other places it would be more advantageous to have one large school and two masters to it.

265. Supposing these schools are supported by the local boards, it would only be the elementary one that would receive payment out of the rates?—Yes.

266. And the other would have to depend entirely upon fees?—Yes; unless you could find means besides the rates to remunerate the senior teacher. I think something of that kind might be done.

267. You think it an object that there should be some further provision for the education of the country beyond what present arrangements supply?—Certainly it is desirable that there should be something of that kind. I don't know that you can enjoin it in every school; but the way it would work would be that the higher master should be qualified, in the first place, to teach some higher branches, and that the numbers to whom these branches should be taught should be determined by the circumstances of the school.

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268. *Mr. Parker.*—Have you found, in inspecting elementary schools, that the teaching power is frequently insufficient?—Not often. I have very seldom had occasion to complain of that, because the standard of education is not generally very high. That is to say, the master may bring up a certain number of his pupils to the sixth standard; and if he does that, perhaps it is almost all that is required. I generally examine the children over all the standards of examination, and I examine them further in anything else that they profess to have learned or that the teacher professes to have taught them. But I believe that, with respect to many of these schools, it would scarcely be possible for the teacher to go much higher than he does.

269. Supposing the children in general were required to pass under the Code, somewhat as in England, and that it was also intended to keep up the higher education, do you think that having two masters, as you have suggested, would be an advantage?—I think it would assist greatly towards such an object.

270. So that where there was an endowment available, you would be inclined to put a second master in the large schools?—Yes, if it could be applied to raise the salary of the higher master, that would improve the education.

271. Can you fix any sum that you would consider, under present circumstances, fair remuneration for a highly qualified master?—I am not sure that I could do that at present.

272. Should you say that the salaries at present paid to schoolmasters are generally high enough to secure the qualifications desirable?—I should say that I hardly think they are sufficient. There are many schools where the teacher gets a very considerable salary, but, taking them all over, I should say the schoolmaster is rather underpaid; and you can hardly expect in these circumstances that he should carry on the education to a much higher extent than at present.

273. Looking especially to the country districts, and also to the demand which there is likely to be for schoolmasters, do you think that an increased salary would be desirable to secure sufficient qualifications in the masters?—I think that would be very desirable; and the effect would be just as it is with respect to the Dick Bequest, that it brings the best teachers to the spot where the best salaries are to be got. I presume that the teachers in the Dick Bequest schools have been in other schools previously, and have been attracted to these schools by the higher emoluments which they get there.

274. Would you apply local endowments rather in aid of salaries in that way than in the diminution of fees to the parents?—I take it for granted that the fees are to be small.

275. *The Chairman.*—With reference to gratuitous education, have you formed any opinion as to the expediency or not of indiscriminate gratuitous education?—I suppose that in some instances the education must be gratuitous; but where it is not a matter of necessity, I think it is very much to be avoided. I am quite satisfied that where the education is gratuitous, it is not likely to be very much valued by the parents, and that they will not take the trouble, therefore, to keep their children at school. You may insist that they shall send them to school; but they have occasion for them at home occasionally, and they are most likely to take them away when they pay nothing for their education. At the same time, of course, the education may be partly gratuitous; but where it is not gratuitous, the fees on a national system must necessarily be small.

276. *Mr. Lancaster.*—Then I suppose you would answer the question, Is gratuitous instruction desirable for those whose parents are in the

receipt of regular wages? in the negative?—I certainly would. It is not desirable unless their wages are uncommonly small. And that leads to a subject which I view with more anxiety than almost any other in connection with the recent Education Act. It is intended, of course, that education shall be compulsory—that all parents shall be obliged to send their children to school. Now there is an effect of that on the children of respectable parents which I contemplate with considerable anxiety. I have no doubt that parents earning £1 a week, and paying fees, will almost all feel it a hardship that their children should be associated with those who are swept off the street and compelled to come in. I don't see my way to avoid that.

277. *The Chairman.*—Do you think there should be a separate provision for that class?—I am not sure but the best plan would be to have schools for that class; and I think there should be some way by which, supposing the children were there gratuitously in the first instance, they might be transferred to a better school and their fees there paid by public money—I mean to say those who showed any talent or any tendency to the higher qualifications.

278. *The Earl of Rosebery.*—Would you be satisfied with an increase in the number of industrial schools for that lower class of people?—I think that would very probably be required. Industrial schools would come pretty near, especially for those who are compelled against their will to come to school, and who are taught gratuitously.

279. You could not have a school of the second class, which you point at, in every district, so that perhaps it would be better to have an increase in the number of industrial schools?—In remote places the evil would be less felt. The poorest and the best-conditioned children there are accustomed to mix together. But I dread its effect in such places as Edinburgh or Glasgow, if in a large school, the City Arabs, as they are called, who are naturally sent to the industrial school, should be forced into a common school with the children of respectable parents. I think that would hardly be just to them.

280. *Mr. Parker.*—If there were free schools or penny schools in such cities as Edinburgh and Glasgow, do you think the class of children of whom you speak would resort chiefly to them?—Well, I don't know if you could compel them to go to these. You may insist on their paying fees, and if the fees were not paid, or refused to be paid, you might send those who did not pay them to a school suitable for them, being occupied by children of that class. I think there is some regulation in the Act itself limiting the powers of the School Board, and of the parents also, to determine the school to which the children are to be sent.

281. The parents may choose any school they please?—I think there is something limiting the power of the parents.

282. There is a limitation of the power of the School Board?—There is a restriction both on the School Boards and on the parents.

283. *Mr. Lancaster.*—Would there not be a difficulty if very poor people had to send their children to schools to which convicted children were sent? Would not that be a hardship?—Yes, it would.

284. *The Chairman.*—In the parts of the country that you are acquainted with, what provision is made for the higher instruction?—I have occasionally here and there met with schools where there were a number of pupils receiving considerably advanced instruction, particularly in Greek and Latin; but there are not many schools of that kind. I think they were either in Aberdeenshire or in places under the influence of the Aberdeen University. But that was very much a matter of taste with respect to the schoolmaster. He might be selected possibly by some of

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those who chose him with a view to his qualifications in that respect; but that was very much, so far as I have seen, a sort of personal matter with the schoolmaster, only a few pupils generally taking it. I don't know that it is worth while to force a very high education on the pupils in the school generally. In any school the schoolmaster soon comes to see which of the children are qualified to go further, and likely to do credit to himself and themselves by taking a higher education; and it is a great pleasure for him to give the higher education if he has the qualification himself. If, in order to do that, he can be relieved of some of the drudgery of the lower classes, it is an advantage for the whole school.

285. You don't consider that there is any inefficiency on the part of the teachers to give that higher education?—Hitherto the teachers that have passed and got their certificates are in very considerably different degrees. There used to be, and I fancy there still are, nine different gradations of teachers with certificates. If you were having any openings for a teacher of superior qualifications, you would have, in the first instance, the indication of his powers from the degree which he has taken, and then, upon examination, you could easily ascertain on what subjects he was most distinguished. But still, as there are really different qualifications of teachers, the man qualified to teach the common elements might not be qualified to teach the higher branches. At the same time, with plenty of teachers passing, you should generally find a sufficient number to fill the principal schools.

286. *Mr. Lancaster.*—Do I understand you to say that you think there is sufficient provision generally in Scotland now for the higher school education?—Scarcely. I don't think it.

287. You may distinguish the teaching power, which may be sufficient, from the power we have of setting that teaching power into operation—I mean money?—Of course I would not expect that the money should be at all equally distributed over the schools.

288. Are we to take it as the purport of your evidence, that you think the higher school education is sufficiently provided for at present?—I should say no, because, though there are such masters here and there, I should like the number to be much greater.

289. I think you said that one way of increasing it would be by having two masters in particular schools?—In large schools.

290. In country districts, would you think it a feasible thing to have one centre school in which that higher instruction might be given?—I should think that a very reasonable plan, if it was within a moderate distance of the other schools.

291. *Mr. Ramsay.*—Would you think that better than having two teachers in each school, one for higher, and one for the more elementary branches?—I am not quite so sure as to that. I am not contemplating the case of a man simply appointed to be the teacher of a high class school; I suppose that might be independently of what I am speaking of. But what I should like is, that over a great proportion of the schools where the common elementary instruction is given, there should be in the larger schools, at least, provision made by which the chief master should have abundance of time to communicate instruction in the higher branches, while there should be another master under his direction, giving instruction in the elements.

292. *Mr. Lancaster.*—Then with reference to Mr. Ramsay's question, you would prefer that where practicable?—I think that would extend education over the greater part of the country; but I should not object to having, in particular towns, a high class school to which persons from the country could go.

293. While I understand that you would prefer two masters in the school where it was practicable, there might be country districts, might there not, in which that could not be carried out?—Certainly.

294. And you might have a centre school where the higher instruction was given, to which the children of that district might go?—Yes.

295. You think that advantageous, though the other might be preferable?—Yes; but I don't think the centre school should be confined to the higher branches. I think it should be a school in which, along with the elementary branches, some of the higher branches should be taught.

296. *Mr. Ramsay.*—You would like all the schools to be what our better parish schools have heretofore been?—As near as possible; but the parish schools, as far as I understand, are very unequal in that respect. Some masters, who were highly qualified, carried on pupils to a great extent, but in many others of the schools there was no attempt at that. I should like in all the schools up to a certain amount that there should be provision made though there was only a single teacher; but there are children who would wish to take the higher branches, and the best plan would be to have schools with two masters, one for the higher branches, and the other for the lower qualification.

297. In your experience, have the parish school teachers taught the higher branches not so much from the demand for that instruction, as from the fact that they themselves possessed the knowledge necessary to enable them to give instruction in these branches?—That is very probably the case; and if these children have gone a certain length and been successful in their education, parents would like them to go as far as the schoolmaster can carry them; so that there is a demand as well as a supply.

298. Do you think that if an ordinary Normal School student obtained a certificate, that would of itself be an indication of his power to teach the higher branches?—If he had a first class certificate.

299. Is it usual that those electing teachers for parish schools expect a first class certificated teacher for a parish school?—I don't think it; but I must caution you against thinking that I am qualified to say much about that, because I have nothing to do with the examination of parish schools, and my knowledge of them is of a general kind.

300. In the schools which you examine, are they usually first class certificated teachers?—No; there are first class certificates among them. They are of all classes, but the first class is a comparatively small number. The number of those who have taken first class certificates in the first instance is small, but the number of teachers have gradually come up, from having passed good inspections for a number of years. The certificate is liable to be revised every five years, and a man who has done his duty faithfully gets his certificate raised; so that there are now a number with first class certificates who did not take so high a class at first.

301. Did they get these first class certificates quite irrespective of their ability to teach the elements of Latin or Greek?—Yes; it is not necessary that they should do that.

302. *Mr. Sellar.*—Do I gather from what you say that you disapprove of what is called the graded system of education?—I am not sure that I understand that term.

303. I understood you to say that you thought in all the central schools which Mr. Lancaster mentioned, you would have higher and lower instruction combined, rather than have grades of schools,—elementary schools and higher schools?—Yes; in most parts of the country it would be impossible to have that. If it were a school of 100 pupils or

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more, I think it would be desirable to have the two teachers, one of them qualified to give the higher instruction.

304. But where it is feasible, as in a town like Edinburgh, to have a graded system of education, would you approve of it?—I have no objection to it. I should think there should be a graded system, with some means of transferring the abler pupils from the lower to the higher.

305. You would not have in the central schools both a higher and a lower education: you would have a lower and a higher school?—I am rather inclined to maintain a general education even in the higher schools. You might have a few schools of a higher class altogether; but what I am aiming at rather is, to have the schools arranged in such a way that there should be within the reach of all pupils qualified to receive the instruction, the means of obtaining it.

306. Would you have in the High School of Edinburgh the elementary branches taught as well as the higher branches, or would you have it relieved of the elementary branches?—The High School is rather out of the class that I have been contemplating. I was speaking of the common schools to be supported by Government.

307. In the country districts?—In town and country—such schools as you might form out of the Heriot schools in Edinburgh.

308. But in a system of education you would have elementary schools and higher class schools in populous centres?—In such a case as you are mentioning just now, I should not expect the elements to be taught; but between the purely elementary schools and such schools as the burgh schools and the High School of Edinburgh, there must be a considerable number where both the elementary and the high class education can be given to a limited extent.

309. Why, in large centres of population should you not have distinct and separate schools?—I have no objection to that.

310. In thinly populated districts you would have both the higher and lower branches taught in one school?—Yes.

311. In large towns you might have a high class school?—It is very desirable to have high class schools all over the country.

312. *Mr. Parker.*—You have spoken of the country schools and of the schools in large towns. I wish to ask a question about schools in towns of intermediate size. In Perthshire, for instance, there is Blairgowrie with a population of about 5000. What organization of schools would you consider best there?—I know Blairgowrie very well, and it is one of the places where I would have more than one school,—probably one of them purely elementary, and another having a provision for the higher education, but not exclusively so. I mean to say one school might be purely elementary, and another school, or perhaps more than one, might have a provision made in it so that the more elementary classes could be taught by one teacher of inferior qualifications, and the higher branches by another well paid teacher.

313. Do you think that combination would work well?—Yes, I think so.

314. You don't think there is anything in the practice of Scotland opposed to having two masters in one moderate-sized school?—I think not. I have had some experience of it with a master and mistress. It is not an uncommon thing to have a mistress to teach the younger classes, the master carrying them on after that. Of course you would need to settle the question whether the children passing from the junior to the senior master were to be removed by the school board, or the managers, or by the head master; and I think probably it would be better to leave that to the head master, if you could do it without cutting down the fees

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of the other. Where there are two teachers in a school, there is sometimes a little division of opinion as to how the children should pass from the one to the other. Of course, if the mistress or the junior master depends on the fees of those who are taught in the junior division, he has an interest in preventing them from being transferred to the other. But if some means could be taken by which the junior teacher should not suffer from the transference, then I think it would be desirable to leave it to the senior master to say when they should come up to him. I find occasionally in practice that there is a little difficulty about the transference. But if the fees of the teacher don't depend on that, it might be safely left in the hands of the chief master.

315. *Mr. Ramsay.*—Have you ever considered the system with reference to the application of endowments, to connect our ordinary schools with the higher class schools of which you have been speaking, and these schools with the universities?—I am not sure that I have studied it so carefully as to be able to give a very clear opinion on it. Of course it is very desirable that there should be higher class schools, and that from these certain pupils should go to the University.

316. But I mean to connect the elementary schools with the higher class schools?—There is some difficulty in doing that with regard to the purely elementary schools in the country districts, where there is but a limited attendance at school. It is difficult to see how to make any express arrangement for transferring the children from them to the University, unless there is a higher class school in the neighbourhood.

317. You don't consider it impossible that the standard of education in Scotland should be so elevated as to permit children of all classes being drawn to the higher schools and to the universities?—It is very desirable that that should be so, if the funds can be applied in that way.

318. But you have not studied that question specially?—No; I have only an idea with reference to the general principles. But I have no doubt that there should be the means for children who have shown talent in the elementary schools getting instruction in a high class school.

319. *Mr. Lancaster.*—And, speaking generally, you would consider that any application of endowments which would render that rise of the lowest classes up to the University would be a direct benefit to the poor?—That is an object which ought to be kept in view, decidedly.

320. *The Chairman.*—Have you any further remarks to make?—I don't think so.

THOMAS J. BOYD, Esq., F.R.S.E., examined.

321. *The Chairman.*—What positions have you held connected with the Edinburgh Merchant Company?—I have been for eight years continuously an office-bearer. In the year 1865 I was an assistant; in 1866, 1867, and 1868, I was treasurer; and in 1869, 1870, and 1871, when the Provisional Orders of the four hospitals connected with the Company were carried through, I was master, and as such, I was preses of the different boards of governors of the hospitals; and this year I have been 'old master.'

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322. Will you describe the constitution of the Company?—It was incorporated by royal charter in 1681, and is governed by a master, twelve assistants, and a treasurer, all of whom are elected by the Company annually, excepting that the treasurer and master, on retiring from these offices, become assistants for one year without election; and I may add that no emoluments of any kind are received by any of these office-bearers.

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323. What constitutes membership of the Company?—A certain payment as entry-money, and a payment to become a member of the widows' fund. The gross amount payable altogether varies from about £145 to considerably upwards of £200, the exact sum being determined mainly by the ages of applicants for admission.

324. The Merchant Company comprises the greater part of the merchants and trading classes of Edinburgh?—Upwards of 300 leading merchants, bankers, and traders in Edinburgh and Leith are members.

325. Is the membership limited to those connected with the city?—To those connected with Edinburgh and Leith.

326. Apart from the educational institutions of which it has charge, to what purposes are the other funds applicable?—Since its institution it has held a very prominent position in Scotland, and its deliberations and resolutions have not unfrequently had considerable influence on public affairs. It still takes cognizance of public matters.

327. To what purposes are the funds of the Company which are unconnected with these endowed educational institutions applied?—To the expense of managing the Company, towards giving subscriptions for public objects, and the payment of widows' annuities, and annuities to decayed members.

328. It has no other public functions to discharge beyond managing the property of the members?—And the principal administration of three of the Edinburgh educational hospitals, and of Gillespie's Hospital for old people; and it sends representatives to various public boards.

329. That is the principal object?—Yes.

330. There have been great additions recently to its numbers from persons connected with the city?—Yes; very numerous additions from Edinburgh and Leith.

331. And it is now in a very prosperous state?—Very much so indeed.

332. *Mr. Ramsay.*—Have the Merchants' Company charge of these educational endowments in Edinburgh in respect of any money that they have themselves paid, or solely in virtue of the wills of the testators?—Solely in virtue of the wills of testators, with one exception. There are four hospitals altogether, and their administration of George Watson's, Gillespie's, and Daniel Stewart's is solely in consequence of the wills of the founders. In regard to the Merchant Maiden Hospital, it was founded in 1695 by the Merchant Company, and the widow of James Hair, druggist in Edinburgh, for the education of girls, and the Merchant Company subscribed very largely to its funds.

333. *The Chairman.*—Will you state what the present financial state of the trust is?—In the last published accounts, the accountant to the trust reported the net income for the financial year ending 1st November 1871, exclusive of the amount received for the tuition fees of day scholars, to be £7127, 7s. 9d. This is also exclusive of the annual value of the hospital building used as a day school.

334. *Mr. Parker.*—Is that the net revenue?—Yes.

335. *The Chairman.*—What hospital are you referring to?—George Watson's.

336. Will you state the net revenues of the different hospitals?—In the last published statements, the accountant reports the net revenues of the different hospitals to be as follows, viz.:—George Watson's, £7127, 7s. 9d.; the Merchant Maiden, £4879, 13s. 2½d.; Stewart's, £3452, 14s. 2½d.; and Gillespie's, £1703, 11s. 5d. These amounts are exclusive of the annual value of the four school buildings belonging to the trusts, and of the small hospital house connected with Gillespie's foundation, and, of course, of the school fees paid by pupils.

337. *Mr. Ramsay.*—Can you state the amount of the fees?—The school fees received for session 1871–72 were as follows, viz. :—Watson's College schools, £7281, 17s. 3d. ; the Edinburgh Educational Institution, £8525, 14s. 6d. ; Stewart's, £1256, 2s. 9d. ; and Gillespie's, £997, 8s. 6d. ; being £18,061, 3s. in all.

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338. *The Chairman.*—The objects of these hospitals are fully stated in the petition which you gave in to Government?—They are.

339. Would you state the circumstances which led you to propose a change in the management of the trust?—There has been a very strong and growing feeling in Scotland against what is known as the hospital system; and, happily, people generally are now coming to believe in the truth of the saying that children should be brought up in families, not in flocks. The education of large numbers of children apart from their parents, relatives, or friends, and without their having almost any intercourse with other persons except the officials of the hospital establishments, was a system unnatural in itself, and not calculated to make them in after life useful members of society. With whatever zeal those who were so brought up might be trained morally and intellectually, many were found, on the completion of their education, to be devoid of that general intelligence which is acquired from intercourse with friends in the home circle; and when they left the hospitals to begin the business of life, they were, as a rule, unable to take their places with others whose scholastic training had not been superior, but which had been carried on under happier circumstances. Altogether, it was felt that, in return for the large sum of money expended upon them, comparatively small benefits were derived; and it was to abolish this state of things that the educational scheme of the Merchant Company was devised.

340. The Company have for a long time been desirous of reforming these institutions?—For a long time they have.

341. You introduced an Act of Parliament?—The governors obtained, about nineteen years ago, parliamentary authority to admit day scholars, selected from the privileged classes, to George Watson's Hospital, to be educated gratuitously along with the foundationers.

342. To what extent were these powers put in force, of allowing outdoor pupils to mix with them?—At the time the Provisional Orders were applied for, there were only 16 boys day scholars in Watson's Hospital educated along with the foundationers. A strong feeling existed among that class of society against receiving gratuitous education, and there was very great difficulty in getting as many as were wanted to break up the closeness of the system.

343. They were to be admitted on the condition of paying no fees?—Yes; to be educated in the hospital along with the foundationers.

344. You thought it desirable that somewhat more extensive changes should be made?—Most desirable; but that liberty had scarcely been granted, when the governors were given to understand that the passing of the bill was considered a mistake, and that no more applications need be made to Parliament for permission to alter the wills of founders. It seemed then only a waste of money to endeavour to obtain additional powers, but the Company did not fail to stretch those they had to the utmost extent. In the case of the Merchant Maiden Hospital, they admitted as day pupils, on payment of moderate fees, a limited number of girls belonging to the privileged classes; and while they deeply regretted that they could not make a more extended use of their funds, they felt that the blame of this did not lie at their door. With a view also of breaking up the closeness of the hospital system, the governors of the hospitals also endeavoured to get the friends of the foundationers

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to take them to their own houses weekly, from Saturday until Monday morning. They were successful in getting this done to a considerable extent; but some of the parents grumbled at the proposed change, and said the only object was to economize the expenditure of the trusts. Further, some time before the reforms were brought about, it was made a stipulation on the election of foundationers, that their friends were to take them home during the summer holidays. Again, two years before the Provisional Orders were obtained, 41 of the foundationers of George Watson's Hospital, and the following year 29, were sent to the High School to attend the classes there during the day, the governors paying the school fees, while they lived in the hospital building as before. I felt compelled to dissent from this last step being taken, and protested against it, believing that the governors were exceeding their legal powers. The taking of it, however, directed much attention to the necessity of hospital reform, and gave a great stimulus to the movement.

345. This opinion which you refer to, with reference to the injurious character of hospital training, is one in which you thoroughly concur?—Most thoroughly.

346. It is the result of your observations during the time you have been an office-bearer of the company?—It is.

347. That opinion has been expressed by others connected with the management?—It has.

348. Do those who have had charge of the different hospitals as masters concur in it?—In so far as I know, all the old masters of the Merchant Company do so. All the office-bearers were unanimous in applying to Parliament for Provisional Orders to reform the system. In regard to that, I may say that the Merchant Company have been the leaders in hospital reform in Scotland. They were the first to take action in the matter.

349. Were these opinions founded not merely on their own observation, but on that of those having charge of the hospitals?—I presume so.

350. You took action under the Endowed Schools Act of 1870?—Yes. It was on the representations of the Company that the Endowed Institutions (Scotland) Act was brought into Parliament as a Government measure.

351. And you proposed schemes with reference to all these four institutions?—Yes; schemes for reforming the four institutions were prepared by us under the provisions of that Act.

352. Would you state generally what were the reforms which you contemplated?—What had to be done was to devise a scheme for reforming the four hospitals. No group of educational hospitals, or even any individual one, had previously been efficiently reformed, and there was therefore no plan in operation which could form any guide in the matter. There was this further difficulty, that the task to be accomplished was to prepare a scheme for enabling the general public to participate in the funds to an extent which the Merchant Company and the governors of the four hospitals might be disposed to concede, and at the same time, one sufficiently liberal that the Home Secretary and Parliament, on the part of the public, might feel themselves justified in accepting,—that is to say, the scheme would require to be a compromise. In preparing it, it was specially kept in view that it should be of such a kind as would not be likely to clash with the plans which other hospitals in Edinburgh might contemplate undertaking, so that money might not be squandered in unnecessary competition. Particularly, regard was had to keep clear of the work which the governors of George Heriot's Hospital were accom-

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plishing with their out-door schools in the education of poor children. The leading features of the scheme were these: 1st, the removal of all the foundationers from the four hospital buildings, and providing for their maintenance elsewhere; 2d, the converting of these buildings into great day schools, under a graded system of education, for the instruction of children of the general community, along with the foundationers, on payment of moderate fees; 3d, the throwing open of presentations to the foundations for competition amongst the pupils attending the schools; 4th, the awarding of school bursaries equal in value to the cost of tuition fees, to pupils of merit, both male and female, in the schools; 5th, the establishing of bursaries and travelling scholarships for the further prosecution of the studies of such pupils; 6th, the endowing of a Chair in the University of Edinburgh, to complete the commercial side of education to be given in the schools; and 7th, the establishing of one or more industrial schools for the neglected children of the city.

353. Eventually the Provisional Orders were carried out, having these objects in view, and they became law?—Yes.

354. Would you state what changes in the hospitals and buildings you have introduced?—The Provisional Orders became law in the end of July 1870, just as the schools in Edinburgh were closing for the holidays. It was determined to take measures at once for having the four hospital buildings opened as day schools in the beginning of the session in September immediately following, and otherwise to proceed in carrying out the scheme, with the exception that it was thought better to delay doing anything as to industrial schools, until it was seen what provision would be made for establishing such schools in the Scotch Education Act.

355. Were the schemes unanimously approved of by the Company and governors?—Yes; they came before 13 meetings, and there never was a dissentient voice. Towards carrying out the scheme, the first thing to be accomplished was to remove the foundationers from the buildings, so that the work of adapting them for their new purpose might begin. It was decided to have in them three graded schools for boys, and two for girls, so that each of the different classes of society for whom they were designed might find in one or other of them an education suited to its own requirements. The building of James Gillespie's Hospital was chosen for the lowest grade schools of both boys and girls which it was arranged to establish; Daniel Stewart's and George Watson's for the other two boys' schools; and that of the Merchant Maiden Hospital for the upper girls' school. There would thus be equal to five graded schools in the four buildings,—those in Gillespie's and the Merchant Maiden Hospital buildings being the two for girls, and those in Gillespie's, Stewart's, and Watson's, the three for boys. The word *hospital*, when used in connection with education, was so repugnant to the general community, that, in so far as the schools were concerned, its use was abandoned, and the names adopted for them were—'JAMES GILLESPIE'S SCHOOLS,' 'DANIEL STEWART'S INSTITUTION,' 'GEORGE WATSON'S COLLEGE SCHOOLS,' and 'THE EDINBURGH EDUCATIONAL INSTITUTION.' For each of these institutions a head master was appointed, whose emoluments were to consist of a salary, and a capitation grant for every pupil who should attend the school over which he was to preside. For the upper or middle class girls' school a lady superintendent was also engaged. These persons were appointed by the governors, at whose pleasure they were to hold their offices. Each of the head masters was to be responsible for the efficient working of the school under his charge; and, in order to do them full justice in this respect, they were to appoint and dismiss their own teachers and governesses, the governors fixing and paying the

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salaries. The foundationers were to attend the schools belonging to the trusts with which they were connected, and children of the general public, on passing a satisfactory examination, were to be admitted to all the schools on payment of moderate fees.

356. With reference to the foundationers, they are boarded in buildings apart from the ordinary schools?—George Watson's, the Merchant Maiden, and Stewart's Hospitals have each a separate boarding house, where some of the foundationers live; the others are boarded in private families.

357. There are foundationers attached to each of the four schools?—To three of the hospitals. Gillespie's was an hospital for aged people.

358. But as to the other three, the numbers were diminished?—The numbers are diminished to meet the expenses attending the changes.

359. In these schools, is there any industrial teaching?—None.

360. It is merely a house for boarding the children?—The lowest grade school is Gillespie's. It is attended by the children of the superior class of working artisans, and of persons in a like social position. This is the only one of the schools in which there are both boys and girls.

361. Do they pay fees?—All the out-door pupils pay fees, with the exception of a certain number who gain school bursaries; that is, those who gain, by competitive examination, the privilege of receiving their education gratuitously for a fixed period.

362. You had power further to reduce the numbers of foundationers, with the consent of the Merchant Company?—We have.

363. Is it part of the plan ultimately to get rid of the foundationers altogether?—I cannot say it is.

364. You have taken powers to do so?—We have taken powers to reduce them.

365. And do you conceive that you have the power of getting rid of them altogether?—It is not so stated in the Provisional Orders, the word used being 'reduce.' Some presentations to the Merchant Maiden Hospital, which do not belong to them, are excepted.

366. But there is no limit as to what you may reduce them to?—There is no specified limit, with that exception.

367. You have power under the Orders to board out any of the foundationers you please?—We have.

368. Has that power been put in force?—Yes, to a very considerable extent.

369. Out of the limited number that are left, a considerable number are boarded out and not kept on the hospital establishment?—Yes.

370. Is that a plan which you propose to extend if you find it to answer, and to get rid of your boarding establishment altogether?—It was thought better to try the working of both plans before deciding that point. The children who reside in the boarding establishments are generally those who have no parents, or whose parents do not reside in Edinburgh. Where it is otherwise, we prefer that they should live with their parents.

371. Will you state your opinion of the working of the plan generally, as regards the changes you have introduced?—It has been an extraordinary success,—so much so, that I think teachers and the general community have no conception of it. The number of scholars in Gillespie's, Merchant Maiden, Watson's, and Stewart's Hospitals before the Provisional Orders came into operation, was as follows:—Gillespie's, 140; Merchant Maiden, resident 74, day scholars 28 = 102; Watson's, resident 68, day scholars 16 = 84; Stewart's, 68: total, 394. The number at present in the five schools is 4592, being an increase on the above 394 of 4198. The particulars are as follow:—

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	Applied for Ad- mission.	Rejected.	Placed on Super- numerary Roll.	Admitted.
Gillespie's Schools (for boys and girls)	1470	70	170	1230
Edinburgh Educational Institution (for girls)	1350	30	20	1300
Watson's College Schools (for boys)	1226	84	0	1142
Watson's College Schools (for girls)	676	3	73	600
Daniel Stewart's Institution (for boys)	320	0	0	320
	5042	187	263	4592

The number of teachers employed before the Provisional Orders were granted was:—In Watson's, teachers, 7; in Merchant Maiden, teachers and assistant musical governess, 10; in Stewart's, teachers, 7; in Gillespie's, head master and assistant, 2: gross number of teachers employed, 26. The number of teachers now employed, that is to say, employed in consequence of the Provisional Orders, is as follows:—Watson's College Schools (for boys), teachers, 40; Watson's College Schools (for girls), teachers, 38, pupil-governesses, 6; Edinburgh Educational Institution, teachers, 63, pupil-governesses, 19; Daniel Stewart's Institution, teachers, 17; Gillespie's Schools, 30: making a total of teachers and pupil-teachers of 213. The salaries paid prior to obtaining the Provisional Orders were—Watson's, £395 (this does not include fees paid to High School); Merchant Maiden, £623; Stewart's, £485; Gillespie's, £211, 6s.: making a total of £1714, 6s. The sums stated for the Merchant Maiden and Stewart's do not include the salaries of the matrons and female superintendents.

The salaries now paid are:—

	£	s.	d.
Watson's (for boys)	5,027	5	0
Watson's (for girls)	3,899	0	9
Educational Institution (for girls)	7,255	0	0
Stewart's (for boys)	1,873	11	3
Gillespie's (for boys and girls)	1,314	0	0
	<u>£19,368</u>	<u>17</u>	<u>0</u>

It has been estimated that the annual saving to the public by the reduced cost of education given in these schools will be about £30,000. Professor Hodgson, LL.D., who was appointed examiner, wrote regarding them—'It is altogether an astounding organization, and one is quite overwhelmed by the attempt to estimate its results in even the near future. It is something to have lived to see this sight; it is more to have done aught to bring it about.' In regard to the effect which the changes have had upon the foundationers, all the evils of which I have spoken are removed. As to the feelings of those who have had experience of both systems, they are delighted beyond measure at the change. The living with their parents, in private families, or in the boarding-houses with a matron, and a teacher who superintends them at their lessons in the evening, the walking to and from the schools, and the associating there with other children, have such charms for them, compared with the old state of things, as to make them feel life to be altogether different from what it was before.

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372. Do you consider that the higher authority with which the head master is invested is attended with great advantage?—Very great.

373. He is responsible for the teaching of the subordinate masters?—Yes. He is responsible for the efficient working of the whole institution.

374. He has the power of dismissing the under masters?—He alone appoints and has the power of dismissing all the teachers, the governors only fixing and paying their salaries.

375. Does the dismissal require the approval of the governors?—No.

376. Is the salary entirely in money?—The head master has a fixed salary, and a payment in addition for every day scholar attending the school.

377. Your opinion of the change is confined to two years' experience; but is it formed from frequent visits to the school, or from reports made upon it?—It is from frequent visits, and also from reports.

378. And from the contrast of what you had experience of in the different hospitals under the former system?—Yes.

379. When each teacher was to a certain degree independent of the head master?—Yes.

380. *Mr. Ramsay.*—Do the governors allow the head master to dismiss any teacher?—Yes.

381. Without intimation to them?—Without intimation to them. He conducts the school on his own responsibility.

382. And he is not called to account for the dismissal of any of the teachers?—Not in any respect.

383. *The Chairman.*—It would be hardly possible to conduct schools on such a large scale without investing the head master with great authority?—Quite impossible. The head master is responsible to the governors for the efficiency of the whole institution, and he holds his situation during their pleasure; and it would be unreasonable to place him in such a position, unless he were allowed to select all the teachers, and change them when he deemed it necessary. The schools are examined by persons unconnected with them appointed by the governors, and the governors therefore know, from their reports and from personal visits, whether everything is going on well. It is, no doubt, a painful thing for a head master to dismiss a teacher, and it would doubtless be a greater pain to the governors if they had to dismiss a head master; but the schools are established for children whose interests cannot be sacrificed to those of teachers.

384. *The Earl of Rosebery.*—Who pay the fees to the master,—the Company or the parents?—The governors draw the fees themselves, and they pay the salary to the head master, and a capitation grant for each day pupil.

385. It does not go directly from the parents to the head master?—No.

386. *The Chairman.*—The means by which this great change has been carried out has been owing to reducing the number of foundationers?—Money has been found in that way for carrying out the objects of the scheme; and further, the revenues of the hospitals are constantly increasing.

387. And the fees that are paid are in general moderate; that is one of the reasons for there being so many applications of pupils to enter?—They are very moderate as compared with the fees which have been hitherto charged in Edinburgh for education; but for the kind of schools, the education and teaching are of the highest character.

388. One part of the plan was the abolition of preference claims of children who bore particular names?—Yes; these were abolished under the Provisional Orders.

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389. Your experience of the working of it under the former system was such as to lead you to desire the change?—Yes. Great evils arose from the obligation to admit such children to the Merchant Company educational hospitals, and I believe also to others. Their education was too often neglected by their guardians in their earlier years, who thought that there was little use troubling themselves about it, or paying school fees, since they would be sure of getting them into an hospital where everything would be done for them. The consequence was, that these children were generally unfit to be placed in the same class with others of a like age; they required an unusually large amount of labour to be expended upon them, and as a rule they were a drag upon the whole institution.

390. *Mr. Sellar*.—Do the under masters get any proportion of the fees?—No.

391. They are only paid by salary?—Only.

392. The head master does not strictly get fees, but a capitation grant for the pupils?—His emoluments consist of a salary and capitation grant, both of which are paid to him by the governors; and all the teachers also get their salaries from them.

393. So that in point of fact the fees are not paid to the teachers?—They are not.

394. And you find that system has worked well?—Exceedingly well. The treasurers of the trusts go to the schools and collect the fees, and the head masters and teachers have no anxiety about their incomes.

395. *Mr. Lancaster*.—I suppose we may take it generally that the paper which you read before the British Association contains the opinion which you still retain on this matter?—Yes.

396. You have seen no occasion to change these opinions?—No.

397. With reference to Gillespie's foundation for old people, it has remained unchanged, except that you have pensioned them out?—The hospital building is now converted into our lowest grade schools, and the small building which was formerly used as a day school in connection with the hospital is now turned into the hospital house, where some of these old people live, and the others have pensions.

398. But so far as regards the application of that endowment to old people, you have made no change, except in giving them the option of being pensioned out, if they wish?—When the changes were made, those on the foundation had the option of staying in the hospital home or taking a pension of £25; but as to those subsequently elected, the governors decide whether they shall place them in the home, or give them a pension, which may vary in amount from £10 to £25. Then, before, a small part only of the income could be expended on the school; but now the governors can apportion the funds between the schools and the old people as they think best.

399. And the charity still remains available for old people as before, with that change?—With that change.

400. In appointing to that charity, do you still observe any of the restrictions of the founder as to persons of his name?—There was no change made in that respect as regards the old people.

401. As regards the old people, the restrictions imposed by the will of the founder are still observed?—Yes, with the exception, that the governors have now the power to decline electing any person whose election would, they think, be undesirable, and of removing any one from the foundation whose connection with it, in their opinion, should cease.

402. With reference to the children who were taught in James Gillespie's School, they were never in any sense foundationers on that charity, were

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they?—No. Money was left for the establishment of a free day school for boys in connection with the hospital.

403. It was merely that they got their schooling for nothing?—Originally they did.

404. Before the change?—In former times they did; but the governors, many years ago, charged a small fee. The effect of that was rather to increase the number attending the school than to diminish it.

405. With reference to those children attending James Gillespie's School, what has been the change introduced by your recent Provisional Order?—All the pupils, both boys and girls, are entitled to compete with the children of the other Merchant Company schools for presentations to the foundations.

406. Which are given by examination?—Which are given by competitive examination; and they have also school bursaries, as in the other schools of the company. These bursaries are numerous, and each of them is equal in value to the cost of the successful competitor's tuition fees for the following session. They are awarded yearly to pupils from nine years of age up to 16 for boys, and up to 18 for girls; and all pupils, irrespective of the length of time they have attended the schools, are allowed to compete. I may here state, that these bursaries are established in order that boys and girls of merit from nine years of age up to the time when they should leave the schools, and who are not successful in gaining places on the foundations, may have an opportunity of endeavouring to get education gratuitously.

407. Have the fees they pay been increased or diminished, or affected at all?—The first year after the Provisional Orders were passed, no change was made upon the fees in Gillespie's schools, but the second year they were raised.

408. With reference to the other hospitals, Watson's, the Merchant Maiden, and Daniel Stewart's, you have thrown open a fourth of the two former, and one half of the latter foundations?—A fourth at least of Watson's and the Merchant Maiden, private presentations of the latter excepted, and one half at least of Daniel Stewart's.

409. These are thrown open to competitive examination?—Yes; among the day pupils attending all the schools, including Gillespie's.

410. With reference to those which are still the subject of presentation, do you retain preferences on the ground of name, or any of the other preferences mentioned in the founder's will, such as sons and grandsons of merchants, burgesses, and guild brothers?—Some of these are retained. The only change was that the claims of burgesses were cut off, and those of children having preference names.

411. But the other preferences remain good?—They remain as they were; but I should like to mention that children of the privileged classes are only now placed on the foundations if they pass an examination suitable to their ages, and that, in selecting out of the applicants those who shall be admitted, regard must be had to their merits and attainments as tested by the examination.

412. Was it ever mooted whether the presentation system should be given up altogether, and the whole thing thrown open, when the 1870 Order was being passed? Was that ever contemplated?—That was never proposed either by the Government or members of the Company. The scheme was a compromise, and the Merchant Company, I feel satisfied, would not have consented to apply for a Provisional Order cutting off all these claims.

413. The claims that remain good are to the sons of merchants or ministers?—The claims are various in regard to the different hospitals.

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414. Are the claims accurately stated in your address at pp. 4 and 5? —I believe they are quite accurately stated there.

415. You say that those that are thrown open to examination are thrown open to all the pupils of all the schools?—With rules as to ages.

416. Are those open to competitive examination open to the whole world, as they enter at ten years of age?—Only to pupils who are attending the schools. The ages at which the pupils are entitled to compete for the presentations are, for boys, under 10, 11, 12, 13, 14 and 15; for girls, under 12, 14, 16 and 17: but these ages may be altered from time to time, as the governors see fit.

417. That is to say, an outsider would not be allowed to compete for any of these foundations?—No.

418. But supposing any boy at the age of ten was coming from Glasgow and asking to be admitted to compete for these foundations, would he be allowed to do so?—Perhaps I had better state the matter in detail. If he is simply entered as a pupil, the governors have power to allow him to compete; but their present rule is this:—A competition takes place at the end of every session, and only those pupils are allowed to compete who have attended the schools during the whole session.

419. And I suppose the same thing will apply to the bursaries which are given as they get more advanced?—As to the bursaries given for the continuance of their education after the pupils leave the schools, the Provisional Orders make an attendance of two years at them a *sine qua non* for being allowed to compete.

420. Have you had sufficient experience yet of the system to find whether competitive examinations at such ages as that are a good thing for boys?—It has had the effect of enabling the governors to find out the most meritorious pupils.

421. But perhaps you have not had sufficient experience to see whether it has not a prejudicial effect on boys to subject them at that early age to competitive examination?—Do you mean a physical effect?

422. Physical and mental?—We have only had the experience of two sessions; but this I may say, that while these rewards have had the effect of stimulating the exertions of the pupils, both boys and girls, in a very great degree, I have never heard of any case where the health of a pupil has been said to have been hurt by such exertion.

423. *Mr. Sellar.*—Is there anything in the Provisional Orders to prevent you throwing open these bursaries to scholars that have not been educated at the Merchant Company's schools?—Yes; only pupils of the schools can compete for bursaries and places on the foundations.

424. *Mr. Lancaster.*—In regard to presentations, you have abolished burgess and name preferences. Now, taking George Watson's Hospital, that will leave as qualified for presentations sons and grandsons of merchants and guild brothers, or of ministers of the Old Church. Is it, in your opinion, a reasonable thing that a presentation should be limited in such a way as that?—The Merchant Company had certain vested rights in the presentations to two of the hospitals, and the scheme being a compromise, made with the sanction of Parliament, under which the public get very large benefits, I do not think it would be proper to deprive the Company of the presentations they were allowed to retain under the compromise, and more especially as the carrying out of the scheme has been attended with such wonderful success. The presentations of which I speak, are those to George Watson's Hospital conferred by the statutes, and to the Merchant Maiden Hospital, which was founded by the Company and the widow of James Hair. And it is very gratifying to know that it was believed our scheme, which was the first of the kind laid before

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Parliament, either under the Scotch or English Act, was of great value as a lever in promoting hospital reform in England. Altogether I think we have done well in the cause of reforming the hospital system.

425. Then I understand that the limitation now as to George Watson's Hospital presentations is to sons and grandsons of members of the Merchant Company, and to ministers of the Old Church?—Those who are now qualified for admission are sons and grandsons of merchants, burgesses and guild brothers, or ministers of the Old Church.

426. But you struck out burgesses?—Burgess and guild brother, and a burgess, are different.

427. I understood you to say before, that the preference as to name and the preference to sons of burgesses had been given up?—Yes.

428. What remains with reference to Watson's?—Sons and grandsons of merchants, who are both burgesses and guild brothers.

429. Then you must combine being a burgess and a guild brother to have a qualification?—Yes.

430. A guild brother is not always a burgess?—Yes, always.

431. Then we drop the word 'burgess' altogether. Is it members of the Merchant Company and guild brothers?—And ministers of the Old Church—the guild brothers being also merchants.

432. What is a guild brother exactly?—A member of the municipal corporation called the Guildry. I am unable to give a concise definition off-hand.

433. Have you ever directed your attention to this question, whether the class of society that would be called guild brothers in the beginning or end of the 17th century was the same class of society that would be found to be so now?—I have not sufficiently studied the subject to be able to answer the question.

434. With reference to the privileged parties under the founder's will in the Merchant Maiden Hospital, what are they now?—That hospital was founded by the Merchant Company and the widow of James Hair. The privileged persons are the daughters or granddaughters of merchants who are also burgesses and guild brothers of Edinburgh, or of ministers thereof and suburbs, or of those who have been governors of or benefactors to the hospital.

435. If that is a correct statement of the present limitations, they don't necessarily reserve the rights of the Merchant Company?—They reserve the rights of the Merchant Company, but not exclusively.

436. Granddaughters of merchant burgesses of Edinburgh might imply a class of society who are not members of the Merchant Company?—That is so. Simple burgesses are not admissible to the Company.

437. Or do you limit it to the Merchant Company?—No; guild brothers' children can be admitted, if the guild brothers have been merchants.

438. Under the Merchant Maiden foundation, would you present to the daughter of any merchant in Edinburgh?—If he was a burgess and guild brother.

439. But into the Merchant Maiden foundation, there is nothing about that. The 5th clause of the Provisional Order says: 'The qualifications of the girls entitled by the governors' election to be placed on the foundation shall remain as at present, with the exception that children and grandchildren of those who were only burgesses shall no longer have a preference.' What does that leave it now, in the present state of society in Edinburgh?—Daughters and granddaughters of those who are both merchant burgesses and guild brothers.

440. The grandchildren of those who were only burgesses no longer have a preference?—Precisely so.

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441. Then who have the preference now?—Those who are daughters or granddaughters of merchant burgesses and guild brothers,—and all members of the Merchant Company are merchant burgesses and guild brothers, or they could not have been admitted to the Company,—or of ministers thereof and suburbs, or of those who have been governors of, or benefactors to, the hospital. There are some presentations belonging to persons other than the governors, who can give them to any girls they choose, but who must pass a satisfactory examination.

442. It says in section 4: ‘Twenty-four of these being limited to the daughters or granddaughters of such who are or were of the order or calling of merchant burgesses of Edinburgh, or ministers thereof, or suburbs of the same, or who have been benefactors to the hospital,’ etc. And the 5th section says: ‘The qualifications of the girls entitled by the governors’ election to be placed on the foundation shall remain as at present, with the exception that children and grandchildren of those who were only burgesses shall no longer have a preference.’ Now I want to know to what classes of society the operation of these two sections limits your preference?—Formerly there might be elected by the governors, 1st, daughters and granddaughters of merchant burgesses; and 2d, daughters and granddaughters of merchant burgesses who are also guild brothers. The latter claims remain; the former are cancelled. Of course all children presented by the governors without competitive examination to any of the hospitals must be in necessitous circumstances.

443. Then as to Daniel Stewart’s Hospital, those qualified for presentation are sons of honest and industrious parents of Edinburgh and suburbs, including Leith, whose circumstances in life did not enable them suitably to support and educate their children at other schools?—Yes.

444. There has been no change in regard to that?—No.

445. And in administering the duty of presenting to those foundations, you have to consider the question of whether they come under the language which is here used?—Yes, but we have not elected any on those grounds to Stewart’s foundation since the Provisional Order was passed.

446. On what ground?—On the grounds of poverty and others mentioned in the statutes which you have just read.

447. But these are the only grounds on which you could possibly appoint the proportion falling to be presented?—I presume we can appoint them all by merit, and we have done so as yet, in Stewart’s Hospital.

448. But I understood you to say that you must appoint one half?—One half at least must be elected, under the Provisional Order, on competitive examination; but the governors, although they have the power, are seemingly not obliged to appoint any on other grounds.

449. You have the power in the case of Daniel Stewart to appoint them all by merit?—I presume so.

450. Have you power to appoint them all by merit in George Watson’s and the Merchant Maiden as well as Daniel Stewart’s Hospital?—I understand we have, with an exception as to the presentations to the Merchant Maiden Hospital in the gift of persons other than the governors, whose consent would be required as regards them.

451. Therefore you think that under the Provisional Orders you would have a power to throw open the whole of these foundations to be appointed by merit?—That is the power which I understand we have obtained under the Provisional Orders, with the exception I have named.

452. *The Chairman.*—With reference to the admission by fees to these different schools, there is no restriction upon anybody who may offer to enter?—No restriction.

453. But when there are more applications than there are vacancies, on

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what principle do you go to? Have first comers the privilege?—In selecting out of the applicants those who shall be admitted, regard must be had by the governors to their merits and attainments as tested by the entrance examination, and none are admitted who do not pass that examination.

454. That is for those who pay fees?—Yes.

455. And do you apply the principle of competition?—The children are all examined when they apply for admission; and if there are more applications than vacancies, we take those who have passed the best examination according to their age.

456. That is, by the masters of the different schools?—By the head masters.

457. There is a distinction between the education in Stewart's school and in Watson's, is there not? In Stewart's the teaching is more of a technical character?—Yes; Stewart's school was designed to be of a lower grade than Watson's, and the first year the tuition fees were somewhat less. The fees being lower, gave the impression that the teaching was inferior, which, however, was not the case, and a strong preference was given by parents for Watson's school. In the second year the fees of both schools were made the same; the feeling of preference for Watson's began to die away; and Stewart's got an increased number of pupils. Then a strong wish was felt that an advanced department should be added to the education given in it, equal to that of Watson's; and as the distance between the two schools is very considerable, and it was not desirable that pupils living in the neighbourhood of Stewart's should be compelled to go to Watson's, the wish was complied with. Stewart's school is nevertheless different in character from Watson's; its teaching is more of a technical nature,—practical chemistry being one of the branches.

458. Where is Stewart's school situated?—At the Dean, on the Queensferry road.

459. And Watson's?—In the southern district, at Lauriston.

460. Watson's is more numerously attended than Stewart's?—Yes.

461. What advantages are derived from having such very large numbers in the school?—The large number of pupils enable their being grouped according to their attainments so thoroughly, that those placed in the same class are all but equal. Their individual teachers, therefore, instead of having to give separate instruction, as it were, to children in different stages of progress, of which most classes are composed, when speaking to one pupil are addressing themselves to the capacity of all. Thus teaching power is saved, or, rather, a like amount of teaching is more efficient than if the classes were composed of pupils in various stages of advancement. And, further, classes can generally be formed containing the required number of pupils in the same stage of progress, and thus a loss of school fees is saved which arises when classes are not filled up. Then the salaries of the head master, warder, etc., and miscellaneous expenses, cost less per pupil in a large school than in a small one. Again, from the large number of children, there are several parallel classes in one school, or classes in the same stage of advancement and doing the same work, having different teachers, and by their competitive examinations introducing the stimulating feature upon both pupils and teachers, of an active competition between parallel classes.

462. The arrangements as to the transfer from one parallel class to another are, I suppose, not made by the subordinate teacher till after communication with the head master?—The head master has the absolute control; children are not transferred from a lower class to a higher till they are found qualified. In filling up the parallel classes, pupils are not

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asked if they have any preference for one class or teacher over another. I may add, that all the pupils are required to take the entire course of study prescribed for their classes, unless under very special circumstances; and even then no deduction is ever made from the school fee.

463. In the boarding houses are there any pupils who pay for their board?—None.

464. You say there are cases where parents or relatives of the foundationers maintain them, and you allow board for that. What is the scale of allowance?—In boarding the foundationers with their parents, they are allowed such a sum as we think it would cost their parents to maintain them.

465. Not what it would cost to maintain them in the hospital?—No.

466. Do you ever board them out with strangers?—We give a preference to boarding them with relatives, but we also board them with strangers. Relatives are paid £21 a session, and strangers, who must be paid more than their outlay, £28. The foundationers also get clothing, which is varied, education, and class-books gratuitously.

467. With regard to the female schools, what amount of industrial training do the girls receive? Anything besides needlework?—They receive no instruction that can be called industrial training in the ordinary acceptance of the word. They are taught sewing; and when they do well, they are allowed to have a little fancy work.

468. Was that the character of the training in the Merchant Maiden Hospital before the change? Was nothing taught beyond sewing?—They made their own beds, assisted in waiting table, did a little house, laundry, and kitchen work in rotation; they also made a considerable part of their clothes.

469. You found that a very large number of the girls afterwards became governesses?—A considerable number; that is to say, four or five yearly of those who left became teachers or governesses.

470. And you consider that that object should be kept in view in the instruction to be given in the new schools,—the probability of a very large number of them taking to that in their future life?—In so far as I know, only a very small number intend being teachers; but the education is of the best kind, and embraces all the branches usually taught in the principal institutions and boarding schools for young ladies.

471. *Mr. Lancaster.*—Can you tell me how much money the Merchant Company paid for the purchase of their rights in the Merchant Maiden Hospital?—I do not know what money the members gave when founding the hospital, but they had 10 presentations allocated to them in lieu thereof.

472. I see in the petition with reference to George Watson's Hospital, in mentioning the preference qualifications, you put as a first right, sons and grandsons of members of the Merchant Company, and as a second right, sons and grandsons of merchant burgesses and guild brethren. Now I suppose you have placed these in that order, upon what you understood to be a correct construction of the founding statutes which are quoted in the same petition?—Yes.

473. *The Chairman.*—Will you state generally your opinion as to the stimulus which the opening of these schools has given to the cause of education?—The tuition fees are very moderate; and many families of the middle classes who could not afford before to send all their children to school at the same time who should have been there, are now not only enabled to do so, but to continue them at it for a longer period; and children who had left school altogether have been sent back. Then the education given is of the very best kind suited for the different classes of society for whom the schools are designed; the number in each class is

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limited; and the large benefits to be obtained by competition at the end of the session have had a wonderful effect in stimulating the exertions of both pupils and teachers. The consequence was, that rapid progress was made in all the schools. Parents, not slow to observe this, in calling at the institutions, said that since their children attended them they had worked at their lessons in a way which they had never done before, and expressed themselves satisfied with the schools in the highest degree. Persons interested in education from many parts of the country visited the schools, all of whom, I believe, were most favourably impressed with what they saw; and altogether such was the high character which the institutions speedily obtained, that applications for the admission of other children became very numerous, and at the end of the first quarter, and before there was time to make provision for receiving an increased number, that on the supernumerary roll was very large.

474. *Mr. Parker.*—What is the supernumerary roll?—When a school is not filled, all the children who apply and pass an examination are admitted. If they pass an examination and there is not room for them, they are placed on the supernumerary roll, to be admitted on vacancies arising.

475. Then that roll includes every child qualified to enter, for whom there is not room?—Yes.

476. When you spoke of some children being rejected, you meant, I suppose, that they did not come up to the standard of knowledge for entrance?—Yes; they did not pass an examination that was satisfactory according to their age.

477. If a child is once on the supernumerary roll, it would be admitted when there is room, before any child not on the roll?—Notice is sent to those on the supernumerary roll when there are vacancies, so that they may have an opportunity of entering, if they wish to do so.

478. And if afterwards some other children came, better qualified, they would not be put in to the exclusion of those on the supernumerary roll?—Those on the supernumerary roll get the first offer.

479. *Mr. Lancaster.*—Those children who are on the supernumerary roll would not be allowed to compete, however, for the foundation?—No.

480. Can they compete the moment they enter the school, or must they be in the school for any length of time before they compete?—The particulars are stated in the prospectus.

481. Is it a requirement that before they be allowed to compete for a presentation, they shall have attended at least one session?—The present rule, but which the governors have power to alter, as regards the time of being a pupil, is, that at the examinations which take place at the end of every session, only those pupils are allowed to compete who have attended the school during the whole session.

482. *Mr. Parker.*—Every child who comes up to a certain standard is put on the supernumerary roll?—If there is not room in the school.

483. Then every child that comes up to that standard will get in sooner or later?—Certainly; and except in the case of the lowest grade schools (Gillespie's), and during the first session, when the applicants for admission were much more numerous than our arrangements enabled us to receive, girls have had to wait a very short time, and boys have never had to wait at all. Our accommodation in the middle class schools for boys now enables us to receive from 800 to 1000 more pupils than have applied for admission. Only about 90 girls are on the supernumerary rolls of the two middle class girls' schools,—a second school being now established,—but the pupils attending them include about 450 from the country; so that, even as it is, we have more than provided for the wants of girls belonging to the middle classes in Edinburgh.

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484. *The Chairman.*—Have you any further remarks to make as to the operation of the system?—I should like to say, in regard to school fees, that it is to be kept in view that since the schools were established a greatly increased demand for teachers has arisen, and larger salaries have in some cases now to be paid, although these salaries originally were on the average considerably greater than the teachers engaged had been receiving previously. It may therefore be necessary to make some increase upon the school fees.

485. Can you state in what proportions the pupils attending these schools belong to Edinburgh, or come from a distance?—In the middle class girls' school in Queen Street, for instance, we estimate that there are 350 children from the country.

486. Out of what number?—1300.

487. Can you give the proportions as to the other schools?—Watson's boys' school has 1142 pupils, and Stewart's 320. The former include about 200 boys from the country, and the latter 50. Watson's girls' school has 600 pupils, of whom about 100 belong to the country.

488. *Mr. Parker.*—When you say from the country, do you mean that they come in daily from the country?—A large number come in by trains in the morning, and return in the afternoon; others are boarded in town or live with friends; and some country people, such as farmers, take houses in Edinburgh for their children, so that they may attend the schools.

489. Do you include as from the country those who come to live with a relative in Edinburgh?—Yes; for instance, as to the large girls' school in Queen Street, about 200 come in daily to school and return in the afternoon, from places around Edinburgh, and about 150 others from the country live in Edinburgh. Pupils come to the schools from the south as far as Galashiels daily, from the east as far as Dunbar and Haddington, and from the west as far as Linlithgow.

490. If the present low fees are continued, do you think that an increasing number will come from the country to reside in Edinburgh for the benefit of education?—The more the schools become known in the country, the greater is the number of children that seem to come.

491. *The Chairman.*—It is part of your plan to extend the benefits of your foundation beyond the circle of the city?—We have no restriction as to the places from which pupils may be sent.

492. *Mr. Sellar.*—Have more come from the country this year than last year?—We have not examined into that, but I feel quite sure that such is the case.

493. *Mr. Parker.*—If the number became very large, would you raise the standard of admission?—When there are more applicants than vacancies, we select those who pass the examination in the most satisfactory way.

494. You put the remainder on the supernumerary roll?—Yes, of those who pass.

495. And that supernumerary roll might become very large?—It might.

496. *Mr. Sellar.*—You have powers of expansion?—Yes, to any extent, from time to time, as the funds, which are constantly increasing, will permit.

497. *The Chairman.*—What is the number in Daniel Stewart's school?—320.

498. The building is capable of holding a much larger number?—Nearly 1000.

499. How do you account for there being so small a number?—From the distance at which it is removed from town.

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500. It is not so convenient to the inhabitants of Edinburgh as the other building?—There is very little population where it is situated. It is a considerable distance on the other side of the Dean Bridge.

501. In fact it is badly situated for the purpose of such a school?—At present it is; but much building is going on not far from the place where the school is situated, so that that objection is constantly being lessened.

502. And do you think that ultimately it will be filled to a much larger extent?—I do, certainly.

503. *Mr. Sellar.*—In the application for the Provisional Order it is stated, ‘there being a growing feeling in the city and throughout Scotland against what is known as the hospital system, and against gratuitous education,’ etc. Do you concur in that condemnation of the hospital system and of gratuitous education?—Most thoroughly as to the hospital system, and also as regards gratuitous education, except in the case of the very poor, but to which the statement does not refer.

504. It is also stated that ‘owing to education being purely gratuitous, full advantage has not been taken of the day school.’ Do you concur in that too?—Yes.

505. *Mr. Parker.*—Was there much complaint that the Merchant Company were underselling private schools?—Many letters, generally anonymous, appeared in the newspapers complaining of that; but the principal sufferers were the proprietors of some private schools. The position of teachers, on the contrary, was much improved; for, on the average, they got better salaries in the Merchant Company schools than they had previously been receiving in private schools.

506. Did they do anything to meet that hardship inflicted on the masters?—Application for teachers was made by advertisement in the newspapers, and, the qualifications being equal, the head masters gave a preference to those who had suffered by the establishment of our schools; but any such who applied were few in number.

507. Do you know whether that dissatisfaction still continues, or has it been partly dispelled?—There has nothing been said about it almost at all recently. I am gratified to be able to add, that the Merchant Company schools are held in such high repute, that Edinburgh is now much more resorted to for education than it was before their establishment, and that I understand private schools are being again well attended.

508. Do you suppose that a very large proportion of those now attending the Merchant Company’s schools were previously in other schools in Edinburgh?—There is no doubt of that.

509. Speaking generally, would you say that these children are receiving a higher education than they would have received elsewhere?—Oh yes: their friends were quite unable, as a rule, to pay before for such an education as they are now getting.

510. *Mr. Sellar.*—I suppose we may take the fee in the girls’ school at £12 a year?—The highest fee is £10.

511. What would be the fees in private schools in Edinburgh, before your school was started, for a similar education?—In the two middle class girls’ schools the fees are about a third of what is usually charged for similar instruction, and more branches are given in them.

512. Then it would be about £30 in Edinburgh?—Yes.

513. *Mr. Parker.*—Is the attendance good and regular in general?—Very.

514. Showing that the parents appreciate the teaching of their children?—Very highly.

515. *Mr. Sellar.*—What is the fee for boys compared with what it

was in private schools?—The fees in the middle class boys' schools are less than one-half of what are charged in the High School, more branches being given by us.

516. What is your fee?—The highest fee in the middle class boys' schools is £6 a year.

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Adjourned.

STATEMENT SUBSEQUENTLY HANDED IN BY THOMAS J. BOYD, ESQ.

At the end of the present session in July 1873, the awards to be made to pupils, male and female, attending the Merchant Company schools by competitive examination, besides ordinary class prizes of books, etc., are as follows, viz.:—16 presentations to the foundations, tenable for periods varying from one year to six; 154 school bursaries (each of which respectively amounts in value to the cost of the successful competitor's tuition fees for the following session); and 6 bursaries of £25 a year, tenable for four years, for the continuance of the education of pupils after leaving the schools. Considering a presentation as worth £50 a year, I estimate the value of these awards, to be made at the end of this session, as worth fully £4000.

The endowment of the Chair in the Edinburgh University, referred to in my evidence, represents a capital sum of upwards of £13,000.

TUESDAY, 26th November 1872.

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman.*

THE EARL OF ROSEBERY.

SIR W. STIRLING MAXWELL.

C. S. PARKER, Esq., M.P.

JOHN RAMSAY, Esq.

A. C. SELLAR, Esq.

Dr. BEDFORD, examined.

517. *The Chairman.*—What position do you hold in Heriot's Hospital?—My official title is house governor; but my duties comprise not only the superintendence of the domestic arrangements of the hospital, but also the entire supervision and control of the education. I am also inspector of the thirteen Heriot schools that have been established out of the surplus funds of the institution.

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518. Have you had experience with reference to other hospitals besides Heriot's Hospital?—No. I have now been for eighteen years at the head of Heriot's Hospital. When I was a very young man, I was resident master in an institution in England for the education of ministers' sons, which might be said to be an hospital in its character, inasmuch as the youths there educated were educated without any expense on the part of the parents. It was an understood thing that the education and maintenance were to be given to the children of these ministers as a sort of supplement to the incomes of their parents.

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519. Have you given great attention to the question of hospital training?—Yes.

520. You have published your views in a paper which you laid before a meeting of the Social Science Congress, held in Edinburgh?—I read a paper on 'The Hospital System of Scotland' before the Social Science Congress in 1863.

521. In that paper you stated what you conceived to be the advantages as well as the defects of the system?—Yes.

522. In that paper you stated that hospital-trained children are said to be 'far more wanting in ordinary intelligence, are less smart and docile, and exhibit less affection for home and relations, than other children that have had inferior domestic and educational advantages'?—I said that that was the opinion of many observing and influential persons.

523. Do you to a certain extent hold that opinion?—Yes. I stated it at the time, with the view of considering whether it was correct or not; but I have no hesitation in saying that I considered it then substantially correct in reference to Heriot's Hospital, with which I was familiar. I have modified my opinion since then with respect to Heriot's Hospital, because new arrangements have been introduced into the institution.

524. You stated some special causes which might be considered to lead to this?—Yes.

525. You stated it as your opinion that hospitals usually differ from boarding schools in four respects,—1. that the education is gratuitous; 2. that the usual age of admission is earlier, and the period of residence longer; 3. that the opinions on which the pupils act for a long time after admission being to a great extent traditional, there is less than the average demand for independent thinking; and 4. that the domestic comforts are generally greater than the pupils are accustomed to at home?—This was my opinion, and I hold it now.

526. Would you explain what you mean by the opinions on which the pupils act being to a great extent traditional?—The boys come into the hospital at a very tender age, mostly about eight years old, after having been utterly neglected at home in many instances. At the time that I wrote that paper, they very seldom had an opportunity of visiting their friends, and therefore had very few opportunities of mingling with adults. They therefore formed all their opinions upon those of the boys who were around them in the institution, which opinions had been traditional for the last two centuries; so that they were not guided by the higher standard of the outside world, but seemed influenced by the lower standard formed by the boys themselves in the institution.

527. Do you consider that that system had a very depressing effect upon the children?—Very depressing at that time.

528. And a depressing effect also upon the teachers, who found difficulty in dealing with children so trained?—Extremely so. Before I came to Edinburgh, I was head master of a school in England. I have thus had an opportunity of judging how easy it was to teach boys there as compared with boys in Heriot's Hospital. The same opinion is held by every intelligent man I have conversed with that has had connection with the free day school and also with the hospital.

529. To a certain extent, in regard to hospital schools, that is owing to the class from which the children are brought?—I should say, very much so.

530. Sometimes their intelligence is lower owing to their having been left orphans, or owing to some defects on the part of their parents?—That was my impression. I would say that the parents, in Heriot's

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Hospital, may be divided into three classes,—firstly, those who, having known better days, such as widows and decayed tradesmen suffering from innocent misfortune, desire social restitution for their children; secondly, those who, never having been in a better position than the lower middle class, desire, by the kind of education given in Heriot's Hospital, and the money aid afforded afterwards in the form of apprentice fees, to secure for their children social elevation as distinguished from social restitution; and thirdly, those whose obvious object is to shift the care and responsibility of their children on the officials of a public charity, by making a good investment of £5 in the purchase of a burgess ticket. This last class of parents try to get their children admitted at the minimum age, which is seven; or if they should send them in at a later period, it is found that there has been an almost entire neglect of the children's education.

531. You speak of the condition in which they enter?—Yes. Keeping to the classification in my last answer, I may add that the children of the first class of parents, to the extent of their opportunities, and those of the second class, frequently have had considerable attention paid to their education by their parents before they are admitted. Therefore my complaint is made not so much against classes 1 and 2, as against class 3, which is the most extensive at present in the hospital.

532. You further stated in your Social Science paper that the relaxation of the filial tie was injurious to them, and that they were sometimes unwilling to go home when they had an opportunity of going, because by so doing they would be leaving the comforts of the hospital?—Yes.

533. This has a tendency to aggravate the evil which began in the circumstances in which they entered?—That was my opinion.

534. These defects, you consider, apply generally to the system, but in very different degrees?—Yes.

535. You made an exception in favour of one female hospital in Edinburgh, to which you thought that the evil did not extend in the same degree?—That was my impression. I meant at the time the Merchant Maiden Institution.

536. In your paper you attributed that to the similarity in social position and destination of the inmates to that of their instructors; secondly, to the direct and continuous contact of the teachers with the pupils; thirdly, to the higher tone existing in the institution, from the fact that the inmates do not cease their connection with it until they have attained their seventeenth year, the example and influence of the well-taught seniors being more operative for good than any amount of correct precept not exhibited in practical action?—These were my reasons; and I still adhere to that opinion, although I am quite aware that different opinions have been formed by others.

537. Would you express that opinion generally,—that the hospital system is less likely to be injurious to females,—or do you apply it merely to the conditions under which that particular hospital was managed?—I would not say so specially as to females; but I say that in that particular institution the arrangements were more assimilated to those of a good boarding school than those of any other hospital that I knew; and I think the more an hospital is assimilated to a good boarding school, the less injurious it is likely to be to its inmates.

538. Further, with reference to the effect of the hospital system on parents, you stated that you considered the effect has been injurious to them, as relieving them of the responsibility and expense of educating their children?—I don't think there is any perceptible mischief in regard to the widowed mothers of the first class that I have referred to. I believe that

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these widows regard such an institution as Heriot's Hospital as a very great boon, and they are extremely grateful for it. They co-operate with the officials of the institution. I don't hesitate to say, speaking for Heriot's Hospital, that a very large number of useful members of society have been turned out from the institution, belonging to this class. I could mention two or three brothers out of several families, that have gone out with the same free, open expression that they had when they came in, and have taken excellent positions in society, and really received what had been contemplated—social restitution.

539. Were the boys in the practice of visiting their relations during the time they were in the hospital?—The boys formerly were allowed to go out very seldom; but within the last three or four years, in fact since 1868, there has been a very considerable remodelling of the institution. The non-resident element has been admitted; one-third of the boys, or 60 out of 180, are now non-resident boys. These boys come in the morning usually at nine o'clock (they may come to breakfast at eight if they please), they lunch and dine there, and stay in the hospital till five o'clock. They then return home, prepare their lessons at home, and come back next morning. When the new arrangements were made admitting non-resident boys, the governors gave the house governor discretionary power to allow any number of boys to go out on Saturday and stay till Monday morning with their friends, sleeping at home on Saturday and Sunday nights, but coming to the hospital on the Sunday to attend church, and also a Bible class. The governors would have allowed them to be out all the Sunday, but they thought there was something in the statutes which forbade them, and they did not want to exceed their statutory powers. The effect of this change has been most beneficial to the institution. In a report which I presented to the governors a short time ago, I state thus: 'One of the effects (not anticipated) of the adoption of the non-resident element has been an occasional irregularity in attendance on the part of some of the boys, both the non-residents and those who spend Saturday and Sunday at home. This is partly due to the fact that boys taken sick at home do not usually receive the prompt and skilful attention enjoyed by the resident boys, and thus are kept the longer away from their classes; and partly owing to a foolish indulgence on the part of many of the parents, who listen to excuses which would never be urged by a resident boy. But as a set off against this undoubted drawback, it gives me pleasure to report that I have never during my whole period of office had so little trouble in regard to the conduct of the boys as during the last twelve months.' That was one year afterwards; and what applied then to twelve months applies to the whole interval since. 'Every previous year I have calculated on having at least three or four very troublesome boys out of the 180, whose influence was usually pernicious; but this last year I cannot say there has been a single boy who could be so characterized. The only way in which I can explain it is, that the old corporate feeling, with all its secret policy, has been greatly modified by the action of the recent regulations; and the little irritations of feeling caused by the necessary exercise of discipline, which occasionally used to grow into troublesome dimensions, are now soothed down, either by a more frequent association with out-door friends, or by a daily interruption of intercourse with companions in class or play.'

540. *The Earl of Rosebery*.—Did the parents object to having their children home on Saturday or Sunday, or did they like it?—We were not empowered to allow the boys to go out before that new arrangement.

541. But since the new arrangement?—Since then 90 of the parents have taken advantage of it.

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542. *Sir William Stirling Maxwell*.—What is the whole number in the hospital?—180. Allow me to add that, having seen the effect of this liberty upon the boys, I thought I would do a little more. There was a number of the parents who did not take their boys out, and I thought I would bring a gentle constraint to bear on them, in this way: I arranged with the parents to allow them to go out after four o'clock, and spend the Sunday evenings at home with them. The parents undertook to look after them during that interval. My experience had taught me that almost all the mischief done in the institution was done on the Sunday evenings.

543. *The Chairman*.—You stated in your paper that you were assured that many tolerably well-to-do persons think that they are as much entitled to take advantage of hospital funds as though a sum similar in amount to the cost of their children's board and education had been left to them individually by a testamentary bequest.' Do you think that feeling still exists to a certain extent?—I think it exists to some extent. I have noticed widely different effects of the hospital system on that class of parents whom George Heriot, in my judgment, never proposed to assist. In one portion I have noticed an excessive obsequiousness, as though they felt that they had done a questionable thing in transferring their children to our care; and in another portion I have observed something like a degree of pertness, as if, having transferred their children to us, they had done so from an undoubted right, and were determined to take high ground upon it.

544. Is there a feeling that their children, being in the hospital, are off their hands, and that they have ceased to have a claim on them?—Speaking of that class, too much so.

545. Then it is rather an abuse of the principle of the endowment, which might be corrected by limiting it to persons deserving or requiring extra assistance?—Exactly so.

546. There has been some improved management of late years, to which you have partly referred, viz. visiting their relations. Is there not another beneficial change, viz. that the requirement by which the governors, or head masters of the different hospitals, should be unmarried men has been in two or three instances abolished, although in one instance an Act of Parliament was necessary for the abolition?—That was in reference to Heriot's Hospital. The house governor of Heriot's Hospital was not allowed by statute to be a married man, till within the last forty or fifty years. At the time when the governors took power to allow the head of the institution to be a married man, that application was made for an Act of Parliament to appropriate the surplus funds to the establishment of the Heriot Schools. Since that time almost all the heads of those institutions have been allowed to marry.

547. The rule has been relaxed in other cases?—There was no statutory prohibition in the other institutions, but all of them imitated Heriot's Hospital in enforcing celibacy.

548. The domestic arrangements have been improved—I mean as to their having separate beds?—Yes.

549. You made some further recommendations against the admission of very young children, unless they are orphans?—Yes.

550. And that the residents should mix with a larger number of non-residents; thirdly, that the supervision of the boys in their play-room, play-ground, and sleeping-rooms should be as much as possible under the charge of resident teachers, rather than wardsmen; fourthly, that the educational test should not be of a popular character, but that some mode of examination should be adopted similar to the middle class ex-

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aminations, with the view of stimulating to higher scholarship. Have any of these recommendations been carried out?—Yes, one recommendation has been carried out, viz. the introduction of the non-resident element, but not to the extent that I recommended. I state, I believe, elsewhere, that the experiment of mixing the non-residents with the residents had been tried on a small scale in George Watson's Hospital, but I considered the number of non-residents there so small, compared with the residents, that the influence of the non-resident element was not so great as I thought desirable. We have a larger proportion of non-residents in Heriot's Hospital than there used to be in George Watson's Hospital, and that has told very beneficially on our institution.

551. Beneficially?—My impression is that we ought to have a larger number of non-residents than of residents, in order that certain drawbacks connected with residence may be modified.

552. To what extent has that been carried out in Heriot's Hospital?—We have 60 now. We had none when I read that paper.

553. You had to take a legal opinion to ascertain whether you could reduce them?—Yes.

554. And you reduced the residents from 180 to 120?—Yes.

555. That enabled you to give more accommodation to those who remained?—Yes.

556. That additional non-resident element has been very beneficial, you think?—Extremely beneficial, I believe.

557. Do the non-residents board with their relations?—Only to a small extent.

558. And is any payment given to the parents or guardians for their support?—No payment whatever.

559. They merely receive gratuitous education?—They receive gratuitous education, and partial board. They receive their lunch and dinner at the hospital, and they get their outer clothing. They get two suits of clothes in the year, the same as the resident boys, and they have boots and cap provided, but not their linen or stockings,—none of their inner clothing.

560. *The Earl of Rosebery*.—Do the resident boys get their inner clothing?—The resident boys get everything, even to their pocket-handkerchiefs and neckties.

561. Could you increase the number of the boys?—No, for this reason: we are compelled by Act of Parliament to accommodate in the institution as many as the institution can accommodate; and we required the opinion of the medical men that it was undesirable that more than 120 should sleep in the institution before we could reduce to that number, or we would have reduced before.

562. *The Chairman*.—You have referred to the importance of the boys being superintended by teachers rather than by wardsmen?—I have a strong opinion on that point. It is impossible, as I state in my paper, for boys receiving the kind of education which we propose to give, to feel that they are under the kind of supervision that will cultivate respectful feelings, when they are under the daily charge of men who, though thoroughly respectable, are servants and not teachers. These men are necessarily selected very much for their fitness for certain menial duties that are inseparable from their offices. As a rule, therefore, they must be imperfectly educated. If we get a man with some fair amount of education, it must be only by chance. And yet these men have the important duty of superintending the boys during the greater portion of their play-hours, of being with a large portion of them during their preparation of lessons, and of taking charge of them in their dormitories. It is not to

be expected that such men, however well-intentioned and conscientious, can exercise so elevating and serviceable an influence as educated men should do.

563. Does that system exist at present?—It has been in operation since the masters of the hospital were allowed to be married men. Forty or fifty years ago, when the governor was not allowed to be a married man, he and all the foundation masters resided in the institution. Soon after the resident governor—the person occupying my office—was permitted to be a married man, the masters applied for and obtained similar privileges, and they were allowed to reside outside. When I came to the hospital eighteen years ago, I found the state of things extremely objectionable,—not a single resident master in Heriot's Hospital; and if I required to go out of the institution, it was left to the charge of irresponsible persons, the steward and the wardsmen, who had no power to administer discipline. The first thing I did was to get two masters appointed, and let them take the superintendence of the wardsmen during the hours of play. That has worked very well. We have considerably modified the evils of hospital life by that. But from my experience of the institution in England, where I was for seven years as a resident master, as to the effect of a junior master on boys, making companions of them and mixing with them continually, I am satisfied of the superiority of that system.

564. Are the teachers in Heriot's Hospital now all married men?—Not all of them. We have one master who resides in the institution, an unmarried man; and we have another junior master, who does duty till half-past eight in the evening alternately with the resident master, and who would reside in the institution if we had accommodation for him.

565. *Mr. Parker.*—Are those the two that are over the wardsmen?—Yes, on alternate evenings; and all matters of discipline must be reported to these junior masters in the first instance.

566. *The Chairman.*—That recommendation could be easily carried out if there were proper accommodation in the hospital for one or two unmarried masters?—Easily; and I think it is extremely desirable.

567. Will you explain what you mean by wishing that the educational test should not be merely of a popular character, as in most Scotch schools, but of a higher kind?—What I meant was this: At the time when, and for a long time after, I came to Heriot's Hospital, we had no examinations but oral ones, at the end of the session. The governors and a few friends were invited; and any one who knows anything about school examinations is aware that it is very easy to get up an examination. My difficulty in getting the education of the hospital up to as high a standard as I would wish, arose partly from the fact that opinions were expressed, after these examinations, favourable to the state of things in the hospital, which I had reason to believe were sometimes not in accordance with facts. The listeners at the examination inferred from what they heard that things were in a healthier condition than I knew them sometimes to be; and when I spoke to any of the masters, and said, 'I am not satisfied with this,' or 'I am not satisfied with that,' it was in his power to say, 'Oh, but you heard what was said at the examination by so and so, who is a competent authority in the matter.' I could not deny that such favourable opinions had been expressed, whilst I was convinced that another mode of examination might have brought out a different judgment. My jurisdiction over masters not appointed by myself is necessarily limited.

568. Those examinations to which you refer are by the different masters of their classes?—Yes; or any governor or invited friend may

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come. But the examination was then oral. Since that time we have introduced written examinations, and we have occasionally asked gentlemen from the outside to be present. One year we asked Mr. Laurie, and he spent a week in the institution, and made a report. We also asked Mr. Gordon, the Government Inspector, to come in, and he spent some days there. We have every year since then had an examination somewhat similar to the University local examination, by printed papers.

569. Since when?—Since Mr. Gordon's visit in 1869. Mr. Laurie's examination was in 1868, and Mr. Gordon's in 1869; and since then the governors thought the object would be gained by a committee of some of the most intelligent members of the Education Committee drawing up with myself printed examination papers. These were not seen by the masters or the boys till the day of examination, and they were submitted to them in the same way that they would have been at the University local examinations. A report is presented to the governors after these papers have been all examined.

570. This is not an examination from the outside?—It is not an examination by any one from the outside; it is by the governors and myself.

571. Would you wish to have an outside examination?—I would wish to have occasional examinations by some gentlemen not connected with the institution.

572. Your suggestions on these points were made to the governors?—Yes.

573. But only partially carried out?—My Social Science paper was not seen by the governors officially. It was delivered quite independently of my relation to the hospital; but of course in interviews with the governors, and in communications and reports, I made similar suggestions, and to a certain extent they have been acted on; but in consequence of the favourable reports presented after these examinations from outside, the governors did not think it necessary to have any more for the present.

574. What examinations?—After Mr. Laurie and Mr. Gordon had made their examinations, the governors seemed satisfied with things as they were, and did not think it necessary to call in any one from outside.

575. You think it desirable to carry that further?—I think it preferable to have good examiners from outside.

576. Most of these suggestions could be carried out without an Act of Parliament?—Yes; in fact all the suggestions in my Social Science paper were made with the expectation that the governors could adopt them without any Act of Parliament.

577. You refer to the suggestions as to the present minimum age, except as regards orphans?—I have a strong opinion on that point.

578. Will you explain your views on that important point?—It is certainly an important point. I suggest that no resident pupil should be admitted before nine, and without having passed such an entrance examination as is suited to boys of that age. If you have looked at the regulations which the governors made some short time ago, when non-resident boys were admitted, you will see that they suggested that boys should be admitted as nearly as possible at their seventh year. They did that, not because they thought it desirable that boys should be admitted so early, but because, if parents were allowed to have their boys admitted about their ninth year, the probability is that they would be neglected, and they thought that by requesting the parents to secure their admission about the seventh year, we should get them into the institution so much earlier, and be able to train them better in the long run. But if we had a compulsory examination, and required the boys not to come in before the ninth year, I think that some of the evils in connection with the

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hospital system would be done away with ; for I consider that the interval between the seventh and the ninth year is a most important one for young children to be at home, mixing with other children, and picking up the thousand little matters of general information which young children do pick up ; and the filial tie would be more closely bound by that time. So that, if we got them after passing a compulsory examination at nine, we should have very much better conditions of success in their after education. If the resident element be reduced below a certain number, as has been proposed, the boys should not, in my opinion, reside in the present hospital. I think the present hospital is too large for so small a number of boys, and that there would be an appearance of desolation in the dining hall and in the chapel if we had only 50 boys. I perceive that even now in the chapel, when so many boys are out with their friends on Saturdays and Sundays. We have but a fraction of the institution then present in the chapel, and there is a great appearance of desolation. So much have I felt this, that during the winter months I have always the family worship of the establishment in the lecture-room, which is more suitable in size to the limited number we then have, besides being more comfortable. I was afraid that the boys who stay in would feel their not having the same privileges as the boys who go out, and I think it would be still more so if we reduced the number permanently in the institution to 50. I would suggest whether, if we did reduce the number to about 50, or below 50, we should not have a couple of what we might call homes, either built on the hospital grounds, or away from the institution,—two homes, each containing about 25 boys, under female superintendence ; I would have a resident master there, and a sort of matron, the object being that the smaller you make the home, the greater the liberty you can give to the boys, and the nearer the assimilation to family life. We could allow the boys then to go out and play with other boys, just as boys do in the ordinary day schools. There is another plan, which would of course do away with every shred of monasticism, and that is, to let the boys be boarded out in private families. I don't feel quite clear on that point. If the hospital be made a day school, board allowance might be paid for a few orphans. No scholars, except for a preparatory department, should be admitted under nine, and examination should be indispensable.

579. You would relax the rule as to age in favour of orphans. Would you receive them younger than nine in certain cases?—I should relax it, because I dare say it might be a very unkind thing that some such boys should not be admitted before nine. I think it very desirable to have that examination ; but if the age could be delayed, I think it would be an advantage to the boys themselves. I think it would be a great misfortune for boys of seven or eight years of age to come into such an institution. When I read my paper before the Social Science Congress in 1863, it was fully reported in the *Scotsman*; and I met a gentleman connected with one of our banks in Edinburgh, a day or two afterwards, in an omnibus. He is very well connected, and in a very respectable social position. He said to me, 'I was very forcibly reminded, when I read your remarks about the effect of early admission into hospitals, of my own feelings. I was sent to a very good boarding school when I was seven years old, and I was allowed to go home for only a few weeks in the year. I was kept at the school till I was 14 or 15 years of age, and I then felt that I had almost lost my affection for my mother, and that I had altogether different feelings for my home from what ordinary boys have.' And he added, 'If it had that effect upon me, what effect is it likely to have upon hospital boys?' That remark made a strong impression on me at the time, and I have

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thought since what an objectionable thing it is for boys to be sent from home at that very tender age.

580. You would be very unwilling to relax that rule?—I should be unwilling to do it; but if any class have a claim, orphans have.

581. *Mr. Ramsay.*—How would you provide for the case of orphans?—I would propose that these very young boys should be allowed to go to some elementary day school in the city, and that their guardians should receive an allowance for their board during the time they were preparing for admission into the institution.

582. *The Chairman.*—What proportion would you say at present are orphans?—There are 46 orphans in Heriot's Hospital at the present time—fatherless boys.

583. Resident?—Both resident and non-resident.

584. Out of the whole 180?—Yes. The average for the last twelve years, I think, will be about 40 or 41.

585. Are these boys who have lost both parents?—Fatherless boys. I answered that question in the schedule, and gave the number at 45; but there are 46 now, and the average has been about 40 during the last 12 years.

586. Of these, how many were entirely orphans, having lost both father and mother?—I think about 26.

587. What proportion do they bear to the number of applicants?—It is a small number in proportion to the number of applicants. We have usually not more than three or four that apply at the half-yearly elections. Sometimes we have only one or two orphan boys applying.

588. But in considering the claims, are the orphans considered to have a preference?—The fatherless boys have a preference. The boys are classified in preferential order, and a broad-sheet is sent to all the governors, containing the name of the boy applied for, the name of the parent, business of the parent, whether or not he has been in business as a master, how long he has been in business as a master, how long he has resided in Edinburgh, whether he has had any privileges in other institutions, how the boy stands educationally. The boys pass an examination before the house governor, though the governors don't bind themselves to be absolutely guided by it.

589. And the selection is by a majority of the governors?—Yes. There is a committee of the governors appointed for the election of boys. The committee meets, and the cases of two or three boys are handed over to the members individually, who visit the homes of the boys, inquire for themselves, and bring a report afterwards to the governors. On that report the governors elect.

590. Do they see the boys themselves?—If the boy is in when they call.

591. Does the committee visit their homes?—The committee visit their homes personally, and the house governor examines all the boys and sees the parents himself.

592. What examination have the boys to undergo?—Latterly, the governors have introduced the Revised Code examination. A boy of seven years is required to pass the first standard; of eight years, the second standard; of nine years, the third; and so on.

593. Is your decision modified by the condition of the boy as to his being without parents?—My educational report is an unconditional one.

594. But the ultimate decision?—The decision may be influenced to a certain extent. Other things being equal, possibly the boy who is better educated will get the advantage; but if an orphan boy has had his education utterly neglected, and he is verging on his tenth year, the fact

of his being utterly uneducated would not be a reason for excluding him from the hospital.

595. The standard is not a fixed one?—It is a fixed one.

596. Not as to entrance. It is relaxed in favour of special cases?—We don't relax the standard; but the governors don't allow themselves to be altogether influenced by it.

597. Is the number who come in on these low qualifications large?—I should say that a very large number of the applicants do not come up to the standard required for their age.

598. Is that any disadvantage to the teaching in the hospital?—It is a very great disadvantage. We are obliged to put these boys who have been neglected, in their ninth or tenth year, with very little boys. They are so backward that the youngest class of the hospital has to be divided into three or four subdivisions. The teacher's time, therefore, is distributed over these divisions. The consequence is, that the boys of the youngest class take a long time before they can be worked up to the degree of attainment necessary to enter into a higher class.

599. Are you prepared to recommend that that should be changed so as to have a fixed standard?—If you except orphans, I should make it an absolutely indispensable condition that no boy who does not pass a certain standard should be admitted into the institution.

600. With reference to the examination for the bursaries, the boys may claim to be examined?—Yes.

601. Would you state generally the system which you follow in admitting to bursaries?—The boys may claim to be examined. Usually no boy is presented for what we call now a hopeful scholarship without my recommendation; but I have known instances in which parents, very anxious that their boys should get this privilege, have asked me if I would allow a boy to go forward. I have said I would allow him to go forward if I were pressed to do so, but I would rather he did not. There is something in the statutes, I believe, which allows a boy to claim, by giving in his name, to go in for the examination. The boy could claim to go in even though I might think he was not a fit subject to present himself.

602. But there is no open competition?—There is no open competition.

603. And for the out-bursars the governors might select the most deserving candidate?—The governors for the last few years have agreed to a kind of competitive examination for the out-door bursars. We have a prepared printed paper in Latin, Greek, mathematics, and several other subjects, and the candidates present themselves in the council-room at the hospital, and are examined there. The Education Committee and myself examine the papers and present a report to the governors; and though the governors don't bind themselves to give to those who are highest on the list, they are influenced by that in their selection.

604. Would you state any objectionable features which occur to you as still remaining in the institution?—I object to the fact that unpromising boys are now admitted because of the limited competition for vacancies. We have now sometimes not as many applications as we have vacancies.

605. *Mr. Parker.*—Last year there were 27 vacancies, and 21 applicants only?—Yes. But it is proper that I should explain that the reason why on that particular occasion there were so many more vacancies than applications, was that at the previous election the whole of the vacancies were not filled up, because the governors did not get the right sort of boys. The general impression outside, before the last election, was that there would be only a small number of vacancies. There were, however, more, because we not only filled up the vacancies of those who

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had just left, but we filled up the vacancies left unfilled at the previous election.

606. Of the 21 applicants, only 17 seem to have been elected, and 4 rejected?—Yes; because the governors have been urged not to elect all and sundry who apply, but only to elect the deserving. There may be a feeling of commiseration for certain cases, and boys are thus appointed who never would have been if there had been a more extensive competition.

607. But notwithstanding that kindly feeling, there remained on this occasion 10 vacancies out of 27 not filled up?—Yes, because the remaining applicants were not good cases.

608. *Mr. Ramsay.*—Do you assume that that is evidence of the absence of demand for the provision that the hospital supplies for the children?—It is a very difficult thing to know what is the reason; but my impression is this, that there are not so many applications now as there used to be, because the hospital system has got considerably discredited by the discussions that have been taking place of late years, and the parents of the least deserving class have been deterred from coming forward to apply for their boys, from a fear that they would get branded by public opinion for sending them from their homes.

609. *The Earl of Rosebery.*—Are all the boys members of the Established Church?—They must by statute attend New Greyfriars Established Church; but their parents are not necessarily members of the Established Church, and they themselves are allowed to go to any church they please in their holidays. Some of the non-resident boys who are allowed to be with their friends on Sundays go to church with their friends. I believe there is a general feeling among the governors, especially the lay governors, that the boys should have an opportunity on Sabbath of attending the churches of their parents or guardians.

610. *Mr. Ramsay.*—Are all the teachers members of the Established Church?—No, that is not necessary. I remember when I was elected to Heriot's Hospital, every one of the masters was connected with a different denomination,—the United Presbyterian, the Established Church, the Independent, the Free Church, and the Episcopal.

611. As matter of fact, is it the case that there is a large proportion of the parents members of the Established Church? I am putting the question with reference to the boys going with their own teachers to the church to which the teacher himself would go?—The boys at present must go by statute to the New Greyfriars Church. With what particular denomination their parents are connected I don't know, and I don't ask.

612. Do the teachers accompany the boys to church?—Yes; one of the masters and the steward and wardsmen accompany them to church; and I am always there too.

613. *The Chairman.*—Have any objections been made by the parents or guardians, on the ground that they desire their children to attend services in other churches?—We have had no objection. They know that the condition of admission is that they must attend the New Greyfriars.

614. It has been stated that there have been objections taken in the schools, but nothing of the kind has occurred in the hospital?—Nothing of the kind; and in the Heriot schools we have no control whatever in regard to what service the children attend on a Sabbath. The objection you refer to applies to the kind of religious instruction in the schools.

615. Have you any proposals to make in the event of remodelling the institution?—I would suggest that if the hospital be made to any considerable extent a day school, that the orphans should be boarded out—

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—

either kept in small homes or boarded out, having their board expense paid them, and their elementary education paid for until they are nine years old, and then that they should be admitted into the institution. I think we might also admit into the institution a number of boys as day scholars who belong to the class that George Heriot intended, I believe, to benefit, but in every instance after an examination, which I would prefer should be competitive; and I would admit them at their ninth year. I would admit boys selected by competitive examination from the Heriot's schools, which might be regarded as feeding schools to the hospital. If we had not a sufficient number of applicants from the Heriot's schools, then I would extend the privilege to the other elementary schools of the city; but in every instance the admission should be by competitive examination. I believe that then we should have very excellent material to work upon. If the outside boys were admitted at eleven, I would at once commence the study of Latin, and in the following year French should be commenced. At 13 I would have an examination, the result of which should decide the direction which the studies of the boys should afterwards take. Those boys who have shown a taste for the classics might continue that study in the hospital until their 14th year, or receive an allowance to enable them to attend some other classical school in the city; while those boys who have a taste for commercial pursuits should continue in the hospital, studying French, German, book-keeping, commercial correspondence, and preparing themselves for the lectures of the Professor of Commercial Law. Those who have a taste for physical pursuits should study mathematics and the physical sciences, with a view to any studies that they might wish to prosecute. We should then not interfere with any existing institution. We should not interfere with the Merchant Company schools, because we should be admitting to the higher education at the hospital children who never would have been able to pay for that education at other schools, and would thus have been limited to the elementary education which is at present given in the Heriot schools; and by having the commercial or scientific education separate from the higher classical education, I think we should be introducing a feature which does not at present exist in those schools. I am very much in favour of a fee being charged in the Heriot out-door schools. I understand that we have not power to do that at present. An opinion of counsel has been given to that effect; and if we admitted a selected number of boys from the out-door schools to the hospital, the same fee that they pay in the school should still be paid for the higher education in the hospital.

616. You would admit a certain class of pupils, and have out-door pupils paying fees?—If we did that, we might perhaps come into competition somewhat with the Merchant Company's schools, which I want to avoid if possible.

617. Do you see any objection to introducing the out-of-door element for payment?—I should prefer it, but I don't want to come into collision with existing schools.

618. Would not your school be very much improved by the mixture?—I am perfectly satisfied of it.

619. It would add very much to its efficiency?—I have no doubt of it.

620. Would you explain what you meant by the class which George Heriot intended to benefit?—I think he intended to benefit two classes—the fatherless, and those who are suffering from innocent misfortune.

621. What do you consider to be the feeding schools that you spoke of?—The out-door schools.

622. But what do you propose in connection with the industrial

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schools referred to in the governors' scheme for a Provisional Order?—I have in my mind the New Greyfriars school in that parish. I have been prominently connected with the committee of management for many years, and have seen its working. We give the children of that school a very elementary education; they have porridge and milk in the morning, and a dinner consisting of soup and bread; and the effect upon the whole of the Grassmarket has been, I believe, very advantageous.

623. *The Earl of Rosebery.*—Is that an industrial school?—It is so called, though there is no industrial trade taught in it. I would rather call it a ragged school, though we don't allow the children to be ragged if we can help it. We get gifts of clothes and shoes.

624. And you don't receive children from the police?—No. We receive them from all denominations in the district—Roman Catholic, or whatever they may be.

625. How do you arrange for their religious education?—They are taught the Bible and the Shorter Catechism; and the remarkable fact is that several Roman Catholic children are allowed by their parents to be taught from the Shorter Catechism and the Bible.

626. *The Chairman.*—When you say persons suffering from unavoidable misfortune, do you mean of any class in society?—Of the burghess class,—the class which was represented by the burghess class at the time of George Heriot.

627. The middle or lower middle class?—The lower middle class.

628. In carrying out the changes that you propose as to having the children boarded in separate buildings, would the existing hospital building be converted into schoolrooms?—Yes.

629. Throughout?—Throughout.

630. Utilized thoroughly?—Utilized thoroughly.

631. Do you think the rooms well suited for the purpose?—I don't know that they are so well suited as a new institution would be, but they could be adapted.

632. You think the different bed-rooms could be made into good schoolrooms?—I think so.

633. You have not consulted an architect on that subject?—No; I am giving my own opinion.

634. Is power taken by the governors, under the scheme which they laid before the Home Secretary, to carry out all these different proposals?—The governors wish to reduce the number of inmates to 60, and to turn the hospital into a day school, to the extent of the accommodation that would then exist; but they proposed to make the Heriot schools—the present foundation schools—feeding schools to the hospital, as I now propose to do.

635. If it had been sanctioned, it would still be discretionary with the governors to carry out a portion of it, or the whole of it, or none at all?—It would be entirely discretionary as to what portion of it they might carry out. I believe they asked for general powers, but the scheme just indicated was their intention.

636. Don't you think they should be a little more definite as to the proposed change,—that they should put down more definite terms as to the direction in which the change is to be carried out?—I believe the principal reason why they wished to put it in that general form, was that they had a desire gradually to adapt the institution to the exigencies of future times, without the necessity for applying to Parliament for fresh powers.

637. The patrons consider that the intention of George Heriot was to benefit the working classes. Your opinion rather differs from that: you

think the middle, or the lower middle class was intended to be benefited?—That is my own impression.

638. You stated that the power of the house governor was very limited over the masters?—I think I said 'necessarily limited.' I meant that so long as the masters are appointed by the governors, I can do nothing more than make suggestions,—strong suggestions if necessary,—which are respectfully received; but I cannot compel the changes that I may desire. An appeal may be made from my decision; although it is only proper I should say that there never has been, to my knowledge, a single appeal for the last eighteen years against any decision that I have come to on educational matters, for the masters generally have been loyal, and the governors have thoroughly supported me in carrying out the education of the institution.

639. Have you complete control over the arrangements of the school as to teaching, and the division of the boys into different classes? Does that rest with you?—I have as much control in these respects as any man can expect to have who does not appoint his own masters.

640. Is the power of dismissing pupils exercised by the governors?—Yes. I have the power of suspension, if necessary, but I have used that power very seldom. I have been extremely desirous, when boys have been doing wrong, to amend them if possible; because I felt that expulsion meant punishment to the parents, rather than to the boys. But I have suspended them, and reported the case afterwards to the governors, and there have been only one or two cases of dismissal during the last eighteen years.

641. You have complete power of inflicting a temporary punishment, pending the decision of the governors?—Certainly; I have no complaint to make on that point.

642. With reference to apprentices, under the arrangements of the hospital, after a certain number of years, they are divided into two classes—those who have received the benefit of the bursaries, or are to go out as apprentices. How is the division arranged in that respect? Does it rest with you and the other masters to recommend the division of them according to their qualifications?—All those boys who become what are called hopeful scholars, may receive a bursary allowance of £30 a year for four years, or they may receive, during the whole of their professional education, the full sum of £120, which may be paid in different instalments. Somewhat recently the governors have favoured an arrangement by which a boy is not compelled to take immediate advantage of the bursary, but may be apprenticed to a particular business, so as to be able to attend college classes at his pleasure, or according to his need, receiving portions of the bursary allowance, provided the entire sum does not exceed £120. The other boys are all entitled to receive the apprentice allowance of £10 a year.

643. For how many years?—Five years. They receive £50; and if they conduct themselves well, they receive £5 as a present at the close.

644. You don't pay for their board in addition to the apprentice allowance?—No. And we don't give the second year's payment unless a satisfactory answer is given by the employers at the end of the first year as to their conduct.

645. In your experience, do the boys, after leaving, show much affection for the institution?—Yes; they have a very warm affection for the institution. There are a few ingrates, of course, but most of the old boys seem to retain their interest in it.

646. After being apprenticed out, a great number of them remain in the

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neighbourhood of Edinburgh?—Most of the boys do ; and we have had one or two gatherings of the whole of the apprentices. The governors have invited them to a tea party, and they have been addressed by the governors and others. I have had an opportunity of seeing them together on three such occasions.

647. With reference to the list of the professions of the boys, I observe that some are described in terms which do not make clear whether they are masters or operatives. For instance,—joiners and cabinet-makers, 13. Are these both classes?—No ; I grouped these for convenience. Some were joiners and some cabinet-makers. They were not both joiners and cabinet-makers.

648. But are they master cabinet-makers?—I did not know that that was required. I understood the treasurer was to give information on that point.

649. *Mr. Ramsay.*—I understood you to say that you were desirous to avoid anything like competition between the Heriot schools and the Merchant Company schools?—I wish, if possible, to have a clear field of enterprise.

650. Are you of opinion that the accommodation provided in the schools existing in Edinburgh is greater than is required to meet the wants of the population of the city?—I am scarcely competent to offer a decided opinion on that. I believe a great many of the class that we ought specially to benefit educationally, at present take advantage of the Merchant Company scheme ; and I think we should have that class, and that the Merchant Company should have a distinct class. But I don't want to undersell the Merchant Company.

651. Do you think the class taught in the out-door Heriot schools are of a lower grade in social life than those taught in the Merchant Company schools?—I think so.

652. Do the Heriot schools furnish to the boys an opportunity to acquire the elements of Latin, Greek, and mathematics?—No.

653. How would you expect those boys, if they have no opportunity in these schools, to develop their taste for the acquisition of such subjects?—I would let no Latin be taught in the hospital till a boy had attained his eleventh year. Admitted at nine, they would have instruction in English subjects till eleven ; then I would propose an admission from the Heriot schools, so that the trained boys from the Heriot schools might join boys at the same stage in the hospital.

654. They would begin Latin late in that case?—It is later than I would wish ; but I don't see how we could get boys from the feeding schools to go up very well before eleven. I don't think we could depend upon them having any fixed attainments before their eleventh year. I would prefer that we commenced Latin at ten.

655. Is it your opinion that the out-door Heriot schools should be continued to be conducted as at present, teaching merely the elements of English education?—I think they are doing a very useful work ; but I made the following suggestion in my report to the governors a short time ago, the adoption of which I think would very much improve the Heriot schools :—‘The present Heriot Foundation schools—eight juvenile and five infant—are doing a great educational work in the city. The *infant* schools are feeders to the *juvenile* ; and the education given in the *juvenile* is usually so good and so suitable for the class of boys elected for admission, that so long as the governors select the poorest for admission, no higher or different kind of education is likely to be desired by the parents. This would be even more likely if the governors would sanction an arrangement by which the head masters of the schools would be allowed to retain

the services of one or two assistant teachers who have completed their apprenticeship. This would involve an additional outlay for each of the eight schools of about £30 per annum. By this additional expenditure the schools might be placed in the highest condition of efficiency.' That of course means for elementary schools. I would have more of the adult teaching element in the schools.

656. Do you think it would be expedient that the teaching there should be confined to the English classes exclusively? or might not the elements of mathematics and geometry be given in these schools, and also Latin?—I think it is better to keep them exclusively to elementary education at present. I don't see how they could very well be managed otherwise. At present most of the work is done by pupil-teachers.

657. Have you considered how far it might be expedient to apply the endowments for the purpose of providing for the poor the means of furnishing their children with the elements of these higher branches?—Yes; I have thought that the suggestion which I made of linking these elementary schools with such an institution as Heriot's Hospital for the boys, and also setting apart one of the Heriot schools, either one now existing, or any that might be afterwards built, as a separate institution for the higher education of girls drafted from Heriot schools, might be adopted. I think by that means you would give a higher education to the boys and girls from the class attending the present Heriot schools.

658. Do you think it would be a beneficial use of the endowments of the institution to apply them for the purpose of linking the elementary schools with the higher schools, and these schools with the universities?—I think so.

659. With reference to those who are in such circumstances as to be unable to educate their children?—I would have the infant schools preparing for the juvenile elementary schools; I would have the juvenile schools preparing the boys for the hospital, and girls for an advanced girls' school. Small bursaries might be given to the boys, and to the best of the girls in the higher school; and in that way I think there would be a very useful appropriation of our funds.

660. Is there any reason why the application of the funds should be limited to these schools? I understood you to say that Heriot's design was to benefit the lower section of the middle class in Edinburgh. That being so, is there any reason why it should be confined exclusively as you have stated?—No. And I have suggested that if we had not a sufficient amount of competition from the Heriot schools, we should open the privileges to all the elementary schools of the city.

661. Would you not go beyond the city?—I would do that if we did not get sufficient from the city; but I would take the Heriot schools first, then the elementary schools of the city; and if competition were not stimulated by that, I would then open it to the country.

662. *The Chairman.*—If you had funds enough, you would go much further?—I am satisfied that we shall never get good results till we have competition. If we have not competition enough in Edinburgh, let us go elsewhere and get it.

663. *Mr. Ramsay.*—You would take the schools all round Edinburgh then?—I would. I would do so for bursaries. I would take the whole country for out-bursaries.

664. *The Earl of Rosebery.*—How many day scholars would your hospital accommodate?—We might be able to accommodate in the hospital about 300 day scholars; and if we take the Heriot Bridge school adjoining as a preparatory school, we might have 220 or 200 in it. We should

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thus have a total of 500; and I have an impression that no school should contain more than 500 or 600.

665. *Mr. Parker.*—Does that include the number of girls that you propose to take?—No, that would be distinct. I would say 500 boys at the outside.

666. And an institution for girls?—Yes.

667. For what number of girls?—I have not thought of that. We have no suitable building already existing. I think there are advantages in large schools, within certain limits.

668. *The Chairman.*—What are the difficulties that arise beyond these limits, in regard to management or discipline?—I think that no one man can get a sufficiently comprehensive grasp of a school that includes a larger number than 500. We must always look for contingencies of sickness or necessary absence on the part of the head of the institution; and if the head master should be laid aside through any contingency of that kind, the difficulty of controlling a very large school would be very considerable. I think that as regards the Merchant Company's schools, at present, the energy of the heads of them is enormously taxed, and I don't know what would be the consequence if any of them should fail in health, and be unable to give his personal supervision to the school.

669. *The Earl of Rosebery.*—Would you make previous preparation in one of the feeding schools an indispensable condition of admission to your day schools?—No, I would not make it indispensable, but I would make it a preferential claim.

670. Is the New Greyfriars school supported entirely by voluntary contribution?—It is supported by voluntary contribution.

671. Entirely?—Not altogether; we give a portion of the collection from the church plate. It is considered as the parish school, and we give a portion of the parish church collection to it.

672. You have no Government grant?—No.

673. *The Chairman.*—Do you know any objection to the out-door schools receiving the Government grant?—The matter has been considered by the governors, and they thought they would have more freedom of action by paying their own teachers; and it is an undoubted fact that there are few better elementary schools in Scotland than the Heriot schools. We had some difficulties two or three years ago in consequence of a reluctance on the part of the governors to comply with some of the conditions of the Privy Council. The governors thought it very desirable to have the benefit of inspection, but not strict compliance with the regulations of the Privy Council.

674. *Mr. Ramsay.*—You are of opinion, I suppose, that the seminaries provided for the education of the poor in Edinburgh at the present time are such that a talented boy may pass from one of your out-door schools to the higher schools, in which he would acquire knowledge of the higher branches, and from that to the University?—I don't think so now; but that would be so if my scheme were carried out.

675. You think it is not within the power of a poor boy to do that now?—Not unless with an effort.

676. You think no unaided boy could do it?—I think not.

677. Do you think it desirable to make arrangements to enable that to be done in the case of the poorest boy?—Decidedly so.

678. *Mr. Parker.*—Do you see any reason why the Heriot schools should not receive a Government grant?—I cannot see any reason except the inconvenience of rigidly complying with the requirements of the Privy Council. I cannot see any other reason theoretically.

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679. If these conditions were put upon a right footing for Scotland, you would see no objection to it?—I would see no objection.

680. Don't you think it is fair to taxpayers that they should receive a share of the Government grant from the Imperial revenue for schools of that class?—Yes; but I also think that when there is such a fund as we have in Heriot's Hospital, we should endeavour to relieve the ratepayers.

681. By receiving the Government grant, like other schools, you would insure to Edinburgh its fair share of the Imperial taxes?—So we should. We might save a great deal of money that might be utilized in some other way.

682. You anticipate no difficulty in spending any amount of surplus?—We think not. There is a proposal at present that we should have four additional schools. We are establishing evening classes this year, which will cost, with fees and accommodation, nearly £1000, I believe, and there is a very large number of pupils.

683. You mentioned a class of parents who gain admission for their children by buying burgess tickets, and becoming burgesses for that express purpose. Do you think it desirable to give advantages that are purchasable in that way?—I do not.

684. The Provisional Order extends the benefits of the resident foundation to all persons who have carried on business in Edinburgh on their own account. Would you go as far as that?—Yes; because I think that is the class that Heriot contemplated relieving.

685. Would you limit the principal benefits of the foundation—the resident foundation—to such a class?—Yes.

686. As to the non-resident foundationers, would you have any restriction?—If they were foundationers, I would make no distinction between resident and non-resident. They might elect to be non-resident if they preferred it, or resident to the extent of our accommodation. I think the number of residents should be limited, in order to induce competition among that class.

687. Would you allow only persons who have carried on business in Edinburgh on their own account to send children as non-resident foundationers, or would you throw the non-resident foundation open more widely?—I think it is very desirable that there should be a mixture. I think we should give a preference to these. I don't say that I would exclude the others, because I think a mixture of classes a very desirable thing.

688. If there were room, you would admit as non-resident foundationers any children resident in Edinburgh?—Not any children. I think the foundationers should generally belong to that class. If we could not get a sufficient number of the class that George Heriot intended specially to provide for, we should then take advantage of the competitive element from the Heriot schools, and admit from them.

689. The Provisional Order proposes the payment of a moderate fee for non-resident foundationers. Do you concur with that?—I do.

690. If the exaction of that fee should limit the number of applicants, would you allow admissions beyond the class of persons who have carried on business in Edinburgh on their own account?—Although I would be in favour of a fee being charged, I would have a few free tickets in every elementary school. I think for every school a certain number of free tickets should be given from the treasurer's office. No one should know anything about it, so that the non-paying could mix freely with the paying children. The tickets should be given by a committee.

691. How should the committee be guided in giving them,—by regard to the circumstances of the parents?—Yes.

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692. And in any degree by the attainments or capacity of the child? —We can scarcely have any entrance standard for the Heriot schools. We must admit without that condition.

693. I am not speaking now of the out-door schools. I mean the non-resident foundationers, according to the Provisional Order, in the hospital? —I should consider a payment indispensable for those admitted into the hospital, except for the fatherless.

694. The Provisional Order proposes that the assistant teachers shall be appointed by and hold their offices during the pleasure of the head master of the school, and with the consent of the governors?—That is what they proposed.

695. Do you think that would work well?—I am not quite clear how it would work. I have no reason to complain in respect of the powers that I at present exercise over the masters, but perhaps there might be additional advantages in connection with having the absolute control.

696. Are you aware that under the Endowed Schools Act for England, and also under the Public Schools Act, every head master must have the appointment of all his assistant masters?—I am.

697. And you see no objection to the same rule being adopted by Parliament for endowed schools in Scotland?—No objection.

698. In the Provisional Order, the bursaries are to be open to all scholars who have received their classical education for two years at least within one of the schools in the city of Edinburgh. Do you think that limitation to the city of Edinburgh is desirable?—No, I don't think that it is desirable. I think competition might be admitted from the outside.

699. Do you think that, with these large endowments for preparatory teaching, Edinburgh schools ought to be able to hold their own in competition with boys who come from other parts of the country?—Yes. We should only be doing in that respect what we have been doing in connection with out-door bursaries. We admit all from every part of the country. We have candidates sometimes from England and Wales, and we allow them to compete freely.

700. In the Provisional Order there is another limitation with regard to the Edinburgh bursaries, that candidates must not have been at schools connected with educational institutions within the scope of the Endowed Institutions (Scotland) Act?—The object was that we should not be expected to give bursaries to those educated in such institutions as the Merchant Company's schools.

701. *Mr. Ramsay.*—Are the out-door bursaries now conferred solely by competition?—Not altogether by competition. We have an examination, which is almost competitive in its character. The students are classified afterwards, and the position which they take in the lists is an element taken very largely into consideration. There is a preference given to the dux of the High School of Edinburgh. Whatever position he may take in the competition lists, he has a sort of preferential claim. This year the dux of the High School was not at the head of the list, but he got a bursary; and last year he was not at the head of the list, and he got a bursary. With reference to the others, the position they take in the competitive examination influenced the governors very much in their selection.

702. You don't admit in any case without examination?—Neither for the out-bursaries nor for the house-bursaries. The examination is by the Education Committee and myself.

703. Have the out-door bursaries been placed under different regulations of late years?—Yes, within the last few years. There used to be a merely nominal examination. In fact the bursars used to be elected first,

and examined afterwards, and the governors had a delicacy in rejecting any who did not pass the examination. It was because of this that the existing arrangement was proposed.

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704. *Mr. Parker.*—The Provisional Order further proposes that ten bursaries should be open to all scholars, wherever educated, out of Edinburgh, but still excepting those who have been educated at endowed schools. Do you think that exception is on the whole desirable?—I don't see why we should limit them to those who are not educated at endowed schools in the country, if we except that class of schools which ought to be able to provide bursaries for their own pupils. For instance, I would include pupils educated at schools where the endowment is so small that such a bursary as ours could not be awarded.

705. There are many schools under the Endowed Hospitals Act where the endowment would be too small?—Then I would allow scholars from these to enter the competition. But you understand that the views expressed in the Provisional Order are not entirely my views. They are the views of the governors.

706. You would think it advisable to charge a fee in general at the out-door Heriot Schools?—Yes, with exceptions; admitting a few free.

707. Would you in general charge the same fee as in ordinary schools of the same class, or a lower fee?—I think I would charge a lower fee, so as to give a special advantage to those connected with our schools.

708. And when boys were promoted from the out-door schools to Heriot's foundation, you would still charge that low fee to the parents?—Yes; because I should expect if they were not promoted to Heriot's Hospital, they would be compelled to remain in that low class of school, and pay that fee. I should consider the difference between the low fee which they would have to pay and the proper charge for such an education as they would get in Heriot's Hospital as a kind of bursary given in the form of better education.

709. And you think the parents might be expected to continue to pay some proportion of the cost?—I think they should be thankful to get a better education for the same low fee that they had paid previously.

710. *The Chairman.*—What do you consider a low fee?—I have scarcely considered that, but I suggested at that time a fee of 6d. per month. I was proposing then that there should be a charge for the hospital as well. Perhaps 6d. per month would be too little.

711. *Mr. Parker.*—You approve of spending part of the funds upon evening classes?—I do; I think they are most useful institutions.

712. Would you charge a fee for the evening classes?—Decidedly. We do so at present.

713. They are generally attended by those who are earning some wages?—Yes. We have charged lately 5s. for one ticket, and 2s. 6d. for a second ticket. We are not clear that we have power to do that. In fact, we rather think we have not; and we cannot charge a fee for the Heriot schools at present. Still we have accepted the fee; and I think it would be a great mistake if we admitted to the evening classes without payment of a fee. I don't hesitate to say that I should lose all interest in these classes if a fee was not charged. It is a test of earnestness.

714. In that way, fees being charged, a very moderate grant from the funds of the hospital might supply evening education, which is very much required?—Yes, comparatively.

715. *The Chairman.*—What proportion of the pupils in the Heriot

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foundation schools do you suppose are able to pay fees?—My impression is that not more than 30 or 40 in a very large school of about 300 are unable to pay the fees.

716. *Mr. Parker.*—Where they are unable to pay, what would you do?—I would give a free ticket, and nobody should know that they had a free ticket.

717. Would you have these free tickets distributed by the Education Committee?—Yes. There would not then be a brand of poverty on the children so admitted.

718. In the upper section of the out-door Heriot schools, where the instruction is more costly, do you think the fee might be somewhat increased?—Yes; but I should take care not to discourage the senior children by making it very much more. Of course it would be more valuable; but the difficulty is in getting children to stay very long at these schools, and we should not reduce the inducement by making the fee much higher. There might be a small graduated fee, and I think that would be desirable, but not a considerable increase.

719. What are the total emoluments of the masters of the out-door schools?—They have £220 now. Each of the head masters has £220; and in the infant school I think it is £75, and the sewing mistress has about £70.

720. Do you attribute the success of the schools in any great degree to the liberal payment of the masters?—Partly to that, and partly to the strict manner in which we carry out our regulations. We have a system of supervision, which I think is very good. We require a return every month of the attendance of all the children, and we report to the governors the per-centage of absences every month. There is also a time-record kept. No assistant or principal teacher can be absent for an hour without recording that in the book; and if any of the children are absent once or twice, the masters send out for them and see after their attendance. In that way we have as high a per-centage of attendances as in any schools in Scotland.

721. Then you have compulsory attendance already in operation at these schools?—Yes, practically.

722. And the result is good?—Yes.

723. In applying the buildings of Heriot's Hospital for class-rooms, and so forth, would you propose to apply the chapel so?—No. I think the chapel might possibly be employed as a hall for a general gathering of the inmates of the institution. We might have a religious service there. The boys might attend there in the mornings, and we might open with prayer and reading the Scriptures.

724. If you had a large school of 500 boys, the chapel would be useful in that way?—Yes; but we could not get 500 boys into the chapel. I said that we might have 300 in the hospital and 200 in the adjoining school. We could have 300 in the chapel.

725. Out of 500 you would probably have a sufficient congregation to make use of the chapel?—I think so.

726. *The Chairman.*—Have you formed an opinion as to the educational wants of Edinburgh generally?—I would not like to express an opinion upon that point. I think that most children may, with the provision at present existing, get some kind of education. I think that they might get better education than the present provision allows them to have.

727. Your opinion is that much may be done to raise the standard?—Yes.

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728. *The Chairman.*—You are Professor of Political Economy in the University of Edinburgh?—Yes.

729. You have had considerable experience in education?—Yes, I have—in England chiefly.

730. And to a certain extent in Scotland?—Yes. I am a native of Edinburgh, and am familiar with the institutions of Edinburgh.

731. You have not had charge of any educational establishment in Scotland?—No. In England I was Principal of a very large educational institution in Liverpool—the Liverpool Institute. I had charge of it for eight and a half years, from 1839 to 1847; and I had charge of a large institution in Manchester from that time till 1851. The institution in Liverpool had three day schools, also evening schools, and lectures twice a week, and there were 1500 pupils daily in attendance. That institution is still conducted with the same success.

732. Have you paid attention to the educational system of Scotland?—Yes, from being a native of Edinburgh and being acquainted with many of those who are carrying on the system; but I have never had any official connection with it, till I was requested last year to examine the new schools of the Merchant Company. I examined the four then existing schools, devoting thirteen days of six hours a day to that work; and this year I was requested to do the same again. But this year, as there were five schools, I was occupied for seventeen days, six hours a day. I examined all the five schools thoroughly.

733. You mean the new schools?—Yes, the Merchant Company schools.

734. You have given attention to the hospital system generally?—Yes, but not minutely. I have never been called upon in any official way to study the question. Of course I have given general attention to it, and know its general nature. I have also given lessons and lectures in Heriot's Hospital some years ago, and I introduced the teaching of physiology into the out-door schools. The masters and mistresses came together, and were taught how to teach the subject in their own schools. That is several years ago.

735. Your knowledge of the hospital system led you to approve of the changes that were introduced in the Merchant Company's schools?—Certainly. I had no share in organizing them at all; but as far as I know them, I approve of the changes that have been made, and I think the new plan is working extremely well.

736. Did you form any opinion as to the evils and defects attaching to the hospital system?—Yes; I had a strong feeling on that subject many years ago, but a great deal has been done to overcome these evils. Heriot's Hospital has been greatly improved. There is far more of the human element introduced into it than there used to be. As to John Watson's Institution and Donaldson's Hospital, I have no information.

737. Would you state the particular evils that you thought it desirable to overcome?—The evils have been overcome, so far as I was acquainted with them, in the institution that I know about, viz. Heriot's Hospital. I don't think there are any evils to complain of there, apart from such as may be inherent in the hospital system itself—at least they are not known to me now.

738. With reference to the Merchant Company's schools, you think the changes that have been introduced have very much improved the old system?—The old system was entirely abolished, or virtually abo-

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lished. The so-called monastic system—I use that term because it is in current use—has been altogether put an end to. There are no resident pupils in any of these institutions. Those that have a right to be boarded are boarded outside, and they attend the institution simply as pupils with those who are in no way connected with the institution.

739. But the advantage to them has been that they have now instruction mixed with other classes, and that they partake of the feelings and competition which belong to a large establishment?—That exactly expresses what I think and feel, and I have no doubt the foundationers have gained by the change. Not only has a large number of pupils been introduced for the first time to the benefit of the funds, but the foundationers themselves, by the change of system, have gained in the way you have now expressed.

740. With reference to your examination of these schools, would you state generally the result of your observation of them as they are at present constituted?—In the first place, the schools have only existed for two years, and one of them only for one year; and two years is a very short period for a school to consolidate, or to present a fair subject for a statement such as it would be desirable to give. But so far as I can give an opinion, it is exceedingly favourable to the general working of the institutions. There seem to me to be great energy and great spirit, and very cordial co-operation among the masters in the several institutions, and also between the masters on the one hand, and the pupils on the other. The system is one of kindness with firmness, but without severity; and the variety of subjects introduced keeps up a healthy excitement among the pupils, and they enjoy going to school. Their conduct, on the whole, is most exemplary. In fact, I know of no exception to that.

741. Did you examine all the schools connected with the Merchant Company?—Every one of them. There are five.

742. Female as well as male?—Yes. I devoted five days to the girls' school in Queen Street, and two to the girls' school in George Square.

743. The character of the instruction you thought suitable for the class admitted into these schools?—Highly so; and in the older classes of the girls' school, Latin and mathematics—both geometry and algebra, and also trigonometry—have been introduced. These subjects I find to be very favourite ones with the older girls. They come to them with their capacities developed, and take a great interest in them; and the teachers take pride and pleasure in conducting their studies.

744. The Latin, I think, is only taught to girls who show some promise?—Yes, they are a selected few.

745. Do you think there is sufficient scope for a complete training if they are only brought in when they are tested in other things, rather than if they were put to that study from the first? I refer to Principal Sir Alexander Grant's recent address to the Ladies' Educational Association?—I dissent from Sir Alexander Grant's view entirely. I don't mean to say that this is the best plan that could be adopted, and I don't say that the advantages of Latin, which are very great, might not be extended to a much larger number; but I should certainly deprecate the copying of the school system applied to boys to the forcing of girls, especially at an early age, through the difficulties of Latin and Greek. I think they ought to learn French and German thoroughly. Those who have the disposition, and the talent, and the time, should become acquainted with Latin and Greek also. But it seems to me that Latin and Greek are the luxuries of education, to be valued unspeakably, but they are not necessities of educational life; and I cannot but feel strongly that one of the great misfortunes of our school system is, that boys are made universally

to spend a large proportion of their school life in the unsuccessful attempt to learn those things which they do not learn, while for the sake of that they are prevented from learning other things which they would be disposed to learn.

746. But the value of the education is with reference to the future lot in life of the children who are admitted; and you consider that the arrangements in these schools are very well adapted for the class for whom they are intended?—Yes.

747. In the Merchant Maiden, George Watson's, and Stewart's schools?—Are you now speaking of the girls or the boys?

748. I am speaking of both, putting aside Gillespie's?—I think it is very well adapted indeed for that purpose.

749. You speak, of course, with reference to intellectual training?—And also moral training. I think the moral influences are exceedingly favourable.

750. With reference to industrial training: arrangements are not made for that, with the exception of teaching the girls to sew?—Yes, that is all.

751. Referring to female education, might there not be something more than sewing,—for instance, the teaching of domestic economy?—I think that might be introduced to some small extent, but I don't know that that is a thing that could be taught in school very well, where there is no arrangement for doing the things which the pupils read about. I have seen that attempt made in schools, and the result is that parts of a book are verbally committed to memory by rote; and I have known examinations which were distressing for their verbal accuracy, in which the modes of cooking a joint or making a pudding were repeated, though it struck me that if the girls who recited these recipes so glibly were asked to cook a joint or make a pudding, they could not do it any more than I could.

752. With reference to the size of those establishments, do you think it an advantage, or otherwise, to have a girls' and a boys' school on such a very large scale?—I think it is a great advantage. I am not prepared to say what limit should be imposed. That is to be determined by various circumstances. But in a question of difference between a large school and a small school, I should prefer the former. It enables a much more effective classification to be made. There is a distinction to be drawn between a large school and a large class. A large class is an undesirable thing, but a large school I consider a very desirable thing, because it enables the classes to be small. The organization is more extensive and more thorough, and there is a possibility of subdividing the classes, so that each shall be small, and each have its own teacher. In the girls' school in Queen Street there are, in even the senior section, eighteen classes, or rather six sets of three classes, and they are in each case parallel; so that you have not merely six classes rising up one above another, but classes horizontal, as it were, on the same level of progress.

753. *The Earl of Rosebery*.—How large a school do you think desirable?—That depends on local circumstances.

754. We had evidence to-day that a school of more than 500 scholars is injurious. Do you hold that view?—Certainly not. That applies probably to residents.

755. No; it applies to a day school?—Well, I should say you must take into account the size of the premises. If it was Heriot's Hospital that was spoken of, 500 would be too many.

756. But the question was irrespective of buildings. Given sufficient buildings, how large a school should you think desirable?—I don't think the school for girls in Queen Street is too large, and it is attended by 1200.

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757. *The Chairman.*—That of course increases the responsibility of the head master or governor. But you consider there is no limit, provided proper arrangements for distributing the different classes are made, one person being able efficiently to superintend a great number?—I should not say that there was no limit. I should say that 2000 or 1500 might be too large, but I cannot draw the line and say it should be 1000 or 1100, and no more.

758. *Mr. Parker.*—Do you think the master of the Queen Street school efficiently superintends so large a number?—Yes; the head master has, with a rare exception, no teaching to do himself. His whole time is devoted to circulating from class to class. He is in constant communication with the masters, and he is the presiding and animating spirit, if he is fit for his work.

759. *The Chairman.*—Comparing that with the system of supplying education by a variety of private schools, separately managed by different teachers, do you think the advantage of concentration in one is very great, apart from the question of fees? Do you think there is an advantage gained over having the education distributed among a number of smaller schools?—I think the balance of advantages is greatly in its favour. Private schools have their advantages; but in many of them there are not the requisite facilities for instruction; and many private schools are in a precarious condition, because the difference of two or three pupils makes the difference between profit and loss. There is always a considerable amount of precariousness in private schools, which does not belong to a public institution.

760. *The Earl of Rosebery.*—Might there not be a larger element of precariousness in a large school, in the absolute dependence for its success on the character of the head master?—Not more than in the case of a private school. The success of a private school will always depend on the character of the head master; and the private school must have more precariousness connected with it, because it has not the *prestige* of a fixed institution. Admitting that they have both the precarious element as to the head master, I think that there is in the private school a much greater amount of precariousness in other respects. In the private school the head master is everything; if he goes, all goes. No doubt an attempt is often made to sell these schools, but there is no security that parents will retain their children there.

761. But in the public schools the head master is the sole inspiring spirit of the school?—He is, or ought to be, the main inspiring spirit. But among the assistants there are often others quite competent to take his place; and one great object of the managers of public institutions should be, to train up assistants, so that there shall always be a certain number of persons ready to step up even to the highest place.

762. You would detach him from instruction?—If the numbers are so great as they are in this instance, I don't think it desirable that the head master, as at Rugby, should be occupied in teaching the sixth form, leaving the others to take their chance. That is not at all desirable.

763. *Mr. Sellar.*—Is that the case at Rugby?—I was merely referring to Arnold's practice. The time is mainly devoted to that.

764. *Mr. Parker.*—Dr. Arnold divided his time between his own class and the examination of the other classes?—Yes, to some extent.

765. *Mr. Sellar.*—So far as my knowledge goes, the system at Rugby has been that the head master taught the sixth form, and divided his time between that and the superintendence of the rest of the school?—Yes, but a small portion of time is given to the rest of the school.

766. *The Chairman.*—Have you directed your attention to the question

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of local endowments in country schools or burgh schools?—No; I should not wish to express any opinion on that matter. I feel the difficulty of the whole question to be so great that I am reluctant to do so. In fact I have no thoroughly digested opinion on the subject.

767. Have you any opinion to offer on the subject of gratuitous education?—The advantages or disadvantages of gratuitous education are of course affected by the question for what class it is intended. Gratuitous education for the poorest of the poor is one thing, and for the children of those able to pay it is another thing. I should say, generally, that gratuitous education is not a desirable thing. On the other hand, I should not confound gratuitous education with rate-supported education. I don't consider rate-supported education gratuitous education.

768. But by gratuitous education you mean that system in which the children are educated gratuitously without payment of fees?—By their parents.

769. You wish to confine your remarks to the practical operation of those schools which you have visited?—That is the point that I am most familiar with, but I shall be most happy to answer any question up to the measure of my knowledge that you wish to put. There is one point that I should like to say a few words upon, though it is not mentioned in the heads furnished to me. It is one which has been brought before the notice of the Endowed School Commissioners in England, of whom Lord Lyttelton is one. The feeling has grown up very much in England, and I share it very much myself, that there is a great want of some provision for the training of middle class teachers in this country. The lower teachers are trained in a measure in Government institutions, but there is no provision for the training of the middle and upper class masters. They come from universities, or from this place and that, with a certain amount of knowledge in certain branches, but no experience or knowledge on the subject of teaching itself; and they are driven to the necessity of copying what they have seen in the case of their own teachers. Now I think—and the suggestion is not my own—that possibly from the funds of the endowed schools over the country a portion might be very beneficially applied to the establishment of one or more training schools for the masters of such institutions; and I don't know that there could be a more effective plan of improving instruction in all such schools everywhere than by training such masters to teach efficiently according to the best lights of the time.

770. You think there is not sufficient provision in the country for that class of training?—I don't know that there is any provision for it.

771. You think the University training is not sufficient for those who are specially destined to that profession?—University training does not teach to teach. It gives a certain amount of knowledge of certain subjects—Latin, Greek, or mathematics—but there is no training in the art of teaching, and there is no belief even that such a thing exists or is possible. What is called pedagogy is utterly unknown.

772. Is there any institution of that kind in England?—No; and at this moment the College of Preceptors in London are calling the attention of the School Commissioners to it. The College of Preceptors is composed of a large number of teachers, public and private, and they feel their own deficiencies in that respect; they also feel that there is no provision for remedying or preventing these deficiencies in their successors.¹ The late Professor Pillans, of this University, some years ago offered to the Government partially to endow a Chair of Paideutics in this University.

¹ The College of Preceptors has since appointed Mr. Joseph Payne Professor of the Science and Art of Education.—W. B. H.

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He offered to give £4000 if the University would give the same amount. Mr. Gladstone was spoken to, but the proposal met with no encouragement, and Professor Pillans left his money to another purpose. But I rather think that such a Chair, though good in itself, would not be sufficient. The instruction given by it would be useful in so far as it would furnish biographies of Pestalozzi and others, and the different theories of education; but what is wanted is such instruction in the art of teaching as is given in the Government training schools by competent teachers. There is always accompanying these training colleges a model school, where the pupils are exercised in actual teaching under each other's eyes, and under the eye of the Principal; and in that way they get a certain experience in the art of teaching before they are actually put into the management of any particular school.

773. Your suggestion is for the higher class teaching?—Yes. And if a certain portion of the funds of the various endowed schools throughout the country were applied to such a purpose, they would all derive a benefit much greater than equivalent to the cost of their contribution to it.

774. *The Earl of Rosebery.*—Would you limit the benefit to Scotland?—I don't know how far this Commission operates.

775. *The Chairman.*—Your remark is general?—My remark is general.

776. Is there any other suggestion that you have to make?—I think not.

777. *The Earl of Rosebery.*—Would you make the training college which you propose responsible to anybody?—It would be under the general authority of whatever board was appointed for the management of the endowed schools.

778. I hold in my hand the Report of the Schools Enquiry Commission of 1868, and it is against such a training school. It says it would give the Government an undue influence in the control of the education of the country?—That objection is of course one that is applicable, and has been applied again and again to all Government interference with education,—that any central organization is objectionable. It is a part, indeed, of the general objection to centralization in all departments, sanitary as well as educational.

779. And that objection does not weigh with you?—No. I consider that local management with central control, speaking generally and without going into details, is the best principle; and I think it is perfectly possible to organize such training colleges combining these two principles. However, I merely at present throw out the general suggestion, leaving it for you in your better judgment to digest it if you think fit to entertain it.

780. I understood you to say that you considered, for instance, such a form of instruction as the Latin grammar an educational luxury?—Certainly. A good deal depends on the class to whom the Latin grammar is to be taught. The next point is, at what age it is to be introduced. Now I was in the High School here when I was seven years old, and I was thoroughly proficient in the Latin grammar—that is to say, I could repeat it by rote without understanding it—by the time I was eight; but I have mourned bitterly over that ever since, and I should like to save my countrymen from a repetition of the same fate. It seems to me that Latin and Greek are taught at far too early an age.

781. What would you substitute?—The modern languages and physical science, and above all, knowledge of the English language. Grammar I think is most efficiently taught from the mother tongue; and having the substratum of the subject, and being familiar with it, the pupils

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are prepared to receive instruction as to the principles. Then, as regards physical science, there are the observational and the experimental, and there is mathematics. All these are capable of expansion and of gradation,—simplification in the junior stages, so that no class shall be required to do work beyond the capacities of those that are in it. But I am quite aware that this is comparatively a new view, and that it has the disadvantage of not having practical experience, except on a small scale here and there, to refer to; whereas the existing system we are all familiar with, and it exists everywhere in Scotland and England.

782. Is there any English Grammar that you would recommend as a substitute for Latin as a system of training?—I don't refer to a book. It should be taught incidentally. I deprecate English or Latin Grammars, so far as regards books. If the teacher is competent, he will teach the principles of English grammar as they arise in the course of the lesson. Requiring the pupils to learn the rules and repeat them, is the reverse of an intellectual exercise. But I am expressing my opinions briefly, and perhaps abruptly, in order to save your time.

783. *Sir W. Stirling Maxwell.*—How soon would you allow a boy to begin Latin?—I should think twelve the very earliest age.

784. And Greek?—Perhaps two years later.

785. And would you begin the modern languages at an earlier period?—Yes, I would begin the modern languages as early as the school period begins.

786. I mean languages not the pupil's own?—Yes. My own children, the eldest of whom is nine, and the youngest five, speak German fluently, and they have learned to do so in a year from having a German governess. They speak as much German as English.

787. *The Earl of Rosebery.*—In regard to beginning Latin, would you fix the standard as one of age or of acquirement?—Much more of acquirement than of age.

788. And therefore you would not have a hard and fast line?—Certainly not. I have seen some begin at fourteen and sixteen, and their progress was rapid in proportion to the lateness of the period at which the instruction began.

789. *Mr. Parker.*—Are you aware that in Prussia there is no prescribed course of training for the masters of the higher schools, such as there is for the masters of the lower schools?—I believe it is so, but I have no personal knowledge of the fact.

790. Does your recommendation go so far as this, that only masters who have gone through such a training should be capable of appointment?—No, I should not say that, but they should have a preference.

791. Perhaps you would be content with a preference such as they would obtain by showing superior fitness?—Yes. At the same time that would be a matter capable of progressive arrangement. At first it would be very undesirable to introduce a prohibition of appointment except in the case of such teachers, and in a few years it might be just and advisable to do it. What would be desirable five or six or ten years hence, might not be desirable at the outset.

792. The English Endowed School Commissioners objected to a somewhat similar proposal, that it would put too much control into the hands of the Government. I understand that you don't propose to give it to the Government?—Not the whole management.

793. Only some degree of supervision?—Yes. I may state that one of the strongest possible objections to the appointment of a Minister of Education is, that that Minister of Education would be a political minister,—a minister of Mr. Gladstone's administration to-day, and of Mr.

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Disraeli's to-morrow,—and the whole system of the country might be seriously altered or disorganized according to the opinions or convictions or political leaning of one or the other side; whereas what is wanted is a Minister of Education who I should think ought to be above all things permanent.

794. That might be considerably restrained, might it not, by having a council conferring with the minister, and consulted by him?—Certainly—an Education Board.

795. Do you think the teachers in Scotland of these higher schools are inferior to those in countries where there is a special training?—I have not the means of instituting a comparison; and I have no wish to charge the teachers of schools in Scotland with any incompetency or any disagreeable or painful inferiority. I have no such opinion regarding them; but I should like to say that the better qualified they are for their office, the more desirous must they be to improve themselves, and the more they must feel the deficiencies which they had to struggle with in the course of their career. I have often heard teachers make this remark, and I have often made it myself, that one regrets the errors into which one fell in the early course of one's teaching, and that, had we had some guides who had gone through similar experience, we should have escaped errors, and our pupils would have derived greater advantages from our teaching.

796. If the most eminent or the most competent and successful of these teachers in the present day were consulted, do you think they would recommend such a course?—That is the state of matters in England. The College of Preceptors, comprising the best taught and most enthusiastic and zealous teachers in the country, are most anxious to have such an institution, in which teachers might be trained.

797. You think that is due to their own experience of a loss from not having had such training?—Yes.

798. Is it your impression that in Scotland one would find such a feeling among the best teachers?—Though a Fellow of the Educational Institute, I have not such knowledge of their opinions as to affirm that that is so. I don't know that it is not so.

799. Where would you have such an institution?—If there was only one institution, the most fitting place would probably be Edinburgh; but I am not prepared to say how many such institutions there should be. I would confine myself to the general principle.

800. *Mr. Ramsay.*—Have you considered what the effect would be upon our existing schools if your views were carried out, and if the rule were that boys should not begin to learn Latin grammar till the age of twelve?—I have no fear whatever that any new views of education will be suddenly introduced. The danger is all the other way. I throw out my opinion without proposing that there should be any instantaneous change in the way I am speaking of. I think the change should be in that direction, but not that there should be an instantaneous upsetting of all school systems. I don't wish that for a moment.

801. I suppose you know that half the students in universities come direct from the parish schools, and that these boys have been acquiring from an earlier age the knowledge which they possess before they enter the University?—Quite so.

802. Is it also within your knowledge that the poverty of the parents in numerous instances leads to boys having their education conducted in that way?—Exactly; but these boys cannot pass from the parish schools to the universities unless the universities are made schools. If the University is to be open only after passing an entrance examination, which as a rule cannot be passed except by lads of seventeen, we shall

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see it is plain that a boy's getting instruction in Latin between eight and twelve would not help him. He may as well get his Latin between fifteen and seventeen as between eight and twelve.

803. Then the change which you contemplate would include a change in our University system to the extent of fixing some standard below which the students should not enter?—You are no doubt aware that that subject has been very largely discussed for some years back, and that there has been a gradual improvement in the respect which I am indicating, that instead of the Latin and Greek classes being elementary school classes, they are becoming not anything like what they ought to be, or what their professors desire, but they are becoming college classes; and I think there is no doubt that a rigorous entrance examination is in the not distant future.

804. You have not considered what effect that might possibly have in deterring the class I refer to who come up now to the universities, from coming up at all?—A good deal would depend on the facilities given. If there were an organized system throughout the country similar to the Merchant Company's schools in Edinburgh,—in Gillespie's school, for instance, there is a provision by which boys who excel can be promoted to Daniel Stewart's or George Watson's,—if such a plan existed throughout the country, pupils, whatever their origin, who had shown a desire or capacity to go to the University would be assisted in their course. They would be assisted after leaving the parochial school to go to the burgh school, and from that to the University. It seems to me that the natural point of transition is from the burgh school to the University, not from the parochial school to the University.

805. Would you consider it a beneficial use of the surplus revenue accruing from educational endowments, that they should be applied in that way to link the elementary schools with the burgh schools, and these with the universities, for the assistance of these pupils?—I should think it exceedingly desirable, always providing that the assistance given to the exceptional few was not drawn away from the great mass. You used the phrase 'surplus funds,' and in that sense I should say yes; but I should like the surplus funds to mean those which exist after the wants of the great mass of all the pupils have been supplied. I should not like to starve the great mass of the pupils of a school for the sake of advancing a select few.

806. *Mr. Sellar.*—What you propose is a sort of model training college for higher-class teachers?—Yes.

807. Have you any experience of the existing training colleges for the primary teaching?—Yes, I have to some extent, both in England and Scotland.

808. There is an impression in some quarters that the effect of the training in these colleges is to produce a mechanical system of teaching?—I am afraid there is too much foundation for that.

809. That the teaching which comes from these colleges wants elasticity?—It wants spirit. It has too much of routine.

810. Would you not anticipate something of the same kind in such a training college as you suggest?—Of course I should, unless the head master were a man above routine himself.

811. What I referred to was not the actual teaching in the college, but the effect on the teachers trained there. When they go out into the world, their teaching might be mechanical?—It would require great care to avoid that danger; but it could be done, I think, by assisting the pupil-teachers to see as many schools as possible in the different parts of the country, and to see a variety of methods. And when we come to under-

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stand better what education is or ought to be, it is quite possible that there may be travelling bursaries to enable teachers to go to France, Germany, or Holland, to see the way in which the schools are conducted there. I cannot imagine the case of any young man of ability going to these countries and seeing the variety and energy of teaching there, and coming back and being a mere creature of routine.

812. *The Chairman.*—With reference to your remarks upon the system which you desire in reference to the teaching of grammar, you speak favourably of the system followed in the Merchant Company's schools?—Certainly.

813. You think they have adopted a sound method of teaching grammar in giving a preference to their native tongue in the first instance?—Yes.

814. And in only drafting the pupils off to Latin and foreign languages as they show capacity?—Yes. But I wish to give an explanation as to the fact. When this subject was mentioned before, you were speaking of girls' schools. It is in the girls' schools that that system principally exists. In the boys' schools the system is more akin to what exists in other schools. The boys don't begin so very young, and they don't devote so much time to Latin, but Latin is taught earlier than in the girls' schools, and to a much larger number. There are comparatively few exceptions to the teaching of Latin in the boys' schools—George Watson's and Stewart's Institutions.

815. What is your opinion of Gillespie's school?—I think it is one of the most energetically—perhaps the most energetically—conducted school of the whole number. It is exceedingly surprising to see the order, discipline, and spirit that prevail throughout that institution, considering that the children are of a very poor class, that many of them have not been familiarized before to school discipline, and that there is very little, if anything, that can be called severe punishment, or punishment of any kind. This, indeed, is a help, not a hindrance.

816. With reference to all these schools, the system of bursaries is employed very largely in giving a stimulus to education?—Yes.

817. You have no reason to suppose that they give an undue stimulus to the very young?—I have had fears that the system of bursaries is a little overdone in these institutions. It seems to me that what I might call—the expression may be forgiven—a system of bribery prevails more than I should like to see. There is a danger that knowledge may be sought and zeal stimulated from a hope of gaining bursaries, rather more than is desirable for the healthy progress of the intellect and the *morale* of the school.

818. You offer that opinion generally; you don't think there is more risk of that occurring with the very young than with mature students?—No; perhaps rather less. They are less open to the influence of such feelings probably.

819. *The Earl of Rosebery.*—I understood you to say that you were against purely gratuitous instruction?—I said I was unfavourable to it if it meant the absence of fees paid by the parents.

820. Should you be inclined to apply any of the disposable funds in the assistance of parents towards payment of fees for a higher class of instruction than the lowest ragged schools give?—Yes. I should not at all object to that in the case of pupils who have gone through a preliminary training and shown ability. If the parents were willing to make some sacrifice, I would assist them.

821. You would be disposed to meet them half-way?—Yes.

822. Should you be disposed to assist them also in the matter of

clothing and food during school hours?—If that were indispensably necessary in order to accomplish the object, I should not object.

823. As compared with the establishment of a training college for schoolmasters, should you consider that a more desirable object?—I have difficulty in comparing the two things. I should think they are scarcely capable of being brought in opposition to each other.

824. Don't you think the way I have suggested of disposing of such funds ought to come before what you have suggested?—I am not prepared to give an answer to that at the moment. It would require more consideration than I can give it at this moment. I don't see the incompatibility between the two. I should like both things done. I certainly should like most to see the quality of the instruction improved throughout the whole country, and that of itself would have a very beneficial influence in drawing in more pupils. One great difficulty we have all to contend with, is the indifference of parents to education. That indifference arises from their not knowing what education is, or ought to be; and in proportion as education is made efficient and as it makes a change in the mental condition of the children, the parents are made able to understand the importance of education and the gain to their children by it. In that way much can be done to lead parents to make a sacrifice for the prolongation of school training more than they are now willing to make.

825. If the parent is willing to make a small sacrifice in regard to the payment of fees, would you not offer him greater inducements, in assisting him to pay clothing and food, than by assisting in improving the education throughout the country?—Yes, if we look solely to the individual.

826. Therefore it would be more important to assist in giving food and clothing to the children?—I am anxious that there should be no mistake as to what education covers. Supposing the education to be very bad or worthless, I should not like to tempt the parents by any amount of bribery to receive it. But in proportion as education improves, it is desirable that children should be subjected to its influence. The great desideratum is to make the education itself as good as possible, and then to do everything that can be done to facilitate the reception of it by the class for whom it is intended.

827. Would you not have always a sufficient supply of persons qualified to teach the elements of education without a training college?—If you limit the question to the elements, it might be so; but it has been said with a good deal of force, that the only person able to teach the elements is he who knows something more than the elements. If the question is limited to the teaching of reading, writing, and the lower rules of arithmetic, I don't think it is of great importance. But it is precisely for that class of teachers that we now have training classes,—for those that, according to the argument, least require it,—while for those who have to teach a higher range of subjects, and who require greater culture, there is no provision at all.

828. Should you be inclined to assist in the way I have indicated, those who attend such a school as New Greyfriars?—I don't see any objection to that; but that is a question of the amount of funds at your disposal.

829. But if you had to choose between the two, would that not be preferable?—I hope it is understood that my remarks as to the training college had reference to the higher schools and not to the poorer schools.

830. But the funds disposable are the same?—You are speaking now of endowed schools. If the endowments are strictly for the benefit of the poor, then there would be a difficulty in applying them to the training of teachers for the higher classes. I certainly feel that.

831. *Mr. Sellar.*—I understood you not to attach any great importance

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to a professorship of teaching?—Not unless the lectures were illustrated and enforced by practical examples, and by exercises in the work of teaching, such as might be obtained in schools accessible to the professor and his students.

832. Have you considered how to carry out such a scheme in detail?—You have the experience of the training colleges for the teachers of the lower classes. The training college is accompanied by a normal school, in which the pupils do practically teach.

833. You could make one of the Merchant Company's schools a normal school?—Yes; in a city there is no difficulty.

834. *Mr. Parker.*—Was your report on the Merchant Company's schools printed?—No; it was circulated among the governors both last year and this year.

835. The Commissioners might see the report?—I don't know that there would be any objection; but I am not authorized to say so, and it is not in my possession. It was handed to the governors. I don't think there would be any objection, if an application were made. In the report, however, there was much that, though useful to the schools, is of little or no interest to the public.

836. I wish to ask one question as to the results on private institutions in Edinburgh. These are very serious, are they not?—That kind of result is the very reverse of the other results. The other results require time for their development. In the case of the private schools the effect was immediate, and will gradually pass away. I have no doubt that many of the private schools suffered very severely; but in many cases the teachers became teachers of the Merchant Company's schools, and improved their position. The head master of the girls' school in George Square had a private school which was superseded, but his position is, I believe, improved. That is true of other masters, to my knowledge. It is obvious that it is impossible to introduce any change in existing organizations without affecting the interests of persons who occupy the field; and the more efficiently you improve the schools, the more you interfere with the interests of the private teachers.

837. The extent of that interference must have depended a good deal on the fees charged in the Merchant Company's schools?—A good deal.

838. Do you know what proportion that fee bore to the market price of education?—I cannot give that information. I believe that, generally speaking, the fees were lower than those charged in private schools; and it is obvious that it was likely to be so, because they expected large numbers, whereas the private schoolmaster must charge a larger fee for his smaller number.

839. Then the cost price of the education was lower in consequence of the institution being on a larger scale?—Yes, and having an endowment.

840. And the endowment was used further to diminish the cost to parents?—Yes. This has been publicly stated.

841. Do you suppose that the total fee was half as large as would be charged elsewhere?—I don't think it would be so much less as one half; but the knowledge of that is quite attainable in actual figures, because the fees of various private schools might be ascertained, and the fees charged by the Merchant Company's schools are published.

842. *Mr. Sellar.*—We were told yesterday that the actual sum of money paid in salaries to teachers under the new scheme, as compared with the old, has increased more than tenfold,—£20,000 being paid now as against £1700 before?—Yes, it is so declared.

843. So that the teachers cannot be said to suffer as a body?—No; but a larger number are employed.

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844. *Mr. Ramsay.*—Have you the information that would enable you to say whether the provision for the higher instruction in Edinburgh itself is adequate to meet the wants of the population?—I should think amply; and not only so, but Edinburgh largely attracts pupils from other parts of the country. In the High School, the Edinburgh Academy, and other institutions, there is an abundant provision. I am not speaking of quality but of quantity. I think the provision is ample for Edinburgh.

845. You suggested, I think, that the boys at school should have instruction in modern languages and in physical science?—Yes; and in their own language.

846. Is that what is usually spoken of as technical instruction?—No. Technical instruction implies what has a direct bearing on this or that occupation in life. That is matter of subsequent instruction. The object I have in view is to have instruction of a utilitarian kind, in a high and wide sense of that word, because I consider that the best training for society and for the duties of life.

847. I asked you whether you thought it a desirable use of any revenue that might accrue from such endowments as we are inquiring about, to link our elementary schools with the burgh schools and the higher schools?—Certainly. This is of the utmost importance.

848. Would it be expedient to apply those endowments for behoof of students who might not otherwise be able to get that technical instruction after they leave school, suited to the profession or business or trade which they propose to follow?—I should think that desirable, subject always to the explanation which I gave before, that there is no difference of meaning as to what the surplus fund is,—that it is the surplus fund after everything that is desirable is provided for the existing school.

849. For elementary education?—Yes; that that shall not be made to suffer for the sake of the few or the more advanced.

850. After the provision is made for the elementary instruction, you think these would be desirable modes of applying the funds?—Yes. If you will allow me, I shall have much pleasure in giving to each Commissioner a copy of an inaugural lecture which I delivered at the opening of my class last winter, in which that point is adverted to.

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851. *The Chairman.*—You are an Inspector of Schools under the Privy Council?—Yes. John Kerr,
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852. Of the Northern Division of Scotland?—Yes, Aberdeen and Kincardine, and Orkney and Shetland.

853. Have you had charge of any other districts?—I had charge of all north of Forfar, in conjunction with a colleague, from 1860 to 1864, including also Forfar.

854. Have many endowed schools come under your observation during the course of your experience?—Yes.

855. Would you mention particularly those that you have had an opportunity of visiting?—I have visited Robert Gordon's Hospital, Aberdeen, six times; also the Boys' and Girls' Hospital in Aberdeen; the Female Orphan Asylum in Aberdeen; and I have also visited, but in a very hurried way, another Orphan Asylum for orphan and destitute children, of a somewhat lower class than the Female Orphan Asylum.

856. Is it in Aberdeen too?—Yes.

857. Have you visited any schools in the country districts?—I have visited Milne's Free School at Fochabers.

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858. Did you visit it officially?—Yes, half-a-dozen times probably. There are also some endowed schools of a different kind in Aberdeen. They are so called in the Aberdeen Directory, but nothing is given in them but education, and in one case books. One of these is Dr. Brown's School, Skene Square. That school gives education free to a certain number born in the district of the town called Gilcomston, and to a certain number of other children, certified by the kirk session, education at a lower rate.

859. Is that a Government-aided school?—Yes; the children other than those mentioned pay the ordinary school fees.

860. Have you also visited schools connected with the Dick and Milne Bequests?—Yes, I have visited all that receive Government grants.

861. The schools where they board as well as educate are Gordon's Hospital and the Orphan School?—Yes; and the Boys' and Girls' Hospital and the Orphan Asylum. In all these four they are both boarded and educated.

862. Will you state generally the nature of Robert Gordon's Hospital, and the system of instruction carried on in it?—In respect of instruction, it is just about the level of a good parish school,—a little higher in the accomplishments of drawing and French. There is a separate French master, and a separate drawing master. The French master was not very good till lately, but they have a very good one now. Drawing has always been very decently taught. The pupils get a little Latin, but no more than 34 or 35 chapters of Melvin's Lessons. That is the highest any have gone with me. Ten or twelve have learned the Rudiments. Mathematics have been well taught. Every year three or four, and never less than two, go to the mathematical classes in the University, and do very well. Till lately, the system of education pursued was not at all economical in point of time. I visited the school four times, I think, before giving any suggestion as to a change of curriculum, not thinking it was my duty to do so.

863. For what class is the charity intended?—Robert Gordon designated first of all the sons of burgesses in decayed circumstances, with a preference to certain names,—first, burgesses of guild; second, burgesses of trade; failing these, the sons or grandsons of residenters in Aberdeen.

864. Of any description?—Yes, but with the qualification of indigence.

865. The class is not the working class, but a little above them?—I am afraid they are, many of them; many of them are not. Till within the last three years the governors had read Robert Gordon's deed as confining their selection entirely to the first two classes, namely, burgesses of guild and burgesses of trade; but they have latterly introduced a wider reading of the deed, and at the last election, out of 24 elected, 15 were from the residenters,—that being a class which has been excluded from election till lately. There was a slight element of the resident class elected by the Collieston Trust. Robert Gordon's was the original foundation; but Mr. Simpson of Collieston left a certain sum, and got for that sum the privilege of electing 40 boys. The Collieston Trustees have always read Robert Gordon's deed in the liberal sense, and have not confined it to the burgesses of guild or of trade, but have taken in residenters in Aberdeen. In all cases, both in the Collieston deed and in Gordon's—and that is equally applicable to the burgesses of guild, and of trade, and to residenters—the qualification of indigence is specified.

866. There are no non-resident pupils?—None.

867. Nor any pupils in the condition of paying fees?—No, no fees are paid. Of the 24 chosen at last election, two-thirds were fatherless children.

868. What have you to state as to the curriculum?—The curriculum used to be very wasteful of time. A boy of eight or ten went to one master for his English, to another for his geography, to a third for his arithmetic, and to a fourth for his writing. I suggested two years ago that the school should be divided into three graded schools, each separate and responsible for its own work; and that of the 160 boys, 40 or 50 should be under the junior master for everything except writing, for which there is a separate master, and a similar number under the second master.

869. What is the highest point of teaching that they have arrived at?—Mathematics is the branch taught to the largest extent, and four or five boys every year know the first six books of Euclid. They have a fair knowledge of algebra, and a sound knowledge of arithmetic.

870. *Mr. Ramsay.*—How far do they go in algebra?—To quadratic equations, and once or twice trigonometry.

871. *The Chairman.*—What is your opinion of the efficiency of the school, and as to the amount of scholarship shown by the children?—It is very sound as far as it goes. The masters are not of the newest type, but they are very faithful, and within the limits of their programme, which was not altered till lately, they did their work faithfully and well, but the time was wasted by being divided between the various masters. The present plan has been in operation for about a year or thirteen months. When I visited the school in April last, it had only been going on for a few months, and it was impossible to form an opinion, except that the masters all liked it themselves, and found it an improvement on the whole.

872. The school is not in receipt of any Government grant?—No.

873. At whose request did you examine it?—At the request of the governors.

874. Comparing that school with other schools you have visited, do you say that they arrive at the same standard of intelligence in their examination?—I think my remarks in the last report were that the boys on the whole came up to what might be expected in an average Aberdeen parish school, at the same age.

875. There was nothing in the system that you observed that led you to suppose they were under greater advantages than boys at any ordinary parish school, so far as teaching went?—Not so far as teaching went. I don't like the hospital system. I think they are under the disadvantage of a very unnatural system. At the same time, it is due to Gordon's Hospital to say that it is probably as free from the faults inherent in all hospitals as an hospital can be. The masters are all efficient, and the head master has always been very much liked. He is an old man, and has just retired and been succeeded by a very able teacher, who will do very much to raise the institution, I have no doubt. And the boys all like the hospital. After they have left it and gone to professions, when they return to Aberdeen they invariably visit it, which is a good sign.

876. When you speak of the objection to the system, would you state your opinion of what are the evils that you think belong to it?—It takes the spring out of a boy's life very much, from the want of contact with the world. They want more of outside life and of family ties, and of what they have to meet when they fight the battle of life for themselves. They have nothing of that in the hospital.

877. You have not observed that that led to an inferior intellectual standard in that hospital?—I have no means of judging of that.

878. You have had an opportunity of observing the domestic arrangements?—I have been in the dining hall when they were at dinner, and I

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have been through the whole house—through the dormitories, and so on—and all these were as satisfactory as possible. The feeding is plain and wholesome, and the bedrooms are as clean as can be.

879. Then your opinion is, that if that system could be combined with pupils unconnected with the hospital, it would be a great advantage?—Yes.

880. You think that, in addition to the foundationers, it would be a good thing to have a day school with pupils who pay fees?—Yes.

881. You think the pupils would derive advantage from that?—Decidedly. They ought to have contact with the world either in school work or in family life. Both could be done, but one or other is required.

882. The want of family life and the general effect of their being excluded from out-of-door influences, are the two evils which they have to contend with?—Yes.

883. The want of connection with the world might be remedied by their being mixed with pupils who pay fees?—Yes.

884. Would the other not be met by their being boarded out?—Yes. And boarding out has been thought of and talked of, but not seriously, by the governors. They have not gone into the matter fully. I may state that my suggestions, of which I can furnish you with a copy, for the reform of the hospital, were published a year ago at the request of the governors. I suggested that instead of having two half-holidays; one on Wednesday and one on Saturday, the boys should have one whole holiday on Saturday; that every boy who had relations within easy reach should be allowed to go home to those relations on Friday night, and breathe the air of home on Saturday and Sunday, and come back on Monday morning. The governors were anxious to adopt this part of my suggestion as well as the rest; but on taking the opinion of counsel, they found it *ultra vires*, and it remains as it was.

885. What were the other suggestions that you made?—I suggested the meeting of one great difficulty of the hospital life, namely, that of securing time for the preparation of lessons, and securing privacy for the more studious boys,—namely, that a master should receive an addition to his salary and devote one hour every night to the superintendence of the more advanced boys who require to have lessons to do out of school, and give them such aid as they required, or at least keep them quiet and secure them from annoyance from the more careless boys. That has been carried out, I believe. The boys take advantage of that to the number of 60 or 70, and the master who superintends that thinks it does a great deal of good.

886. The governors were prepared to carry your proposals out?—They took the opinion of counsel, and found that they could not carry out the suggestions about going home on Friday night and spending Saturday and Sunday at home.

887. Were they prevented from doing so by the statutes of the school?—Yes.

888. With reference to the Boys' and Girls' Hospital, would you state your opinion as to its efficiency as an educational institution?—Would you allow me to mention, before that, the expense of Gordon's Hospital? There are 160 boys, and the expense last year was £4353, which gives an average of £27.

889. Was that for education as well as maintenance?—Yes, that includes the whole accounts. The addition of 10 boys has been made lately in consequence of a new arrangement. The governors used to pay £5 to every boy on leaving, and they gave him an outfit to start him in the world, and other £5 at the end of his four or five years' apprentice-

ship ; but they began to see that this last payment of £5 at the end of the apprenticeship was not required by any boy worth his salt, and they have unconditionally withdrawn that payment. They are to pay the £5 as an addition to the outfit only where it is really required. That has set free 35 times £5. Thirty-five boys go out every year, and the saving of £5 at the end of the apprenticeship saves £175, which has enabled them lately to increase the number in the institution by 10. Hence there are 170 now in it.

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890. *Mr. Sellar.*—The return sent to the Commission shows an average expense of £32?—Well, I am quite sure that to parents, who are really the proper recipients of the bounty, £15 paid as a boarding fee for a boy would be a much greater boon than his maintenance and education in the hospital. If he were boarded at home, £15 being paid to his father, it would be more in his father's pocket than his living in the hospital. I think a working man would rather have a payment of £15 and be allowed to feed his own son at home, than have his son fed for him in an hospital.

891. *Mr. Parker.*—And that would leave £17 towards his education?—I am assuming that the education would still be given as it is now in the hospital, or combined with other schools, if that should be thought better ; but instead of living in the hospital, board him with his father, and let his father receive £15 toward payment of his board.

892. What part of the total expense of each boy in the hospital do you suppose is due to his maintenance?—I cannot answer that question.

893. The total cost is £32?—Yes.

894. Can you divide that into the cost of education and the cost of maintenance?—Not on the hospital plan. As good an education could be had at a country parish school for £1, and in town probably for £1, 10s. per annum.

895. Probably the maintenance is more than £15, or about £15?—I should think it is more than £15.

896. The expense of a boy in a training ship is often estimated at £15?—Pupil-teachers receive £15 on an average during their whole course—£10 to begin with, and £20 to end with, during five years,—and that is considered a great help to their fathers and mothers. It is considered that the boy at least keeps himself.

897. *The Chairman.*—Did you make any suggestion with reference to admitting out-of-door pupils?—No, I did not, inasmuch as they wished merely such suggestions as were consistent with retaining the hospital pretty much as it was, in view of some bill for more sweeping changes.

898. Is the Boys' and Girls' Hospital a boarding establishment?—Yes.

899. What is your opinion with regard to that hospital?—It is a very well taught school. They have always had very good teachers, and the training is very well adapted to the class of children. It is fully up to the level of an ordinary, but not of an Aberdeen parish school. There are 50 boys and 50 girls in it. The cost ranges from £1600 to £1700 a year. That includes everything, even the feu-duty of £50 which they pay for the building ; but it does not include the interest on the monies spent on the building erected within the last few years, amounting to £8000 ; but everything else is included.

900. Does this school depend entirely on permanent endowments, or partly on subscriptions?—On permanent endowments.

901. Do the same remarks which you made with reference to Gordon's Hospital apply to this also?—It is quite as monastic. The boys are allowed to get home twice a week, I think.

902. And you would recommend similar changes?—Yes. And the

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managers themselves think that a mixture of boarding out would be a very good thing for the school.

903. They are not at liberty to do that under the existing statutes?—I cannot answer that question; but they are at liberty to have them taught elsewhere. The hospital commenced first as a workhouse, and has gradually developed into what it is now. It is an hospital for the poor belonging to the parish of St. Nicholas.

904. It is confined to that?—Yes.

905. What have you to say with reference to the Female Orphan Asylum?—May I add, before leaving the Boys' and Girls' Hospital, that the managers make very careful inquiry before any girl or boy is admitted. They visit them at their own homes, and make sure that they are proper recipients of the charity.

906. Is it an orphanage?—They are not necessarily orphans. They must be poor and needy; and after they have left altogether, they come up every year to receive a small allowance from the directors, and their appearance seems to indicate that they are getting on well. It indicates good behaviour so far as regards the boys, but not so much in the case of the girls. The girls are tempted to go to mills and manufactories, of which there are a great many in Aberdeen, because they can earn more money there, and they often don't turn out so well as the boys. The boys turn out quite satisfactory; and I have no doubt the proper class is met by this hospital. They are all poor.

907. In the hospital are pains taken to put them in a position to find a livelihood and employment?—Yes. They get two suits of clothes, and the managers try to find them situations.

908. At what age are they dismissed?—The boys at fourteen, and the girls often at fifteen. They get £1 a year for five years, on due certification of proper character by their masters or mistresses. Some of the managers think that the allowance of £1 a year for five years should be larger.

909. There are not many of the girls who go to domestic service?—They mostly go to mills, the temptation being that in mills they can earn several shillings a week, and live with their relations.

910. Is there any industrial training in the school?—There is full domestic training,—washing and dressing. There is nothing for the boys except a little gardening; but the girls have a full training for domestic service in washing, baking, etc.

911. Being so trained, are they not sought after as servants?—Yes, they are; but there is the Orphan Asylum and the Destitute Asylum, both of which supply girls, and there seems a competition for them. The question is, whether they can earn more in domestic service or in a mill.

912. *Mr. Sellar.*—What is the income of the institution?—£1700 to £1800; and the number is 50 boys and 50 girls.

913. *The Chairman.*—In what proportion do they go as domestic servants?—I did not get that number.

914. Do the greater proportion go to the mills?—Yes, I understand so.

915. What have you to state with referenee to the Female Orphan Asylum?—It was established in 1840, and during these thirty-two years 149 have gone out from it into the world.

916. It depends on a foundation?—Yes, the foundation of one lady. Mrs. Emslie left the whole fund for it. I cannot state the amount, but it will be sent to the Commissioners. Of these 149, from a careful record kept of the after career of all the girls, it appears that 8 have not turned out well.

917. What employment do they get?—Generally domestic service.

Some become dressmakers, six or eight have become teachers, and some have become nursery governesses. John Kerr,
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918. Are they taken from the poorer class?—They must be orphans belonging to the parishes of Old Machar, St. Nicholas, Nigg, or Banchory-Devenick.

919. Are these large parishes that can always supply a sufficient number of orphans?—The two first are large parishes.

920. There are none but orphans in the asylum?—None but orphans.

921. They must have been resident for a certain time, I suppose, to be entitled to admission?—I cannot say.

922. Have you visited the asylum constantly?—Annually.

923. Is it in the receipt of a Government grant?—No.

924. Were you invited by the trustees to visit it?—Yes; and they have a pupil-teacher, which makes the visit requisite. It is on the Government list as a simple inspection case, not an annual grant case.

925. Do you find that establishment in an efficient state?—It has been very fairly taught indeed. The discipline is very good, and everything is kept remarkably clean. The older girls devote a pretty large portion of their last two or three years to domestic work. Sewing is very well taught. It is a very large and a very fine house,—perhaps too fine for the purpose. They have only a single servant, with a cook. The whole of the large house, containing about 40 children, is kept in order by the girls themselves.

926. What is the age of the oldest girls?—They are allowed to remain till seventeen or eighteen. They may be admitted from four to eight, and they are not allowed to leave till a place has been found for them.

927. What is the management?—The Lord Provost and several members of the Town Council, the Procurator-fiscal, and the ministers of the North, South, East, and West parishes of Aberdeen.

928. Is there any ladies' committee assisting in the management?—Yes. There are a great many ladies who take an active interest in it, and visit it regularly.

929. But you know that ladies visit it?—Yes.

930. And that there is constant inspection?—Yes. I don't suppose there is any institution in Aberdeen so frequently visited by persons interested in it. Its principal fault is that it is excessively monastic. In all the other cases I have mentioned, the children are allowed to go home every week for a few hours, on Saturday or Wednesday, or both; but in this school they are never allowed to go home at all, and their relations may see them only once in three months, between certain hours specified. I am not sure that they are allowed to go home even during vacation. My impression is that they are not.

931. Do you trace any effects of that on the children themselves? Do they appear less intelligent than children in other institutions you have visited?—No, I should not say so, so far as the elements of education are concerned.

932. Judging from your inspection, is the intellectual standard a good one?—Yes; fairly so.

933. And they are well trained for the particular vocation in life on which they are to enter?—It is one of the evils inherent in all hospitals, that everything is found for them in abundance. I am not able to say, and I don't feel inclined to say, that they are too highly fed or too richly dressed. I believe their feeding is wholesome and good without being extravagant, and their dressing is plain and neat; but there is never any want of food or dress. There is an unfailing supply, and consequently there is a want of all care as to where it is to come from.

John Kerr, Esq. How far that may generate want of prudence in after life I cannot say, but I think it is very likely that it would.

934. Do they wear an hospital dress?—Yes; they are very comfortably dressed when they go to church.

935. They have no option as to what they shall wear?—No; the dress is peculiar. They wear a mob cap in-doors—the old-fashioned white linen cap that old ladies in France wear. All the girls wear that, and they are most anxious to get rid of it.

936. Have you any other remark to make as to that hospital?—It was begun on a very much higher pitch than it is now,—more of a boarding school,—and there was more of young-ladyism in it than there is now. During the last sixteen years there has been a larger amount of domestic work; and more homely fare and hardier training has been the rule during the last sixteen years than before. I believe it is principally to the time previous to these sixteen years that the eight unsatisfactory cases belong. Of these, one girl was in jail for stealing, after she had left the school, and seven had illegitimate children.

937. Is the Orphan and Destitute Asylum of a similar character?—Yes; but there is hardier training and more home life. They are not so well cared for and not so neatly dressed, and the building and the whole surroundings of the children are less complete—less elegant.

938. That is supported by a foundation?—Yes; established in 1849.

939. It does not receive any subscriptions?—I think not.

940. Are the benefits of it confined to particular parishes?—No. One parent must be dead; they must be respectable, and of legitimate birth, and they must be poor. These conditions are all fulfilled.

941. What are they trained to?—Domestic work of all kinds.

942. Are they boys or girls?—Entirely girls. There are 50 girls.

943. And they are trained for domestic service?—Yes; they are thoroughly trained, I believe. They make all their own things; they wash, dress, and bake; and situations are always found for them.

944. Is there an opportunity of following the career of children in after life?—Yes; the eyes of the manager are kept on them for several years afterwards; and the common impression is, that they turn out better than those from the Orphan Asylum, but I have no means of knowing whether that is so or not. They are generally domestic servants, and on the whole they turn out well.

945. Then your opinion is favourable to the management of this as well as the other?—Yes; I think, so far as an institution of the kind can be managed under the existing rules, the matron does her duty as well as possible.

946. From your experience of all these institutions, do you think they labour under the disadvantages of the hospital system?—Yes.

947. And you think they might be modified with advantage?—Yes; by more contact with the outer world.

948. By allowing them more frequently to go home, or be boarded out?—Yes.

949. Or by being mixed with others who pay fees?—Yes.

950. Have you any other remark to make with reference to the hospital system generally?—My difficulty as to dealing with any changes in the hospital system is, that in every large town there is a class clearly above pauperism, and yet not clearly above such aid as these hospitals supply. That is a pretty broad class, composed of such as working men with 15s. or 20s. a week, and with a family of five or six children. A man of that sort, if he had the proper Scotch spirit, might refuse to be a pauper, and yet he might quite naturally and without any demoralizing effect take advantage of such an institution as Robert Gordon's Hospital,

—perhaps scarcely the others, as they are below a working man in the receipt of daily wages.

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951. Could they not derive the same advantage from the charity without being boarded in it?—Yes, I think so.

952. You would keep up the charity?—Yes, but confine it to the proper recipients and liberalize its management—let the air go through it.

953. You think these charities are excellent in themselves, but that they might be managed more economically and with more advantage to the children?—Yes; and I think the greatest care should be taken as to the admission of pupils into such institutions as Gordon's Hospital. I think it, like all hospitals, is open to pupils who are not proper recipients of charity. There are instances in Aberdeen—I don't know that there are very many, but there are by no means few—of people having their sons in the hospital who are well-to-do, and are really above the need of such help. There was a good Dick and Milne Bequest schoolmaster who, while still alive, and receiving the average emoluments of a parish schoolmaster, had a son educated in Gordon's Hospital; and other examples might be given. It was common to purchase a right to the guildry for £20, £30, or £35, for the sake of getting a son educated; and at one period, in order to check this abuse, the price of entrance to the guildry was raised to £45. The guildry has become a fiction since 1848, and the price of entry has been raised to £45, to prevent persons purchasing it in order to get their sons educated in the hospital.

954. Would you throw open the advantages of the hospital more widely to other classes than the guildry?—Yes; they are doing that now. It is open now to residenters who are indigent; and two-thirds of the 24 elected in October last were fatherless; and of the 24, 15 belonged to the residenters, who were neither burgesses of guild nor of trade.

955. *Mr. Ramsay.*—Merely to the children of parents residing in Aberdeen?—Yes.

956. *Mr. Parker.*—The resolution to admit these classes is dated in July last?—They have had several meetings. It is very likely it was in July. They elect every six months. The first meeting for the election of pupils may have been in October. It is only fair to say that this opening up of the institution is not a new idea. They talked of it three years ago. I mean that it was not done in anticipation of any legislative measure.

957. *The Chairman.*—You said you had often visited Milne's Institution, Fochabers. That is a considerable endowment?—Yes.

958. Have you visited it as a Government inspector?—Yes.

959. Is it in receipt of the Government grant?—For pupil-teachers only. The principal teacher cannot receive any Government grant, inasmuch as there are no voluntary contributions.

960. Is that an efficient school?—It has always been a very well taught school. It is four years since I visited it. It does not belong to my district now; but I dare say I can add nothing to what Mr. Gordon said about it yesterday. The instruction is very good, though to a great extent gratuitous. I think the managers take considerable pains to secure that the attendance shall be regular, by making expulsion from the school follow upon continued irregularity of attendance. I speak from impression.

961. It is free to the inhabitants of the parish, is it not?—Yes; I think to the residenters in Bellie. I know it is common for widow ladies with small means to go and live in Fochabers, for the sake of the education in the institution.

962. And do they pay fees?—No. They go and reside there in order to derive the benefit of it.

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963. Do they go to such an extent as to be a considerable abuse?—I never heard it spoken of as such.

964. You have merely heard the fact that they do come?—I know that to be so.

965. Has any attempt been made to ensure better attendance on the part of the free children by more stringent rules?—I never heard that it formed the subject of a serious complaint.

966. It is stated by the Assistant Commissioners under the Scotch Education Commission, that the master of the school made that complaint; but that did not come under your observation?—No; but I should be rather surprised if it were not so. I believe gratuitous education tends to irregularity.

967. Is that the result of your experience in places where you have seen the effect of gratuitous education? Do you think that in itself it is an evil?—Yes; and that is due not perhaps entirely to its being gratuitous, though that is one cause of it. The class to whom gratuitous education is given is generally very poor, and is less above the temptation of a small earning. Want of clothes, and other little temptations to remain from school, will always apply to that class; so that the irregularity is not due alone to its being undervalued as being gratuitous.

968. Have you visited Brown's School in Aberdeen?—Yes.

969. The education is free to the inhabitants of certain parishes?—Yes, at reduced rates for those a little above paupers, and at ordinary rates for all the rest.

970. Did you find the attendance irregular there?—Yes. The master told me that the gratuitous pupils attended most irregularly.

971. Were these pupils all persons who were unable to pay fees?—The lowest class—the only class who got education perfectly free—were paupers. They charge a reduced fee from the class a little above that, and the rest pay the average fee.

972. You have also visited the schools connected with the Dick and Milne Bequest. With reference to the Dick Bequest, are you satisfied with the condition in which you found these schools?—Perfectly.

973. They are administered on a system under which there is a special inquiry into the condition of the school before they receive any grant?—Yes.

974. And the amount is conditional on the efficiency of the school?—It depends on several conditions, all of which are judiciously drawn up,—on the population, the examination the teacher has passed at his first competition, the number of those learning the higher branches, and so on. There are five or six conditions, all of which affect the payment. The payment is regulated by these conjoint considerations.

975. Do these schools in general receive Government grants besides?—They may if they like. There is no reason why they should not.

976. But as matter of fact, are they generally in the receipt of grants?—I have forty or fifty Bequest schools which receive grants in Aberdeen alone.

977. What proportion is that of the whole?—About one-half of the parochial schools receive Government grants; and they might all do it, if the buildings were sufficient, and the teacher were qualified, as he will be by the Act just passed.

978. Do they all receive assistance from the Dick Bequest?—All who have passed the examination, and who have not been disqualified by some other consideration which the trustees decide upon.

979. The principle on which the Dick Bequest is administered is virtually the same as that on which the Government grants are given,—on

condition of the efficiency of the school and the schoolmaster?—There is a very important difference, because the Government grant in Scotland has been hitherto paid wholly or refused wholly. There is no medium between full payment and none; and the crowning merit of the Dick Bequest is, that payments are graduated according to merit, and may change every year. A man may have the highest this year, and he might have the lowest next year, though I don't suppose such a case has occurred; and a man never can let himself fall into carelessness from having once been at the top. I do not think any fund has done so much good. I know no fund that has produced a shilling's worth for a shilling so fully as the Dick Bequest.

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980. With reference to the Milne Bequest, is it not devoted to the gratuitous education of children in certain parishes?—Yes, that is part of it. The object of Milne was twofold. One was to improve the position of the teacher,—I think his words are that they have a miserable pittance,—to raise the standard of the teacher; and the other is to pay for the education of those who require such aid. £20 is paid to the schoolmaster, for which 25 children of the poor, but not paupers, must be educated.

981. But the object of the bequest was as much to benefit the schoolmaster as the children?—Yes.

982. It had a double object?—Yes.

983. What is your experience as to the administration of that grant?—I don't think it is nearly so well administered as the Dick Bequest. It is not so stimulative, inasmuch as, if my impression is correct, a man who has once got on to the Milne Bequest, may within very wide limits fall considerably short of his best without any danger of losing his grant. I believe that lately they have introduced a very salutary change, viz. cutting off certain teachers who fall below a certain class. This change was introduced some two or three years ago. The teachers are divided into five or six classes, and those who fall below a certain class were two or three years ago cut off. That has had a very salutary effect. Another important change is, that while election to the bequest was very much a matter of canvassing till lately, they have introduced the custom of putting the non-participating teachers—those who are not yet on the bequest—in the order of merit, and transferring these to the vacancies created by death in the participating list. So that you have, to begin with, a certain stimulus to the teacher to rise as high as possible on the list of the non-participating, that he may receive the bequest as soon as a vacancy occurs. But my impression still is, that a Milne Bequest teacher having once got it, may be tolerably content to do very much below his best, and yet be sure of his money. It would certainly be an improvement to graduate the payment as in the case of the Dick Bequest.

984. And at the same time keep up the system of the gratuitous teaching of a certain number of children?—Yes. They have also thought of introducing this,—that in the future estimate of the efficiency of a school for the qualification, the three R's shall not be taken into account at all, inasmuch as they are already provided for sufficiently by Government, and that the higher branches alone will constitute the basis of the estimate.

985. Then this assistance will be for training children in the higher branches?—Yes.

986. What steps are taken to examine the schools, to see that the teachers comply with the conditions of the grants?—I believe the Milne Bequest schools are visited every second year, and the examination is conducted, I presume, very much as the Government examination is con-

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ducted. They are examined by a paid inspector. The present inspector is Dr. Christie, of Kildrummie. They have not the power, unfortunately, at present to graduate their payments; they must either pay £20 or not pay any part of it.

987. Under the terms of the bequest?—Yes.

988. Nor have they the power of requiring fees from those who benefit?—No.

989. The education must be gratuitous?—The kirk session must certify an average of 25 children who have during the year received education in the school.

990. Who select the children?—The kirk session.

991. Under what conditions does a parish derive the benefit from the Milne Bequest? It is not given indiscriminately to all?—To all so far as the funds will go. Out of 114 schools in Aberdeenshire, 89 participate.

992. Do you think it expedient that there should be any change in the principle of the administration of the fund?—To the extent of making it depend more upon merit. Merit does come in for the first election, but merit plays a comparatively small part after a man has once got it. He may keep his head decently above low water with perfect safety for years, although they did cut off the lowest class.

993. But in regard to gratuitous education, you don't see any reason for making a change in that respect?—I don't look on that so much as simply gratuitous education, inasmuch as Milne's object was not solely to educate so many poor children who would otherwise be provided for under this bill, but also to raise the *status* of the teacher; and if that were administered as the Dick Bequest is, with a graduated payment according to merit, tested in the same manner as under the Dick Bequest, it would be a lever corresponding in power to the amount paid.

994. Have you any further remarks to make with reference to the object of our present inquiry?—I don't know whether you would care for the payment made by the Dick and Milne Bequests together, as compared with the amount paid by the heritors. The amount paid in Aberdeenshire in the 84 rural parishes, taking £43 as the average payment, is £3612.

995. *Mr. Parker.*—£43 is the average parochial salary paid by the heritors?—Yes; and there are 84 rural parishes, making £3612. Now there are 89 Milne Bequest schools, £20 each, £1780; and 91 Dick schools, which receive an average of £30, you get £2730—in all, £4510; so that the Dick and Milne Bequests contribute more to the salary of the parish teachers in these two counties than the statutory sum paid by the heritors.

996. Can the teacher of the same school hold the Dick and Milne Bequests?—Yes, in Aberdeenshire.

997. Then he may have £20 from one and £30 from the other, making £50, and only £43 from the heritors?—Yes.

998. And besides that, he has the fees?—Yes, and possibly the Government grant.

999. Can you say what are the average total emoluments of a school-master enjoying both these bequests and the grant?—Probably £120 without the Government grant; and the Government grant ranges from £15 to £30 for his own certificate; and if he has pupil-teachers, from £5 to £15 more, according to the number of pupil-teachers. I should say that £145 or £150 would be the average emoluments of a parish school-master in receipt of the Dick and Milne Bequests, and in some cases even £250.

1000. Are there many who receive the Dick and Milne Bequests?—Yes.

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There are 114 parochial schools altogether in Aberdeenshire, including side parochial schools; 89 of these receive the Milne, and 91 receive the Dick Bequest. I think to treat the Milne Bequest as a charity would be a pretty severe blow to education in Aberdeenshire.

1001. *The Chairman.*—Do you think the effect of the bequests has been to provide for these counties teachers of a higher standard of educational acquirements?—There is nothing more certain than that. Out of the 150 parish teachers in Aberdeen, Banff, and Moray, at least 130 are Masters of Arts. You will find that nowhere else in Scotland.

1002. Is the education given in the schools raised in proportion?—Yes; and there are comparatively few parish schools in Aberdeen, Banff, and Moray in which the higher branches are not well taught. Latin is taught in almost all, Greek in a considerable number, and in some very well; and the parish schoolmaster does in point of fact train his boys up to the point of going straight to the University. In many cases the boy takes a quarter or half a year in the Old Town Grammar School, or in the New Town Grammar School, to give point and direction to his work before entering on the bursary competition in Aberdeen, but a great many go straight from the parish school to the University and carry off bursaries. At all events, the foundation—the solid work—has been done in the parish school, with a quarter's training preliminary to the competition.

1003. *Mr. Ramsay.*—Do the high attainments of parish schoolmasters in that district prevent their giving equal attention to the elementary branches?—I believe that was the case before Government grants came in; but as a considerable portion of their income depends on the receipt of the Government grant, and as that provides thoroughly for the efficiency of the lower branches, I have no hesitation in saying that the parish schools of Aberdeen, Banff, and Moray will, even in the lower branches, compete with any schools in the country.

1004. Is it your opinion that these endowments have been the means of sustaining attention to the elementary branches?—I believe less Latin and Greek are taught. This is not entirely due to the additional attention paid to the lower branches, but to the general falling away of Latin and Greek in the country. We are becoming a more commercial age. Boys are more seldom drafted into the learned professions than before. That has been the principal cause of the falling away of Latin and Greek.

1005. *Mr. Parker.*—Is there any falling away in mathematics?—I cannot give an opinion upon that. I am not aware of any.

1006. Is any more attention paid to French than formerly?—Very little yet. I think the changes in the Aberdeen bursary competition, which now recognise French, will tend in the course of years to produce that, but not immediately.

1007. *Mr. Sellar.*—Is it not the fact that the schools in Aberdeen teach with a view to the bursary competition?—Yes.

1008. Is it not the fact that the high standard of Latin and Greek in the parochial schools of Aberdeen may be accounted for in that way?—No question of that; they work into each other's hands. There is a very large bursary fund open to all comers. The best man wins, and the schoolmaster hopes to be able to train up to that; while the emoluments are sufficient to induce able men to come to the parochial schools; and they have a sufficient motive for training the boys, as they have the credit if their pupils carry off a bursary.

1009. Do any of the Kincardineshire schools send up competitors for the bursaries?—Comparatively seldom. If you draw a line round Aberdeen, Banff, and Moray, and cross the line on the north, west, or south, you come into a territory where there are almost no Masters of Arts.

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1010. And where Latin and Greek are taught in a very limited degree?—Yes, with a few exceptions.

1011. To an average of how many students in the non-bequest schools,—an average of four or five in each school?—Oh, not so many.

1012. *Mr. Ramsay.*—You approve of the attention which is now paid to the elementary branches?—Yes. That was very much wanted in Aberdeen, Banff, and Moray,—perhaps more so there than elsewhere, inasmuch as they had stronger motives for attention to the higher branches. But I dare say that was required all over the country. The old parish school was very different from the present parish school. I believe the schools under Government inspection in these three counties are quite as good as any in Scotland in the lower branches, and superior in the higher.

1013. Then you deem it beneficial to apply endowments, such as you have been speaking of, to link our parish schools with the higher instruction?—Clearly.

1014. And to prepare the children for the universities?—Clearly. I have no doubt about that.

1015. Is that best secured by taking care that the attainments of the teacher be such as to fit him for giving that education, or by means of graded schools, such as would be necessary if our parish schools ceased to teach the elements of the classics and mathematics?—It is quite clear that we must have teachers if we are to have the results; and I am afraid you cannot hope for qualified teachers at starvation salaries. If you wish to have a high class of teachers, you will require to hold out the temptation of higher emoluments. In fact, in Aberdeen, Banff, and Moray, you have invariably Masters of Arts, because they have from £40 to £50 coming in from the Dick and Milne Bequests. Elsewhere in Scotland you will not find one in fifty, just because there is no such inducement. Masters of Arts are not, however, required for all, nor for even a large proportion of our schools. Many schools could furnish neither work nor pay for a Master of Arts. Graded schools are therefore necessary.

1016. Then the effect of these endowments is to link the parish schools of these counties to the universities?—I think so, clearly.

1017. *Mr. Sellar.*—In regard to the hospitals which you have mentioned, did you examine each scholar individually?—For the first time rigidly last year; and my report was that, according to the ordinary standard, they were very much on a level with the parish schools.

1018. Do you remember the per-centage that passed?—No.

1019. With reference to the higher branches, how did they stand in the Aberdeen Hospital in comparison with such schools as Milne's Institution, Fochabers?—Mathematics quite as good in Gordon's Hospital as in Milne's Institution, Fochabers; Latin decidedly inferior in the former. Latin has never formed anything but a subordinate branch in Gordon's Hospital,—I don't know whether from intention on the part of the governors, or from the teacher not having time for it. Lads who could write with creditable accuracy anything in the first six books of Euclid, omitting the fifth, could do little more than a little bit of Melvin's Lessons, the simplest of all Latin text-books.

1020. Have any of the pupils from these hospitals gone as competitors for the bursaries to the University?—No. They have gone to the mathematical class, and some of them have taken a full University course, and one is now in the Civil Service in India, while a brother of his is training in the same direction. There are a number of respectable merchants of all kinds, architects and others, who were once Gordon's Hospital boys.

1021. In examining the Milne Bequest schools, did you select the children who have the benefit of that bequest?—I did not.

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1022. Did you make any inquiries as to the regularity or irregularity of their attendance?—I did not.

1023. Have you considered the question of founding training schools for teachers of the higher branches, similar to the normal schools for the elementary branches?—I have not thought of that. I have in two or three reports advocated the union of University and normal school training, instead of the training they now undergo in the normal school, so that all the good that could be got from the practical training in the normal school could be got in less time, and leave part of the session free for attendance at the University.

1024. But have you thought of a higher class of training schools than the normal schools,—I mean training schools for teachers in the higher class schools?—No, I have not thought of that; but can there be a better training for that than the University?

1025. They have no means of learning actual training there?—They will learn that in six months.

1026. *Mr. Ramsay.*—Where will they learn it?—They can learn method, and the means of interesting a class, if they are ever to acquire it, in three or six months; and this may be got at an ordinary normal school.

1027. You have known persons of great attainments who were very ill fitted to communicate instruction?—Yes. *Mr. Morrison* of the Glasgow Normal School has said that he will undertake to give all the practical training in teaching necessary for students, and also allow them time to attend the University, without any deficiency of the practical training required for successful teachers; and I quite believe it. If a teacher will not learn the art of communicating what he knows in six months, under proper management, he will never learn it.

1028. *Mr. Sellar.*—Would you then suggest that teachers qualifying for the higher schools should spend six months at a normal school?—Yes.

1029. Would it then be unnecessary to have a higher class training school?—I think so.

1030. Have you considered the proposal to found a Chair of Paediatrics in the University?—I have not thought of that.

1031. Do you think that attendance at lectures would be calculated to make good practical teachers?—I think so, but I have not given attention to the subject.

1032. *Mr. Parker.*—With reference to the Milne Bequest, Dr. Milne provided that the income shall always be applied in such a manner as not in any way to relieve the heritors from their legal obligation to support the schoolmaster, or to diminish the extent of such support. Do you think it has been so administered as in any way to relieve the heritors? Do you think the payment on an average of £43 from the heritors is as large as in other counties?—I have heard it hinted that the heritors in Aberdeenshire had kept down their payment below what they might otherwise have paid, in consideration of these bequests; but a very effective reply to that is, that I don't suppose there are any counties where the maximum is so frequently paid as in Aberdeen, Banff, and Moray.

1033. The maximum being £70?—Yes. They have been willing in these cases to recognise the value of a good teacher, and to pay him.

1034. Did you say that the average was £43?—Yes.

1035. Then there must be a good many who are paying much less than the maximum?—Yes, I dare say there are. The maximum is not frequently paid in any county.

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1036. You think the average of £43 is not below the average of the rest of Scotland?—I should think not, but I cannot say positively.

1037. How would you propose, under the new system, to prevent the income of Dr. Milne's Bequest going to reduce the legal obligation on the ratepayers? What is to prevent a School Board in Aberdeenshire availing itself of the Milne and Dick Bequests to the extent of £50, and paying the schoolmaster very little beyond that from the rates?—I presume the School Board could if they chose fix the amount, and pay the schoolmaster with a certain sum, that sum being less than it would otherwise be were it not for the Dick Bequest. The School Board might say, 'Here is a teacher who receives £20 from the Dick Bequest; he does not deserve more than his neighbours in Kincardineshire, and we will vote him so much less.' I think that is perfectly possible.

1038. Supposing the School Boards were disposed to be economical, they might clearly reduce the total emoluments of a schoolmaster in Aberdeenshire?—They might, no doubt; but they might do so anywhere else too. They might anywhere reduce the emoluments.

1039. But in another county they would not get a master at all below a certain price, while in Aberdeenshire for the same price they would get an inferior master?—That is perfectly possible, and I do not see how that is to be met.

1040. Then it will require considerable care on the part of the Milne trustees to prevent the money going contrary to the founder's direction, in such a way as to relieve the School Boards from their obligation?—Yes; the power of the School Board is so absolute.

1041. *Mr. Ramsay.*—Is there always an adequate supply of highly qualified teachers for the schools in the counties of Aberdeen, Banff, and Moray?—Yes, I think so. They are not all first-class men; but whenever a decently good school falls vacant, as a rule it is competed for by a considerable number of M.A.'s.

1042. Do you think that the withdrawal by a School Board of what under the late Act was a minimum salary, would preclude them from competing for these schools?—Do you mean a diminution of their total income by £35?

1043. Yes: would that lead them to abstain from competing for the position of teachers in these schools? Would the supply of good teachers cease?—To a certain extent. It is a purely commercial question. You will get a £100 man and a £150 man, but you will not get a £150 man for £100.

1044. *Mr. Parker.*—Can you suggest any course of action by which the Milne trustees could maintain the average salary of schoolmasters in Aberdeenshire at its present high level, and so carry out the intention of Dr. Milne?—If you have a tolerably conscientious School Board, a threat by Dr. Milne's trustees to withdraw the bequest unless a certain amount was paid, would be effective; but if you had a School Board that did not care for education being maintained, they would say, 'We don't care whether you get a good man or not; we will give £40 or £50, and Dr. Milne can keep his money.' But I should not anticipate that.

1045. Looking to the terms of Dr. Milne's Bequest, you would think it the duty of the trustees not to give the bequest unless an adequate salary were paid also by the School Board?—I think so. It would work in the same way as the Government system worked, in securing good school buildings. The grant was refused to buildings that were bad; and nothing has done so much to secure good schoolrooms throughout the country.

1046. *Mr. Ramsay.*—Have you anything further to suggest?—There

is a Female Industrial School in Aberdeen, which has now become a certified school. It was not so till two years ago. There is one point in the heads of inquiry, 'Are convicted and vagrant children sufficiently provided for by voluntary effort, and the Industrial Schools Act of 1856?' The objection that the managers of schools have to the industrial schools Act is, that children of very wicked and drunken parents, who are not sent begging, are perfectly beyond the reach of the Act, and may remain beyond the reach of voluntary effort. Under the Industrial Schools Act, a child may become a certified pupil if she is found begging or wandering about. Then there are the voluntary inmates. But there is another class, viz. the improvident drunken class, who do not send their children to beg, who are excessively cruel to their children, and yet the Industrial Schools Act gives no power over them.

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1047. Have you considered the effect that the provisions of the Education Act will have on that class, from the power that it gives to compel attendance?—Yes; but I fear the compulsory clause will leave many cases untouched.

1048. *Mr. Parker.*—A question that would arise on that is, whether they could properly be compelled to attend the same school with the children of more respectable parents, or whether some separate provision would be desirable?—These are not necessarily vicious children. The father happens to be an improvident man. I may take the actual case of a man with 15s. a week, a cork-cutter in Aberdeen. The children were not sent to beg, but their parents were cruel to them. The trustees of the Industrial School could not get hold of them, till one night that both their parents were tipsy, began to fight, and were taken to jail, and then the children were taken to the Industrial School. But as long as the parents remained out of the grip of the law, these children could not be touched.

1049. You believe that many of them would be fit for an ordinary school, and that they would behave well enough in the same school with others?—I think so.

1050. Do you think in a town like Aberdeen there would be a residuum of this class of children who would be quite unfit to mix with other children?—I don't see why they should be disqualified unless by crime. They are simply poor children. They have very bad manners, I dare say, and very filthy habits, but they are simply poor children. I think that those who would not be admitted to the ordinary schools would be the proper subjects for the certified industrial schools.

1051. Would it be useful for the School Board to have the power to send refractory children of that class to the industrial school?—I should think so.

1052. *Mr. Ramsay.*—Have you any other remark to make?—I have a note as to the higher instruction, and the only thing I can say about that in Aberdeen is, that there is a Mechanics' Institute, in which chemistry, theoretical mechanics, applied mechanics, mathematics, electricity, and magnetism are taught;—in the School of Arts, free-hand drawing, 300 pupils; mechanical and machine drawing, 45 pupils; and architectural drawing, 20 pupils.

1053. *Mr. Parker.*—Are these institutions entirely self-supporting?—The teachers are paid from fees and from passes in the Science and Art department. But the other day £1000 was given as a donation by a man still living.

1054. Is the income of that to be applied?—Yes. The number of pupils is 18 in chemistry, 11 in mechanics, 20 in applied mechanics, 40 in mathematics, and 13 in electricity and magnetism.

1055. Have you any remarks to make about evening schools?—I have no experience of evening schools.

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1056. *Mr. Ramsay.*—I suppose you are of opinion that the provision for the higher instruction or secondary education in the counties with which you are best acquainted, is adequate?—Yes, I think so, in Aberdeen, Banff, and Moray.

I observe that I have a note about Thain's School, which is a purely charitable school, in Aberdeen. The annual revenue is £100, £80 of which goes to the present teacher, and £20 to the retired teacher. It is entirely spent in the education of destitute children, who number from 100 to 150. They get nothing but books and education. The school is said to be doing much good. That is one of the schools that would raise the question how far the rates should be relieved by a school of that kind. Would not the rates thoroughly provide for all the children who are taught there? Would Thain, if he had lived now, in view of the present Act, have left £100 a year for the education of children for whom the Government now provides? The proper way to look at that, I think, is the standpoint of the testator if he had lived now. Here is £100 now certainly well spent. They are all destitute children—the most destitute of the non-criminal class in Aberdeen; and that is spent in education and books—no feeding and no clothing. Now these would certainly be overtaken by the new Act; and the question is, would it be wrong to apply that £100 to the higher education, seeing that the object for which it was given has been otherwise provided for?

1057. *Mr. Sellar.*—What is your own opinion on that subject?—Of course the area round Thain's School might complain that this fund, left for the education of the poor, was to a certain extent a release from the rates, to the benefit of which they were entitled as a legatee to a legacy; but that might be thought a very small matter.

1058. Do you consider it a very small matter that the rates should be relieved to that extent?—The principle is very important, but I have some difficulty in coming to a conclusion about it.

1059. *Mr. Ramsay.*—Was there not an obligation implied in the old Scottish law? Heritors had power, without payment of fees, to send children to the parish school; and the gentleman who left this money must have been aware of that when he left it?—Quite true.

1060. *Mr. Sellar.*—You would not give an opinion as to whether the rates should be relieved to that extent by these endowments or not?—I don't feel quite clear as to that. I think it likely that if he had lived now, he would not have left the money in that way. He would probably have said, What is the use of my doing Government work? But now that it has been left, and that it does relieve to the extent of £100 a year that district in Aberdeen, would it be fair and just to pocket, for the benefit of the middle class, a sum meant for the lower class, and which certainly will fall to a certain extent on the lower classes, by their being taxed £100 more?

1061. *Mr. Ramsay.*—Have you seen that school?—I have not. I know two or three of its directors very well, and they say that the class overtaken by it is a needy class, and that the school is doing much good.

1062. You are not aware of the means taken for securing regular attendance?—No.

1063. *Mr. Parker.*—You spoke of taking the endowment for the middle instead of the lower class. But would it not be possible to use it for higher education, and yet to use it for the poorer class?—Yes, they might have their own share of the higher education; but the lower classes don't usually get a large share of the higher education.

1064. But you might apply such a fund to continue the education of promising boys of the poorest class?—Certainly.

1065. And that would be a diversion to higher education, but not a diversion from that class?—Quite true. This leads me to remark that I would be disposed to suggest with reference to Gordon's Hospital, that any spare funds would very well be bestowed in providing bursaries for the cleverest boys who have shown themselves at the head of the classes, and who could profit by a University education, which is not done just now at all.

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1066. *Mr. Parker.*—You mean bursaries from Gordon's Hospital to the University?—Yes. That the best boys should have bursaries open to them, to enable them to prosecute their studies.

1067. Do any of the Gordon's Hospital boys get open bursaries?—No. That is simply from the want of Latin training. They are up to the mark in mathematics. Now that Latin is not imperative, they may come into competition.

Adjourned.

WEDNESDAY, 27th November 1872.

PRESENT—

SIR EDWARD COLEBROOKE, *Chairman.*

THE EARL OF ROSEBERY.

MR. RAMSAY.

SIR W. S. MAXWELL, *Bart.*

MR. PARKER, *M.P.*

MR. SELLAR.

MR. LAURIE, *Secretary.*

Mr. GEORGE OGILVIE, examined.

1068. *The Chairman.*—You were at one time head master of Stewart's Hospital?—Yes, for fourteen years.

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1069. You are at present at the head of one of the Merchant Company's schools?—I am.

1070. And you have been so since its establishment?—I have.

1071. What in your opinion were the favourable circumstances connected with Stewart's Hospital before it was changed?—Stewart's Hospital was almost new when I went there, and its newness was in its favour. The pupils were all young, the eldest only about ten or eleven; they were therefore free from those traditional evils which are handed down from one race of boys to another. The comparatively small number of pupils was also much in its favour. I was able to get intimately acquainted with every boy's peculiarities and nature, and with his character as a boy, and I could in consequence use means to make the most of him. These were probably the most important circumstances in favour of the hospital.

1072. How many boys were there in the hospital?—68.

1073. Some were admitted at seven, and others were admitted at later periods?—The ages of the boys who were admitted ranged between seven and ten.

1074. Did you consider it an advantage for them to be admitted at

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the younger age?—No; I preferred them to be admitted at the older age, provided they were fairly well advanced at that age.

1075. Was there any test by examination on the admission of the boys?—Yes; they were selected by examination.

1076. What, in your opinion, was the effect of the hospital training upon the boys so selected?—Upon the younger boys it was more perceptibly injurious than on the older boys. The depressing influence of the hospital seemed to tell upon them more injuriously than when they were admitted at the age of ten. It was difficult to induce them to devote their energies to their work. There was a sort of indolence and apathy manifested very much more prominently in the case of such boys, especially if they were from the lower classes of society.

1077. But that was less apparent in those who were admitted later?—It was.

1078. Do you draw any distinction between those who were admitted from the lower class and those from the higher class of society?—Yes. The lower class seem to feel the irksome nature of the hospital training more than those of the better class. They had probably been brought up with more freedom, and the regularity and cleanliness of the hospital were distasteful to them at first; while the better class seemed to have been transferred to the same comforts which they had enjoyed at home before they had lost their parents, and it told more favourably upon them than upon the lower class.

1079. Would you state more particularly what you consider to be the disadvantage of the hospital system in itself?—There was a depressing influence constantly apparent upon the boys, and there was also a selfishness exhibited.

1080. Did that depressing influence arise from their being kept almost entirely in the hospital?—Yes. When I went there, the boys were allowed to get out only once in two months, and the close confinement seemed to have a very depressing influence upon them. We relaxed that regulation, and allowed them out weekly, which was certainly a great improvement; and afterwards they were allowed out from Saturday morning till Monday morning; and I believe that had that been going on for a few years, the effect upon the boys would have been very marked. However, we had the latter arrangement in operation only for one year before the hospital was broken up.

1081. Did the boys receive visits from their parents when they were in the hospital?—Yes. When they were confined in the hospital, they received visits; but after they were allowed to get out on the Saturdays, their parents very seldom visited the hospital.

1082. Were many of the boys orphans?—Yes; and almost all without fathers. There were a few boys of the preferential name of Stewart whose fathers were alive; but we found that class perhaps the worst of all to manage, and the most neglected before entering the hospital.

1083. *Sir W. Stirling Maxwell.*—Do you mean that they were boys of the name of Stewart?—Yes, the sons of fathers named Stewart. There was a number of families of Stewarts who came to Edinburgh with the view of getting their children admitted to the hospital.

1084. *The Chairman.*—They considered they had a claim upon it, and that their boys received admission as a right?—Yes.

1085. But that, you think, was to their own disadvantage?—Yes, very much. They neglected their children; and for some time the boys of that name were admitted without examination. If a Stewart applied, he was admitted at once; and the consequence was, that the Stewarts became very numerous on our hands, and exercised a very pernicious influence in the hospital.

1086. What sort of a proportion did they bear to the others?—Perhaps at one time we had as many as 16 or 17 out of the 68. After a time, however, they were made to undergo an examination. We rejected several of the Stewarts, and that tended to remove the evil to some extent.

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1087. *Sir W. Stirling Maxwell*.—What evidence was required of their being Stewarts?—They had a baptismal line, in order to show that they were within the limits of age required.

1088. They had to show that they had been registered in the name of Stewart?—Yes.

1089. Was the father's baptismal register also required?—No.

1090. *The Chairman*.—The practice of admitting boys of the name of Stewart without examination, was, however, abolished?—Yes.

1091. And beneficially?—Yes; very much to the benefit of the institution.

1092. Do you consider that the hospital system had also a bad influence on the parents of the boys?—I think it had, on the lower class, those who had had perhaps no advantages of education themselves. In the better class, such as widows who had been at one time in favourable circumstances, and whose sons were admitted to the hospital, it had not an injurious effect.

1093. They were grateful for the advantage?—They were grateful, and very anxious that their children should be kept in the position in which, perhaps, their fathers had been, and they generally stimulated and urged their children to considerable diligence.

1094. There was a power of dismissing boys, I suppose, in the event of their misconduct?—Yes; but that was very rarely exercised—almost never.

1095. The disadvantage with the boys of the lower class was, that they were less willing to learn or to be amenable to discipline than those whose relations were anxious that they should be raised in the world?—Yes.

1096. Did you find that in the hospital there was more labour required on the part of the teacher to produce average educational results than would have been required in an ordinary school?—Yes; I should almost say double the amount of labour to produce the same educational results that are produced in a public school.

1097. Have you had experience in other schools?—Yes; I had experience in a large public school before I entered upon duty in the hospital.

1098. What was your former experience?—It was in one of the parish schools in Aberdeenshire, with nearly 300 pupils attending it. The amount of work got out of the boys there was nearly double what was got out of hospital boys.

1099. In what proportions in the hospital were the boys belonging to the poorer classes and those in better circumstances?—Perhaps about one half. Towards the latter years of the hospital the governors began to select a better class, seeing that they were taking more advantage of the education, and generally they selected orphans and the sons of widows.

1100. But the difficulty you have mentioned in producing educational results applies to all?—Yes, generally to all; but we often got some of them induced to do a good deal of optional work. When I got them stimulated to do that, I found it more valuable than the class work; and the parents took more interest—at least the parents of the better class—in co-operating with me in that.

1101. Did you find that when the boys were allowed to see more of the outer world, your difficulties in teaching diminished? Were you able

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to do more with them then, than when they were only allowed to visit their families at long intervals of time?—Yes; they seemed to pick up a good deal of knowledge by the wayside. I may say, at least, they were beginning to do that. However, we had only one year of that arrangement; but I am satisfied that it would have been a very great improvement on the ordinary hospital system if it had been carried on for years.

1102. I suppose one of the great disadvantages you found in the hospital system was that the boys did not acquire a knowledge of common things, and an interest in ordinary life?—Yes; and when they entered on business, they usually acted almost like machines. They could do little unless it was brought directly under their notice.

1103. Does that observation apply to the boys who entered at the later age as well as to the younger ones?—It applies to them all generally, but more to those who entered at the early age than at the later.

1104. Have you had opportunities of following the career of many of the boys?—Yes; I have watched them for several years, and kept an account of how they were getting on, and I often visited them when they were engaged at work.

1105. Was the fact of their deficiency communicated to you by their masters?—Yes, by their masters and employers. There were exceptions; but, as a rule, that was the result of what was stated to me.

1106. Did the children of the working classes usually return to the occupations of their relations, or were they put out in trade, or in a better position?—Perhaps a little better; but very often they lapsed again, and got dissatisfied with their home comforts, and many boys of that class went off to sea. They had been taken out of their uncomfortable homes, and kept for perhaps six or seven years in the comforts of the hospital, and then sent back, probably to the same rooms which they had occupied before. They became dissatisfied, and they frequently ran off to sea as soon as they were able. I found also that a number of them enlisted in the army.

1107. In Stewart's Hospital, had you any stimulants in the way of bursaries or competitions?—No; and that was rather a pity, because when any very bright or distinguished boy did appear, we had no opportunity of sending him on to the University.

1108. Then you laboured under special disadvantages in that respect?—Yes.

1109. Was there any industrial training at the hospital?—No; except that the boys did a good deal of work about the grounds. The grounds were very well kept, and a skilful gardener gave them a good deal of interesting knowledge about plants.

1110. What generally were the occupations of the boys out of school hours?—It was most difficult, as a rule, to get them to play. I was very often met with the complaint that they had nothing to play at. They had not the resources of boys generally, and they hung about the fire, and were rather sleepily inclined. That was especially the case in the winter season.

1111. Of course you had a playground?—They had abundance of playground, and we found that the grounds were a considerable attraction in the summer season in the way of working.

1112. Were the boys supplied with means for amusing themselves?—Yes; with means for games, such as football and cricket. We used every means to induce them to play, but the feeling seemed to be that everything must be done for them.

1113. Did one or more teachers accompany them to the playground?—We had at first a warder constantly amongst them; but I found that

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that was injurious, because whenever he was withdrawn or out of sight, they thought they were under the necessity of doing some mischief. I therefore afterwards left them more to their own resources, and to look after themselves, while a teacher went amongst them from time to time to see what was going on. We found that their conduct improved much after there was less supervision, and when we put more confidence in them.

1114. Did the teachers all reside in the establishment?—I did not; I had a house in the grounds, but there were two resident masters in the hospital.

1115. They are not now there?—No.

1116. What did your establishment consist of?—Myself, two resident masters, and some visiting masters for drawing and dancing and some of the other extra branches; also a matron and servants.

1117. Was there anything in the diet and mode of living of the boys that could account for their apathy?—There was a sameness in the diet that was not at all pleasant to the boys.

1118. But they were well fed and healthy?—Yes; but still they did not show that robust appearance which you will often see in boys of the same age. I often thought that that was to be accounted for by the fact that most of them had lost their parents at an early age, and had, as it were, inherited disease.

1119. That is to say, that their parents had died comparatively young from some hereditary disease?—Yes.

1120. *Mr. Parker.*—But no boy was allowed to be admitted who was known to have disease of any kind?—No. They underwent an examination by the doctor; but still at that time the disease might not have been developed.

1121. *The Chairman.*—They might have a weakness of constitution, without any developed disease?—Yes; and without being perceptible at that age.

1122. However, you thought the uniformity of diet was disagreeable?—Yes.

1123. With regard to the constant supervision, do you apply that to the warder chiefly, or generally to the masters?—I have already said that at first we found that the constant supervision by the warder was injurious to the boys, and had a bad influence; and we found it much more desirable to leave them more to themselves, with a teacher from time to time moving about to see what was doing, but at the same time not acting as a spy.

1124. Did the warder sleep in the room with the boys?—Yes; but I don't know if that was an advantage. I think it would have been better not to have had him in the bedroom.

1125. How many boys slept together?—About ten in one dormitory. The apartment of one of the teachers was close beside them, and he often visited the dormitories.

1126. You said you followed the occupations of the boys in after life. Can you state in what proportions they went to business, or employed in trade or in manual labour?—About one half, perhaps, would go into shops as shopkeepers, and a few into offices. Some of the better boys would go into architects' and lawyers' offices.

1127. Did you take pains to get them situations?—Yes; I got situations for almost the whole of them as they left.

1128. There was no indisposition on the part of employers to receive them because they were hospital boys?—No; I rather found towards the close of my experience that we had many demands for boys. When

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any of them did do well, employers were ready to take others into their service.

1129. I believe you approve very much of the change which has been made in Stewart's Hospital?—I do.

1130. Are you there now?—No; I have removed from it to George Watson's.

1131. Then you have not had an opportunity of judging of the effect of the change with regard to Stewart's Hospital?—No, not with regard to that hospital.

1132. But the principle of the change is the same as that which has taken place in Watson's?—Yes.

1133. And you decidedly approve of the change of system which has been adopted by the Merchant Company with respect to Stewart's Hospital, as well as to the other?—Certainly. The change on the foundationers has been very marked, I am told.

1134. Although it was possible to remedy some of the evils which attach to the hospital system, is it your opinion that on the whole it has been very beneficial for the children to be put in a new position, where they can mix with others who are not boarded in the establishment?—Certainly. The progress now made, compared with what it was, is very marked. There is a selfishness about hospital boys which it is most difficult to eradicate, and I believe these changes will do very much towards removing that evil.

1135. Had you any knowledge of George Watson's Hospital before the change?—I had a little, but not much. It was under the same directors as Stewart's.

1136. But you had some opportunity of judging of George Watson's Hospital before?—Yes. I used to visit it from time to time, and see a good deal of the head master.

1137. Was Stewart's Hospital examined from time to time by persons unconnected with the establishment?—Yes. Towards the latter years it was examined yearly. Mr. Laurie examined it; and before that it was reported upon by one of the Government inspectors, Mr. Gordon.

1138. With regard to George Watson's College, you are at present head master of it?—Yes.

1139. It is an establishment on a large scale?—Yes; it is a large day school.

1140. What is the present number of foundationers upon it?—55 foundationers and 24 free scholars.

1141. *The Earl of Rosebery.*—The foundationers are boarders?—They are boarded throughout the town.

1142. But in fact all the scholars are day scholars?—Yes.

1143. *The Chairman.*—With regard to the foundationers, a certain proportion are boarded in an establishment for the purpose?—Yes. There is what is called a 'home,' where about 17 of the foundationers are boarded under the care of the governors, with a matron and resident teacher. The other foundationers reside with their parents or near relatives, who receive board for them.

1144. The change that has been carried out in George Watson's is to have a large number of day scholars mixed with the foundationers?—Yes.

1145. From your observation, do you consider that that has had a beneficial effect upon them?—Yes. Previously there were day pupils admitted to the hospital along with the boys to receive education, but their numbers never exceeded 30, and their influence was counteracted by the foundationers, whose numbers were considerably greater. But now

the foundationers are quite swamped, so far as numbers are concerned. They are a very small proportion of the pupils, and their influence so far as combination goes is entirely gone.

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1146. I believe the principle of selection of the foundationers is the same as before, with the exception that it is not confined to burgesses?—Burgesses and those of special names have no preference; the other claims remain as before.

1147. Are there any foundationers who are not children or grand-children of members of the Company?—Yes. The sons of merchant burgesses and guild brothers, though not members of the Company, are still admitted.

1148. Are any of the foundationers admitted by competition?—Yes; not less than one-fourth of the foundationers are admitted by competition.

1149. Has that not been put in force yet?—Yes, it has been carried out for the last two years.

1150. Is the admission to all the world?—The admission by competition is open to the pupils attending the Merchant Company schools.

1151. It is not confined to inhabitants of Edinburgh?—No.

1152. Have you observed the educational effect of these changes upon the foundationers with regard to their position in their classes?—Yes. The foundationers in the first session we found to be very troublesome; but during the second session (the older boys having left) there was a marked improvement in every way.

1153. When they were troublesome, was it from a want of aptness or from unwillingness to learn?—It was rather from unwillingness. They were so far behind that really there seemed little hope of making anything of them.

1154. Are the younger boys taking a fair place in their classes?—Yes. They are giving us great satisfaction on the whole, and doing very well. I am satisfied the change has done an immense deal of good for the foundationers.

1155. I suppose the bursaries connected with the school have helped you to a considerable extent?—Yes.

1156. You consider that has had a very beneficial effect?—Yes.

1157. With regard to the boarding out of the foundationers, those who are not at the 'home' are boarded with their parents or near relatives as far as possible?—Yes.

1158. And some with strangers?—I believe there are none boarded with strangers at present. Those boarded with their parents, or with aunts or uncles, seem to be very well attended to in every way, and I think there could be no improvement made upon that arrangement.

1159. Are they for the most part boarded in the immediate neighbourhood of the school?—Yes; at least within a reasonable distance of the school.

1160. Within a reasonable easy walk of the school?—Yes.

1161. I think you said that 17 were in the 'home'?—Yes. They are chiefly orphans without any relatives, or whose relatives do not reside in Edinburgh; and I think it is better that they should be boarded in the 'home' than boarded with strangers, who generally wish to make something by them, and who have not the same interest in them as near relatives have.

1162. In whose charge is the 'home'?—It is under the charge of a matron and resident master, and I visit it from time to time.

1163. There is no instruction carried on in the 'home'?—Only the preparation in the evening of lessons for school. The foundationers boarded there come to school as other boys do.

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1164. Do they prepare their lessons in the evening under the eye of a master at the 'home'?—Yes. He sees that they prepare their lessons, and probably helps them. The master of the 'home' also teaches in the school.

1165. What supervision is exercised over those who are boarded otherwise than at the 'home'? Are they visited by any one?—They are visited by the matron, who sees that their home comforts are attended to.

1166. Do you mean that the matron of the 'home' visits those who are boarded elsewhere?—Yes, she visits all the foundationers who are boarded out, and sees that everything is comfortable for them, and that their clothing is right.

1167. Do the Committee of Management of the school also visit them?—The convener of the Education Committee visits them from time to time.

1168. *Mr. Ramsay.*—Do the boys who reside in the 'home,' and the preparation of whose lessons is superintended by a master, excel the other boys in the school?—Not as a rule, but they keep a very fair place. None of the foundationers by merit, who are our best pupils, are at present in the 'home.'

1169. But they are not better than others?—No, not better. Their lessons are so explained that they do not require assistance. All that the resident master requires to do is to see that they spend a fair time at their lessons.

1170. *The Chairman.*—Do those who have parents remain at the 'home' on Sundays?—A few go out, but perhaps one half remain in, having no parents to take them out. The other half go occasionally to see some friends on the Saturday, but they do not go out over the Sunday.

1171. Do they go to church with the matron?—Yes, with the matron and master.

1172. Of whom does the Committee of Management consist?—Of the governors.

1173. The whole body of the governors?—There is what is called the Schemes Committee, which consists of the conveners from the various institutions under the Merchant Company, the treasurer and master of the Company, and one or two others, who are deputed by the governors to take the management and report to them.

1174. Who is the present convener?—Mr. Purdie is convener, and Mr. Clapperton is the chairman.

1175. Is he the chairman of the whole Company?—Yes.

1176. You mentioned the conveners: who were they?—Each institution has a convener of its Education Committee. There are four conveners, who, along with the chairman and the treasurer of the Merchant Company, and one or two others, constitute the Schemes Committee. There is a body of governors of fourteen from the Merchant Company, and five from the Town Council, and one clergyman.

1177. But is there not a special committee which personally superintends your school?—Yes; the Education Committee.

1178. Is the school visited by the convener alone, or by the whole body of governors?—The convener frequently visits the school; the other governors in rotation.

1179. In the event of any complaint being made, does it rest with the convener to look into it?—Yes. Anything that I have to bring before the governors I bring under his notice in the first instance.

1180. But if the parent of any of the children had any complaint to make, would he address it to him?—He would generally address it to me, and he might also address a letter to the convener, and also to the chairman or any governor.

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1181. *Mr. Ramsay.*—With reference to the boys who are residing in the 'home,' are they placed there because they have no relatives with whom they could be boarded?—Yes. There may be some cases where their parents are alive, but they are not residing in Edinburgh.

1182. I understood you to indicate an opinion that they would be better to be placed under relatives than in the 'home?'—Yes; but in the case of those who have relatives, these relatives are not residing in Edinburgh, and therefore the boys are taken into the 'home.'

1183. And also of boys having relatives who refuse to take them?—There might be a few cases of that kind too.

1184. Do the governors make inquiry to ascertain whether the relatives of any of the boys would be willing to receive them before they are placed in the 'home?'—Yes. There are none of the relatives who are forced to take them unless they are quite willing, but they are generally anxious to have them.

1185. *The Chairman.*—Will you describe the kind of education that is given at the college?—We have an elementary, a junior, and a senior department, the school being divided into three large departments. In the elementary department the pupils are quite young, being from six to nine years of age; in the junior department they are from nine to thirteen; and in the senior department, from thirteen to sixteen or seventeen. The classes of the two younger departments are each under one master. They are not moved from master to master. We consider that a teacher is able to give instruction in the various branches to a boy under twelve years of age. At twelve the pupils pass into the senior department, and go from master to master, having one master for every branch, and they branch off at that age either to the commercial or classical side, according to the wish of the parent.

1186. There is a certain curriculum which they must adopt?—Yes.

1187. What is the number of boys who are pupils in the school at present?—1160.

1188. What proportion of them are in the lower, and what proportion in the upper department in the school?—The younger department is the fuller in the meantime. The school has been opened so recently, that we don't wish to introduce old boys unless they are well prepared. We find that the majority are in the middle division or junior department; perhaps there will be nearly 600 there alone.

1189. What is the practice with regard to admission?—The pupils are admitted by examination, graduated according to their age.

1190. But there is no preference?—There is no preference.

1191. Have you more applications for admission than you have room for?—No. We have rejected a good many applicants, chiefly boys above twelve years of age, whose education was deficient.

1192. But you could take in even more than you have at present?—Yes. We have withdrawn the elementary pupils, numbering 230 or 240, from the main building, and placed them in a different building, which has added greatly to our convenience in the large school, so that we can now accommodate considerably more than we have.

1193. Is the elementary building near the other?—It is within a few yards of it, but it is surrounded by its own private playground, which is enclosed by walls, and the young boys do not come into contact with the old boys at all. They are quite separate in every way, and have every convenience for play within their own ground.

1194. What classes in society are the boys drawn from?—I should say that they are drawn from the middle class as a rule. They include the sons of merchants, and also a good many sons of physicians and

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clergymen. There are several sons of officers, and a number of sons of clerks in the Register House and Post Office, and a good many widows' sons who are tolerably well off and comfortable, but still with limited incomes.

1195. I suppose there are very few from the working class?—There are not many.

1196. The object of the institution is to provide an education for something above the working class?—Yes; an education of the best kind for the middle classes. In the case of the boys of the lowest *status* that we have, the parents are paying the fees with considerable difficulty, and the boys see that, and are perhaps the most promising pupils in the school. Instead of producing an injurious influence on the class above them, they are rather acting upon them beneficially,—improving them, I may say, educationally as well as morally.

1197. I suppose you mean that the boys from the working class who enter the school are those who are ambitious?—Yes; and their parents are ambitious that they should have a good education. I have observed several of these boys doing extremely well, and becoming intimate friends of boys of a very different *status* in society.

1198. The two departments into which they branch—the commercial and the classical, or that which prepares them for the University—are they in about equal proportions?—They are about equally divided.

1199. Do you prepare boys to go direct to the University?—Yes; but we have not been long enough in existence to send many yet. We sent 11 up this year to matriculate in the first class, and one in the second. I think there is a disposition to go away from school to the University too soon.

1200. How do you account for that?—I suppose it is from being admitted there without any entrance examination. Of course there is a desire among boys to leave school and be students, as it were, at the University; and I believe that is the case when they would be much better to remain another year at school.

1201. Therefore you would wish that there was an entrance examination to the University?—Yes. That would tend to keep the boys longer at school, and send them better prepared to the University.

1202. Do the boys who compete for bursaries pass a good examination in your opinion?—Yes; they are the best pupils we have, and quite prepared for joining the University.

1203. Do they show a good amount of scholastic acquirement?—Yes.

1204. How are they examined,—is it by yourself and the other masters?—Yes; they are examined regularly by myself and the other masters.

1205. For the bursaries?—No. It is a party altogether unconnected with the school who examines for the bursaries and the foundations.

1206. But I suppose you make an examination of the boys yourself at certain times?—Yes. Once a quarter there are written examinations given to all the school above the elementary department.

1207. What is your division of school time in the year?—There are four quarters in the session, which makes the examinations once every ten weeks.

1208. When is the vacation?—In August and September. There are two months of vacation then, and about a week at Christmas, and a week in the end of April.

1209. Do you think that any of the younger boys are over-stimulated by the competition for bursaries?—We have had cases of boys breaking

down in health, as in all schools. Whether this was to be ascribed to that cause in any case I am not aware.

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1210. I suppose your large numbers give you more facilities for dividing the boys into classes than would be the case in a smaller school?—Yes. We have a number of classes co-ordinate or parallel, and we find that is very beneficial in stimulating both the pupils and the masters.

1211. Do you mean that there is one class higher than another?—No. It may be called several sections of the same class under different masters. The advantage both to teacher and pupil is, that we may take perhaps 200 pupils who are all about the same age, and who have gone over the same work, and give them the same examination paper; and we find that there is a great anxiety to see what position the pupils of the different classes occupy among the 200.

1212. That is a test for the masters as well as for the pupils?—Yes; indeed I may say that the master is as anxious about the result of the examination as the pupils.

1213. Are these sections divided on any principle?—Yes. Merit is the ruling principle. Some of them are a little older than others. We often find boys with a year of difference in age, who are at the same stage educationally.

1214. I suppose you don't consider that the numbers in the school are too large for your superintendence?—No. I find that when once the work is fully set agoing, and everything established, I can undertake it quite well; but I require an assistant constantly with me to aid me in the superintendence.

1215. Does he teach?—He teaches a little; but I require him more to assist me with the examinations and with the correspondence.

1216. You don't undertake a class?—No. I occasionally take a class, but not regularly.

1217. You superintend the examinations?—Yes.

1218. Are they conducted by written papers?—Yes, once a quarter by written papers; and I frequently examine orally, with the view of keeping the system uniform throughout the whole school.

1219. Have you to visit the different classes?—I spend at least three or four hours a day in visiting the classes.

1220. Do you consider that with these numbers in your school, the pupils have an advantage over the same body of pupils if they were divided into a variety of small private schools?—I think it is better to have the advantage of numbers in classifying, so that each class may consist of pupils as nearly as possible on a par with each other; and it is also an advantage to be able to have co-ordinate classes.

1221. Have you had any difficulty in point of discipline in managing the boys?—No.

1222. What means have you of enforcing discipline?—The classes are comparatively so small, being limited to about 40 pupils, that there is little difficulty in maintaining order during class hours. We have very seldom anything approaching to corporal punishment, except in the very young classes, and it is very trifling; but with the senior boys the punishment is usually detention in the school or a *pœna*.

1223. Has the teacher the power of inflicting corporal punishment?—He has the power, but it is very seldom resorted to.

1224. Is it reported to you in every case where corporal punishment is inflicted?—If there is anything of importance it is always reported to me.

1225. Is there no record kept of the punishments in each class?—No, unless it be something severe, and then it is reported to me.

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1226. But there may be small punishments inflicted without being reported to you?—There may, but not to any extent; for the teacher, when he thinks that anything is necessary beyond very trifling punishment, reports the case to me.

1227. *Mr. Parker.*—What is the *pœna*?—It may be translating a chapter of Latin or writing out a verb.

1228. Is that punishment reported to you?—Not always.

1229. *The Earl of Rosebery.*—You do not give lines as a *pœna*?—I don't think there is much of that. We rather give them something that will be useful to them.

1230. *Mr. Ramsay.*—Do the teachers keep a record of these punishments?—Yes.

1231. Then, when any boy is punished, there is a record kept of that, however trifling the punishment may be?—No; but in the case of a severe punishment it is reported to me.

1232. Who is the judge of what is severe?—Myself.

1233. But how do you know if the teacher does not communicate it to you?—He has got direct instructions to communicate with me if there is anything of the kind; and I have never had any reason to believe that the teachers are not in the practice of doing so.

1234. You have perfect confidence in the masters?—Yes.

1235. And your knowledge of the punishments that are inflicted depends entirely upon that?—Yes. If I find that a master has been going beyond what I consider proper, he is then required to keep a written record of every punishment he inflicts. He has, as it were, lost my confidence.

1236. Have you considered how far it would be desirable to have a record of all punishments?—The teacher would rather wish to be left more to his own discretion, than to have, as it were, to report everything that he does.

1237. *The Chairman.*—You have the appointment of the masters?—Yes.

1238. And their dismissal?—Yes.

1239. You are vested with full authority by the managers in that respect?—Yes; I am quite uncontrolled with regard to the masters in every way.

1240. With regard to the employment of the boys out of school hours, you said you had a playground?—Yes.

1241. But the boys are not all in the playground at the same time?—No; we must arrange to dismiss them at different times. Perhaps one-fifth of them would be in the playground at one time.

1242. That is about 200 at a time?—Yes.

1243. Does the playground give ample room for that number?—Yes, quite sufficient; but it is only in the middle of the day that they have any lengthened interval. They have half an hour then, and that is the only time they can use the playground. The intervals are so short during school hours, that they have not much time for being in the playground.

1244. When they are kept in by way of punishment, is that by being kept from the playground?—Yes; the boy is kept in during the interval when he should go to the playground, and also occasionally after the school is dismissed.

1245. You mean that he is kept from home?—Yes; he does not get home quite so early.

1246. In the first case he loses the advantage of the healthful exercise which he would otherwise have in the playground?—Yes; he gets out a few minutes for lunch, but the rest of the time is taken up in the school.

1247. Is the half-hour in the middle of the day intended for lunch as well as for play?—Yes. Mr. George Ogilvie.

1248. How many hours are the boys at work?—From nine till three the senior boys, and some of the classes from nine till four. The hours are long enough—perhaps fully long. The younger pupils have shorter hours.

1249. And there is only half an hour of an interval?—Yes; with an interval of perhaps ten minutes twice,—in the forenoon, and in the afternoon.

1250. But the only time when they have a whole half-hour is in the middle of the day?—Yes.

1251. I suppose half an hour is not enough for them to enter upon any games?—No; but they have the Saturday free for their games. They have a field for cricket and football, and they make their arrangements to go there on Saturdays.

1252. Do they leave school earlier on Saturdays?—It is an entire holiday.

1253. Do the boys come to the playground on that day?—Not to the playground beside the school. They go then to a field which has been rented by the governors for games such as cricket and football. It is only the seniors that are allowed to take advantage of the field.

1254. *Mr. Ramsay.*—What time would a boy of average talent require after school hours for the preparation of his lessons for the following day?—For boys below eleven an hour is amply sufficient; for boys below thirteen, an hour and a half; and above that, two hours. When they go beyond or under that, there must be something wrong.

1255. *The Chairman.*—Is any arrangement made for a playground for the boys who are boarded?—Yes, they go to the field. They have also got a playground about the house; and besides, they are within perhaps a hundred yards of the Links.

1256. What arrangements are made for the religious education of the boys?—We have that in the morning for the whole school.

1257. Do you mean prayers?—Yes; prayers in every class, and the reading of the Scriptures.

1258. In each separate class?—Yes; every master begins the day with prayer.

1259. When is the Scripture lesson given?—Immediately after the opening.

1260. *Mr. Ramsay.*—Is there any Catechism taught?—No.

1261. *The Chairman.*—Do the boys read at the Scripture lesson?—Yes; and the teachers examine them in order to see that they know what they have been reading about, but without entering into any doctrinal matters.

1262. I suppose the reading is chiefly in the New Testament?—Yes; and in the historical parts of the Old Testament.

1263. Have any objections ever been made to that by any of the parents of the children?—We have a few Roman Catholics in the school, and some Jews, who don't wish to take the Scripture lessons.

1264. Are they allowed to absent themselves?—They are allowed; but the parents uniformly send them, and the boys are allowed to go on with some other work in the class-room while the Scripture lesson is being taught.

1265. *The Earl of Rosebery.*—Are the Jews present at the morning prayers?—They are allowed to come in after the prayer is over.

1266. None of them come in when it is going on?—At first they did not, but now they come in with the rest of the pupils, and are present during the prayer.

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1267. Do the Roman Catholics join in morning prayers?—They are present.

1268. *The Chairman.*—Is there any rule on that subject in the printed regulations of the college?—I have been instructed by the governors to see that the classes are opened with prayer and that the Scriptures are taught, but to allow parents who object to our religious instruction to withdraw their sons from the Scripture class.

1269. It is not intimated to the parents that the boys are to have that education?—No; but the parents generally intimate to me, when the boys are examined, if they object to it.

1270. Then you only know the difficulty when it is stated to you?—Only then.

1271. And although there are no printed rules, you are authorized by the governors to use that discretion?—Yes. I got instructions not to have the Assembly Shorter Catechism taught, because there were some objections to it.

1272. And you use your authority with the masters generally in directing their course of Scripture reading?—Yes. I recommend them to select particular passages, and I generally arrange what lessons they are to give; and I frequently examine a class myself in the morning, taking the classes in rotation.

1273. Does that form part of the quarterly examination?—No, nor for bursaries or foundations. We use the Scriptures more, I may say, as a devotional exercise than as lessons.

1274. In saying prayers, are the whole of the boys together or in separate classes?—In separate classes. There is not a room large enough for them all to be taken together. Each master opens his own class with prayer.

1275. Do you also conclude with prayer?—In some of the younger classes we do.

1276. Have you any infant class?—Not an infant class, but we have an elementary class. The separate house is now filled with elementary pupils, from six to eight years of age.

1277. These are the youngest children who come to the school to be taught?—Yes.

1278. *Mr. Ramsay.*—Did you say that the Catechism had been used at one time?—It had been used among the foundationers before the change took place.

1279. What was the Catechism which was used?—The Assembly Shorter Catechism.

1280. From what parties had the objections come that led to the discontinuance of the Shorter Catechism?—From various parties, chiefly from parents who were not Presbyterians; and we found there were so many different sects, that it was considered desirable to teach no Catechism.

1281. *The Earl of Rosebery.*—I suppose it is your wish to preserve a perfectly unsectarian method of teaching on all subjects?—Certainly.

1282. Has any objection ever been taken on religious grounds to any part of the secular instruction in the school?—No.

1283. Do you find it easy to teach history, for example, without any reference to religion?—There is certainly a little difficulty there. For instance, with reference to Roman Catholic pupils, we have some difficulty where the history speaks strongly against the Roman Catholics; but I instructed the master that the history should be taught without indicating an opinion of a religious nature on the one side or the other.

1284. You endeavour to impress upon them that it was six of the one and half a dozen of the other?—No, but to teach the facts without com-

ment. Of course, the teacher, knowing that he has got Roman Catholic pupils in his class, does not require to call their strong attention to the passages against them.

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1285. Do the Roman Catholic children, as a matter of fact, attend at the Scripture lesson?—They sit in the class-room while the Scripture lesson is going on.

1286. But none of them join in it?—Some do.

1287. How many Jews have you in the school?—Two at present.

1288. Have you always had a few?—There has always been one or two; and we have various other sects, such as Positivists.

1289. A Positivist child?—His parent announced him as such, and objected to the Scriptures.

1290. I suppose the objection was to his receiving any religion at all?—Yes.

1291. Does such a child feel any difficulty in mixing with children of other religions at the school?—No. The boys play together, and they usually look upon each other in no other light than as fellow-scholars.

1292. In fact the sectarian difficulty does not make itself felt in the playground?—No. Some of these sectaries are among the most popular boys in the school.

1293. Are the Jews popular?—Yes.

1294. *Mr. Ramsay.*—Are any of your teachers Roman Catholics?—No.

1295. Is there any rule on that subject?—In the old hospital it was a rule that the teachers must be Protestants; but since the change, I have got no instructions on the matter.

1296. But they do not belong to any particular denomination?—No. They belong to the Episcopal Church, or to the Established Church, or the Free Church, or the U. P. Church.

1297. *The Chairman.*—You have teachers of all the denominations?—Yes, of all these denominations.

1298. *The Earl of Rosebery.*—Can you tell us the different sects to which the masters of the college belong?—They belong to different Protestant sects.

1299. Are they all Presbyterians?—No; some of them belong to the Church of England.

1300. You have no Roman Catholics?—No.

1301. Have you Unitarians?—No.

1302. *Sir William Stirling Maxwell.*—Do I understand you to say that you had a manual of history in which the differences between Protestants and Catholics were so modified as to be unlikely to give offence to either party?—No. The manual we have speaks rather strongly against the Roman Catholics.

1303. You have not got an impartial manual?—No.

1304. *The Earl of Rosebery.*—But the teachers manage to place the facts of history before the children in such a way as not to cause any irritation?—Yes.

1305. Do you find that your system of religious instruction works well?—Very well. There is no feeling against it by the different Protestant sects who attend the school.

1306. *The Chairman.*—Do you try to encourage children of all denominations to come to you?—Yes. And we try to give no dissatisfaction so far as our teaching of the Scriptures is concerned.

1307. *The Earl of Rosebery.*—Do you suppose that any objections would be likely to arise on the part of the governors or of the parents of the children if you were to exclude the religious instruction which you now

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give, and to make it a purely secular school?—I do not think there would be any cause for urging or asking that to be done.

1308. But do you think there would be any objections on the part of the parents or governors to that being done?—I think the parents generally approve of the present system, and the governors have given instruction that it be carried out.

1309. But do you suppose there would be any objections if the present system, so far as regards religion, was altered?—I think there would be objections if we were to abolish all religious instruction. I do not think such a school would stand without religious instruction.

1310. How many receive religious instruction at present?—The whole school, with the exceptions I have mentioned.

1311. What are the exceptions?—Perhaps about a dozen or so, not more.

1312. But as regards the separate religious instruction, you are inclined to say that it works well?—Yes.

1313. And that the boys are perfectly united in play hours in all respects?—Yes; the fact of their religious difference has no tendency at all to separate them on the playground.

1314. Then you think it makes no difference whatever?—No difference whatever, so far as it has come under my notice.

1315. *Mr. Parker.*—Do the masters take an interest in giving religious instruction?—Yes; there are numbers of the boys who, if they were not to get that instruction at the school, would get little of such instruction anywhere else.

1316. Do you think many of the boys could not get such instruction either from their parents or their ministers?—I fear many would not.

1317. Do you think the religious instruction which you give has any effect upon the boys' character as well as upon their information?—I think religious instruction must have such an effect if it is well taught to the child.

1318. If the masters generally were consulted, do you think they would prefer to continue to give religious instruction, or to be relieved from it?—I am scarcely prepared to say. My orders from the governors being imperative, I do not enter on the matter with the teachers.

1319. Giving your own opinion only, would you prefer to have the religious instruction under the master of the school?—Yes, I prefer to have it in the school.

1320. Do you consider that it contributes to maintain discipline in the school?—Yes, I am satisfied that it does.

1321. And it has really an effect in forming the character of the boys?—Yes.

1322. *The Earl of Rosebery.*—Do you think there would be any objections on the part of the parents of any of the boys to the re-introduction of the Shorter Catechism?—Yes, I believe there would be objections on the part of several of the parents.

1323. Do you suppose they would withdraw their children in consequence?—They would if they were compelled to learn the Shorter Catechism, or any Catechism.

1324. *Mr. Ramsay.*—Do you know any school in which they are compelled to learn the Shorter Catechism?—In the parochial schools.

1325. *The Earl of Rosebery.*—Would they consider it a hardship if the Shorter Catechism were taught at such hours as to make the compulsory absence of their children inconvenient? Suppose the Shorter Catechism were taught in the middle of the day, and the children had to go away at

that time, would there be any objections to that?—It would result in the children losing the best part of the day.

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1326. *Mr. Parker.*—In what building are George Watson's college schools conducted?—In what used to be called the Merchant Maidens' Hospital, at the foot of Archibald Place.

1327. It was built for girls?—It was built as an hospital for girls, where they both received education and were maintained.

1328. Was it a convenient building for that purpose?—Yes.

1329. On what ground was it taken from the girls and given to the boys?—The old building of George Watson's Hospital was not well adapted for a school; and a strong public desire having been expressed that the new Infirmary should be built on the grounds of Watson's Hospital, that hospital was accordingly sold to the Infirmary, and the present building, which is very near the former place, was bought for the boys' school.

1330. But that entailed the turning out of the girls?—Yes; but the governors bought another place, and one more convenient for the girls, in Queen Street for less money than they received for the hospital. It was also thought desirable that the girls' school should be removed from the neighbourhood of the Infirmary, which so many students visit.

1331. When you say they bought the Merchant Maidens' Hospital, do you mean they bought it from themselves, or did one set of trustees buy it from another?—It was bought from a different trust. Watson's governors bought the Merchant Maiden Hospital from its governors, and the Merchant Maiden Hospital governors bought the new premises in Queen Street from a private party.

1332. Then the whole pecuniary advantage which was justly due when the building was purchased went to the benefit of the girls?—Yes; and there was also a considerable advantage on the side of the boys between the price at which the governors sold the old hospital for the Infirmary, and that at which they bought the Merchant Maidens' Hospital.

1333. Do you think that £28 is not rather a high estimate for the board of a boy?—I do not think so, at the present rate of provisions; I do not see how any party can board boys for less.

1334. Is that board not suited for a somewhat higher class of society?—No.

1335. It is not the most economical?—Boys might be boarded for less, but such board could not be suitable.

1336. Then you think that sum is appropriate to their circumstances?—It is not by any means too high.

1337. It is stated in the schedule that in the competitive examination for entrants there is no reference to the circumstances of the boys: does that mean that boys are admitted who are not of necessitous families?—Yes, as day pupils.

1338. But not to the foundation?—Not to the foundation when they belong to the preference class.

1339. Is the admission to the foundation competitive?—Not less than one-fourth of the admissions must be by competition, and the others may be by presentation.

1340. Then three-fourths of them are admitted without competition?—Three-fourths may be thus admitted, but not necessarily. All must be fairly advanced for their years, and the best of the candidates are selected after examination.

1341. Is that examination as high, in your opinion, as it ought to be?—I think so.

1342. But you think it a great evil to admit boys whose education has been entirely neglected?—Yes; but that is not done now.

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1343. Is that especially so when they are admitted at an advanced age?—Yes.

1344. Do you think associating with boys from out of doors has been a great advantage to the foundationers?—Yes, very great. It has opened up their sympathies; and there is a wide world with which they are mixing now, compared with what it was when there were only foundationers, elubbing together, and retailing to each other all the hardships and difficulties they were subjected to.

1345. Then you think that associating with other boys promotes their education both intellectually and morally?—Yes.

1346. What is the system of promotion?—By examination, by merit.

1347. That is different from the usual Scotch system?—It is.

1348. Does that work better, in your opinion, than promoting the whole class?—Yes. We move forward a section of a class, while the other remains and is combined with a section brought from the class below.

1349. Then this may be called a mixed system: you move on the class, but you leave some stationary?—No; we leave stationary part of the class, and the other part is moved up.

1350. That is, of course, decidedly beneficial to the cleverer boys?—Yes.

1351. Do you think it does any harm to the less clever boys?—It may do some; but as the principle of the school is to reward merit, we cannot keep back the clever boys. There may even be an over-classification of pupils. When a number of old and backward boys are kept together, they become very stand-still; and I have found it desirable to press on a boy to stimulate him to some extent.

1352. Then you meet that difficulty by promoting a boy partly with reference to his age?—We separate backward boys.

1353. At what age do you think it desirable that a boy should go from you to the University?—Not below 16, and our college bursaries are regulated for that age.

1354. At what age do they go?—Some go at 15, which is fully a year too soon.

1355. If there is a difficulty at the University in having an entrance examination for all candidates, would it be of use to have an entrance examination for those below the age of 16?—I think so.

1356. Is the time-table in your schools regulated by the head master?—It is.

1357. Do you think there is sufficient time left for recreation?—It is difficult to get more. It would be desirable probably to have a little more in the short days in winter; but the pupils have plenty of recreation after they leave school in summer, and therefore we are desirous to shorten the recreation hours during school time.

1358. Have you a decided opinion that the preference given to boys of certain names was detrimental?—Yes; that was very clearly brought out in my experience in Stewart's Hospital.

1359. Looking only to the interests of boys of the name of Stewart, was it a benefit to them to be admitted in this way to the Hospital?—It was not. I might almost say it was a disadvantage to them to have that name, because parents got very careless about the training of their children. Knowing that they would get into the hospital, or were likely to get in, they paid no attention to their early education.

1360. You also think it produced an immigration of Stewarts into Edinburgh?—Yes.

1361. And probably not the best but the worst of the Stewarts?—Yes.

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1362. When you had so many Stewarts in the school, were they called by their Christian names to distinguish them?—They went by numbers to some extent—each boy in the hospital had a number to distinguish him.

1363. Was it the practice to call all the boys in the hospital by their numbers?—No; but that was the practice when we had more than one of the same name,—such, for example, as William Stewart No. 9, or William Stewart No. 16.

1364. Do you think the practice of calling boys by their numbers instead of by their names objectionable?—Very.

1365. On what grounds?—Because the numbers would stick to the boys in after life. I have seen boys meet on the street after they had left the hospital, and address each other by their hospital numbers.

1366. In all the schools of the Merchant Company, I think the head master is appointed during pleasure?—Yes.

1367. Do you think that is a proper tenure for him to hold his office upon?—I think it is quite sufficient. If, having the appointment and dismissal of all the teachers, he fail to conduct the school efficiently, the sooner his connection with it ceases the better.

1368. And in all the schools he has the appointing of the assistant masters?—Yes; of all the teachers.

1369. Without any consultation with the governors?—Without any consultation with the governors whatever. Some of the teachers may apply to the governors, but they send the application to the head master, without remark.

1370. Is the tenure of the assistant masters during pleasure of the head master?—Yes.

1371. That is different from the usual practice in such schools in Scotland, is it not?—Yes; the different masters are generally appointed by the directors, unless in private schools.

1372. Is it your experience that this system works well?—Yes; I do not think so large a school could be worked on any other system.

1373. With the increase in the size of the school, you think it more necessary to give full authority to the head master?—I do.

1374. Do you find the system to work well by which the head master devotes his time to superintending the work of the other masters?—Yes.

1375. But you propose to take some class yourself?—I take a class occasionally.

1376. *The Chairman.*—Can you say what proportion of the boys attending George Watson's College School live in Edinburgh, and how many come from other places?—I think about 200 come from various parts of the country. A good many come in from neighbouring towns by the morning trains, as Dalkeith, Portobello, and Musselburgh, and places more distant. A good many also have come to reside in Edinburgh for their education. I should say that probably about 200 of our pupils do not belong to Edinburgh.

1377. Do you include in the 200 those who have come to reside in Edinburgh, and those who come in every day?—Yes.

1378. So that probably 1000 are connected with Edinburgh?—Yes; resident in Edinburgh.

1379. And they are scattered over the whole town?—Yes. They come from all parts of the town, and also from Trinity and Leith.

1380. Were you a teacher in Aberdeenshire under any of the bequests there?—Yes; I was under the Dick Bequest and the Milne Bequest as a teacher at Turriff, in Aberdeenshire.

1381. That was a good many years ago?—Yes; about seventeen years ago.

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1382. *Mr. Parker.*—Had you the benefit both of the Milne and of the Dick Bequests?—Yes, of both.

1383. Do you think the effect of these bequests has been to raise the standard of education in county schools in Aberdeenshire?—Yes, I am convinced of that, especially with regard to the Dick Bequest. The Milne Bequest never varied; but the fact of the varying of the Dick Bequest had a beneficial influence: teachers were very ambitious to get the maximum amount, not so much for its value as for the credit of getting it.

1384. With the Milne Bequest, having once got it, they retained it?—Yes; and it never varied in amount.

1385. *The Chairman.*—The effect of the establishment of George Watson's College has, I understand, been to put down a great number of private schools in Edinburgh, owing to the lower fees charged at the Merchant Company's schools?—Yes.

1386. Has not that a tendency to discourage private teaching?—I believe some of the best of the private schools are better attended just now than they were before the opening of the Merchant Company's schools.

1387. What do you mean by the 'best?' You do not include in that the Academy?—No; we have not touched the Academy, which is attended by the sons of the wealthier classes. A few came from the High School, and a few from Queen Street Institution, but the majority of the pupils came from private schools, chiefly in the south side of the town; and some of those which gave way had not been long in operation.

1388. But the old-established schools have maintained their ground?—Yes. They lost at the outset. In the first year especially they suffered considerably; but I am told that they are improving again year by year.

1389. Have you heard that from the managers of the schools themselves?—No. With regard to one, especially, in the south side that we had injured very much—Mr. Munro's school—I have been told that he has more pupils now than he has had for five years.

1390. But have not these schools been obliged to reduce their fees to a certain degree?—I am not aware.

1391. *Mr. Parker.*—Do you attribute the greater number of their pupils to a growing desire for that kind of education?—Yes; and to the fact of a good many more people coming to town for education, and sending their children not only to our schools, but also to other schools.

1392. *The Chairman.*—For how many years did you receive the Dick and Milne Bequests?—I received both for five years.

1393. In the case of the Dick Bequest, your school was examined every year?—Not every year, but once in two years; and in the case of the Milne Bequest, the school was examined every year.

1394. But in the case of the Dick Bequest the amount you received varied?—Yes; it depended upon the examination.

1395. In the case of the Milne Bequest, how many pupils had you that you were obliged to receive gratis?—Twenty-five.

1396. Were they examined alone, or was the whole school examined?—The whole school was examined; but those pupils were generally taken notice of, although not to any great extent.

1397. But the payment you received in that case did not depend upon the examination?—No.

1398. Looking at it from your experience of these bequests, would you say that it was desirable that a fund of that kind should be administered in that way, depending upon the examination of the school?—Yes; I know that it had a very beneficial influence on the teachers of the schools.

1399. But you said that the payment under the Milne Bequest did

not depend upon the examination, but that under the Dick Bequest it did?—
Yes.

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1400. And that it would be desirable that the other, if possible, should be administered on something of the same principle?—Yes.

1401. *Mr. Parker.*—Had you more than twenty-five children usually paying no fees?—Yes; I had perhaps thirty or thirty-five, and sometimes more.

1402. It gave no additional claim to the bequest to have more than twenty-five?—No; I usually had twenty-five, or more than that number, not paying any fees, before I got the bequest.

1403. That is to say, the schoolmaster at his own expense would have taken in that number?—Yes.

1404. Is it the practice of country schoolmasters, in your knowledge, to remit the fee where the parents are not able to pay it?—Yes; but I believe it is more common now for the parochial board to pay it.

1405. *The Chairman.*—The children who were taught gratis were selected by the kirk session?—Yes, the pupils that were put upon the Milne Bequest. They were generally children of very poor parents, and it was insisted that they should keep them regularly at school during the time they were receiving the benefit of the bequest.

1406. In the event of their non-attendance, did they cease to receive the benefit of it?—Yes; but they were seldom sent from school.

1407. You did not find it disadvantageous in any respect to have so many gratis pupils?—If they were really poor children, there was no disadvantage.

1408. What was the total number of boys at your school?—Nearly 300.

1409. *Mr. Parker.*—Was the standard of proficiency of those receiving their education gratis lower than that of the other children?—Yes, they left much earlier. They were seldom there beyond the age of twelve, unless it was a very promising boy that the teacher found means of retaining longer.

1410. In what way did he take means to retain him?—By getting some assistance, perhaps, from some kind party who was interested in the boy. The teacher charged no fee, and supplied books without charge.

1411. Then he gave some assistance to the boy?—Yes; he gave him assistance in that way, and sometimes he clothed him too.

1412. What stipend was there from the heritors at your school?—The maximum then was £34. It was raised under the Act of 1866.

1413. *The Chairman.*—I understand there is no special technical instruction given in George Watson's College school?—No; but there is instruction in natural science and experimental physics.

1414. Does that form part of the regular course?—Yes, for the senior boys.

1415. What portion of their time is given to it?—They have one hour a week.

1416. Is that instruction given by special master?—It is given by one of the regular masters, and partly by a special master.

1417. Is it your opinion that that kind of instruction is better mixed with the ordinary teaching, or that it should be taught in a separate school?—I think it is better mixed with the ordinary teaching, so as to pervade the whole school from the youngest to the oldest classes, beginning by cultivating the observing faculties of the children, and expanding as the pupils advance in age. Little good can be done by attempting to instruct boys by formal lectures. It is to be regretted that teachers generally are not better prepared for giving instruction in natural science.

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1418. Is there any other remark you have to make to the Commission connected with the object of the inquiry?—No.

Rev. JAMES CURRIE, M.A., examined.

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1419. *The Chairman.*—You are the rector of the Training College in connection with the Established Church?—I am.

1420. You were formerly a pupil of Heriot's Hospital?—Yes.

1421. And a master there?—Yes, a master for about five years.

1422. In what years were you at the hospital?—As a pupil I was there from 1835 to 1842, and I was a master there from 1847 to the end of 1852.

1423. Since then you have had charge of the Training College?—Yes, since leaving Heriot's Hospital as a master.

1424. Have you had experience with regard to any other hospitals than Heriot's?—No.

1425. From that experience, what is your opinion of the hospital as an educational establishment?—Generally speaking, my opinion is unfavourable to it, although I would require to go somewhat into details to set forth the grounds of that opinion. It is necessary to look at the hospital under two aspects: first, as a school; and second, as a place of living.

1426. First, with regard to education, what is your opinion?—With regard to the education given in the hospital, I think that, looked at *per se*, it may be good or bad, just as in any other school. I have known it both: good in some departments, defective in others. But whilst I have known as good teaching in Heriot's Hospital as I have ever known out of it, still I would say that the instruction, however good, does not, from the circumstances of the hospital life, produce the effects that it would in other circumstances.

1427. To what circumstances of the life in the hospital do you refer?—To three in particular:—(1.) To the want of wholesome influence, acting by sympathy, example, and friendly counsel. (2.) To the narrowness and monotony of hospital life; presenting, as it does, but few points of contact with real life, and wanting that amount of change among its pupils that is necessary to prevent stagnation. (3.) To the conscious want of freedom, or sense of confinement and restraint, which is constantly present to the minds of the inmates.

1428. Do you mean what are popularly described as the monastic habits of the institution?—That describes it in a popular way. I think there is a want of certain elements on which the moral nature grows—a want of what may be compared to the light and air and free motion which we associate with the idea of growth in physical life. Then the public opinion in the hospital, according to my experience, is just substantially what the boys themselves make it; and in these circumstances, of course, it tends to degenerate. There is nothing like a sixth form to come between the head of the hospital and the boys.

1429. Will you explain what you mean by the public opinion being what they make for themselves?—In every class of boys, unless there be a distinct counteractive agency, I think the coarser and less modest and less reverential come to the front and assume to determine the tone of the class. I think there requires to be a distinct agency set at work to counteract that. Now my experience was, that in the hospital there was not such an agency, and I think there can hardly be a sufficient agency to counteract that influence. In that way the moral tone of the place always tends downwards.

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1430. Is that from the boys living so entirely secluded?—It is from their living so entirely among themselves, and from the want of example and sympathy, and those influences which a boy at home comes constantly into contact with.

1431. That, I suppose, you think would not be remedied by the boys being kept longer at the college, and thus leaving at an older age?—No; on the contrary, I think the longer the time, the worse the influence of the system is, provided it begins to act from the early age at which it does.

1432. When you were there, I suppose the boys were superintended by somebody connected with the establishment both in their rooms and in their play?—Substantially the superintendence was by the porters of the house.

1433. Which is rather detrimental than otherwise?—I should think so. There is no example set before the boys; no sympathy, no encouragement, nothing to draw them up; in fact the superintendence was just a sort of police.

1434. Therefore, although the teaching was good, there was a difficulty in making it effective, owing to the disadvantages under which the pupils remained in the way you have described?—Yes. The monotony of the whole life affects the results of the teaching as well as the character and conduct of the boys. I think it is unfavourable to the development of their intelligence.

1435. The pupils were selected for the bursaries by the standard of intelligence they had arrived at in the school—did that not have a beneficial influence in stimulating their intellects?—Yes, so far as it went. I presume you refer to the period after they left the hospital, and when they went to College, or to the High School?

1436. I am referring to the period when they were in the school, and when they were selected for these bursaries on account of their proficiency: did the knowledge that they had that reward in view not stimulate a certain number of them to aim at higher educational results?—Occasionally it did; but the number of candidates for these bursaries was very small, and it was not generally an object of ambition to a boy to be among the number.

1437. When you were at the school, there were restrictions as to the pupils passing any of their time with their relations?—Yes. We had half a day once in three weeks. That was the rule for some years after I went there.

1438. That rule, however, has been relaxed since then?—It was relaxed while I was there, and I believe it has been more relaxed since.

1439. Do you think that no relaxation of that kind could relieve the establishment from the defect under which it labours?—I think the defects may be mitigated, but I don't believe they can be removed.

1440. What remedy would you suggest for the purpose of removing them?—Nothing but an entire change of system.

1441. Not abolishing the foundation altogether?—Not abolishing the foundation, but breaking up the hospital as a place of residence, transforming it into a secondary school, and out of the funds saved from maintenance offering foundations for competition on the score of merit.

1442. Would you go so far as to say that nobody should be admitted except upon competitive examination?—Not to these foundations, which would fall to be regarded as rewards of merit.

1443. If they were admitted merely by competition, that of course would give an advantage to boys in a position over the poorer class? It could not maintain the institution purely for the orphans of poor people?—I am looking forward a little, and speaking of the establishment as transformed into a day school.

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1444. Do you think the whole of the boys should be admitted by competition?—As a day school, it would receive its pupils for instruction on terms to be arranged; but its special advantages—bursaries and fellowships—would be given exclusively on considerations of merit.

1445. Do you conceive that it would be impossible to retain a certain number of pupils to be admitted on the ground of the poverty of their circumstances?—There will always be legitimate claimants on Heriot's bounty for maintenance; but, having reference to the terms of his testament, the number will be comparatively few, and it would be better that they should be boarded out.

1446. What are the terms of George Heriot's trust to which you refer?—Speaking from the general knowledge of it that is current, I suppose his bounty was intended not for the poorest, but for a class, reduced indeed, but who had been accustomed previously to a better state of matters,—the class of burgesses in the old time, who were not by any means equivalent to the poorer class of the community in our own day.

1447. He speaks in his trust of a class whom he describes as 'puir fatherless bairns:' can you not see the possibility of maintaining that part of his intention without throwing it open entirely to all?—Yes; and it ought to be maintained, but with greater strictness than has hitherto been exercised. In speaking of open competition, I had reference to rewards of merit bestowed outside of legitimate claims for maintenance.

1448. You mean that it would be of far greater public importance if any advantages of the school were thrown entirely open?—Yes.

1449. Your experience of the hospital is derived not merely from your attendance there as a pupil, but from your experience as a master in the school?—Yes.

1450. Did you find, in dealing with the pupils, that you had greater difficulties in teaching them under the circumstances in which they were situated than you would have had if the children were in ordinary life?—Yes, I think the results of good teaching are less under the hospital system than the results of the same teaching would be in an open school.

1451. So that the same efforts on your part as a teacher would produce inferior results?—Yes.

1452. Have you had any opportunity of judging of pupils of that class who have come to your Training College?—No, they don't come to us. Indeed the number of them who go on to professional work of any sort is exceedingly small.

1453. What professions did your contemporaries at Heriot's Hospital enter upon?—It was but a very small number of the whole who entered upon professional life at all. Perhaps the majority of those who did so became teachers, a few became doctors, and a very few became clergymen.

1454. Is there any other point connected with the management of the hospital on which you wish to make any remark?—The principal point is that which has already been adverted to,—the radical change which I think ought to be effected on the whole of that trust from an educational point of view. My opinion is, that a well-organized secondary school would come nearer George Heriot's intention than anything else,—a secondary school designed for instruction in science.

1455. Would you have those who enter upon the advantages of it to enter entirely upon competition?—As a secondary school, it should be open to all competent pupils.

1456. But the advantages should be given by competition?—I would give them by merit—by competition.

1457. Would those who enter upon these advantages be selected from those in the school, or indiscriminately from without?—From those who

enter the school, in the first place. But I would throw these competitions open to candidates from other schools as well,—not keeping to the original class which George Heriot designed; for I suppose it is not very easy to keep to that class, the old distinctions of class having been abolished.

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1458. *The Earl of Rosebery*.—Would you increase the number of day scholars to be admitted to the school?—If the school were thrown open, and it was made a public school, there need be practically no limit to the number of scholars.

1459. Was that the sense in which you meant it?—Ycs.

1460. *The Chairman*.—Is there a want of such a school just now, when you see the Merchant Company's schools with 1000 or 1200 pupils?—There is no want of such another school as those of the Merchant Company.

1461. Do you think there is a want for another large school in Edinburgh?—Yes, for a large school in which special attention shall be paid to technical instruction.

1462. Do you think technical instruction should be given in a special department of a school, or that there should be a school specially founded for the purpose?—There should be a special school for it. I may mention that in my time there was an attempt made to engraft technical instruction upon the hospital teaching, but it came to nothing.

1463. Was that in Heriot's Hospital?—Yes. There was an attempt to do that to the extent of adding chemistry, practical mechanics, and gardening; but the attempt was not persevered in.

1464. But apart from technical instruction, there is not such an immediate necessity for another large school in Edinburgh?—Certainly not for another school of the prevailing classical type. But much remains to be done for the promotion of science and art instruction.

1465. *The Earl of Rosebery*.—What place would you give to such instruction in abstract science? Would you make it the primary object of the school?—It would necessarily be so in a secondary school of the science and art type, such as I am contemplating. Still, training in language and literature would by no means be excluded: it is a question of proportion.

1466. What description of technical instruction would you propose to give?—Instruction in the recognised branches of science and their applications.

1467. Would you give the parents of the pupil, or the pupil, on entering the school, the option of engaging in technical instruction or the other branches, or would you make it imperative upon all?—The school should have a regular course of study, but with certain alternative parts.

1468. In fact, you would make it a school with a certain number of optional branches, in which technical science would be on an equal footing with others?—Some branches of science should in every case enter into the course of study.

1469. But technical science would take no more prominence than any of the others?—It might not attain its full prominence at first; but it would grow into its proper place in course of time, as the school developed itself into a thoroughly organized science and art school.

1470. That would be your ultimate idea?—Yes.

1471. Then, when you found that other branches of secondary education were well enough attended to, you would endeavour to make Heriot's school a school for technical instruction only?—Ycs, I would work it up to that, as I have already described it.

1472. *Mr. Sellar*.—What do you mean by education in technical instruction?—Instruction in any of the departments of science.

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1473. What departments of science would you specify?—I would not limit the instruction to any particular number. I would take those that seemed most likely to contribute to the proper education of the future.

1474. Mention one department?—For instance, the principles of mechanics, and the practice of them.

1475. Would you have a carpenter's shop attached to it?—Certainly.

1476. That would be industrial training?—Yes.

1477. It would be mechanics with a practical department?—Yes.

1478. So that there would be both theoretical and practical teaching?—Yes.

1479. Mention another department of science?—I would take the departments of science of which an engineer ought to know something.

1480. You would have classes in engineering: would you have practical engineering too?—So far as it could be taught; but all departments of science cannot be taught to the same extent in their practical applications. Then there would be chemistry, for example.

1481. But let us keep to engineering. What would be your idea of the teaching that would be given in an engineering class?—I am not competent to go into that, but I should say certain departments of physics, —for example, steam and its applications, the laws of construction, the strength of materials, mining, telegraphy.

1482. That is distinct from mechanics?—Yes.

1483. You also mentioned chemistry: you mean applied chemistry, I suppose?—Yes; I include the applications of chemistry to manufactures.

1484. Would you have a practical department there too?—Yes.

1485. At what age would you have the scholars trained in mechanics, engineering, and applied chemistry?—When their elementary instruction was completed—say at 12 or 13—their technical instruction would begin.

1486. Do you know of the existence of any such schools?—There are no such special schools in this country that I am aware of: I mean, no fully organized and equipped schools.

1487. Do you know of any abroad?—They exist, I believe, in Germany.

1488. *The Earl of Rosebery.*—Would your examination for entrance to that school be in any of the branches of technical science?—I would have the entrance examination upon branches which the pupil had previously studied in the elementary school.

1489. And not in any branches of technical science?—He could not be examined upon these branches, because his object in going to the school is to be taught them.

1490. But would you not examine the pupils on entrance with a view to technical instruction, to ascertain whether they were fitted for it?—There should be an entrance examination, but not on subjects of technical instruction, because they are not supposed to have received instruction of that kind previously.

1491. *Mr. Sellar.*—Then I understand you to say that you would confine Heriot's Hospital to a technical school?—Yes; bearing in mind, however, that such a school, according to the best conception of it, does not exclude all idea of linguistic and literary training.

1492. Do you consider it would be in accordance with Heriot's will to change his hospital into such an institution as you have described?—The legitimate claimants on Heriot's bounty being provided for, I think the foundation and endowment of a secondary school, such as I have indicated, out of surplus revenue thoroughly in accordance with the spirit of his will, as well as directly suggested by his whole career.

1493. So far as you know, is there any demand for such an institution

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in Edinburgh?—That is the difficulty. In a certain sense there is no demand at present for a large institution of the sort; but I should hope, as things go on, and as the appreciation of education grows, that there would be. I should expect such an institution to be recognised as meeting the wants of various classes, *e.g.*: candidates for some departments of the Civil Service; young men looking forward to fill responsible posts in mechanical, chemical, engineering, and mining occupations; the better class of artisans generally; to say nothing of that large class who look on a scientific education as the best for their children for general purposes.

1494. Are you aware that the Merchant Company, in their Orders, have power to establish just such a school as this?—I am not aware that they have power to establish a technical school.

1495. Assuming that it is so, if there had been any demand for it, do you not suppose that the Merchant Company would have put that power into operation?—I do not know that. They found ample room for schools of the kind which they elected to institute. That was enough for them. I don't think it can be said that there is no demand for organized scientific instruction till a trial be made in circumstances favourable to its success. The School of Arts is recognised as a great success. Further, the Heriot governors have instituted evening classes, some of which are for technical instruction.

1496. Have you attended any of these evening classes of Heriot's?—No; they have just begun.

1497. Do you know exactly what is taught in them?—Only from what I have seen in the newspapers. It appears that physical science is taught.

1498. Such as you have now been describing?—Yes.

1499. I suppose you mean the theory of it?—Yes, and experimentally too. I take that to be a recognition on the part of the governors that it falls within the scope of their duty to make such provision.

1500. *Mr. Ramsay.*—I understood you to state that you thought it was not what is now spoken of as the lower class of society who were intended to be benefited by George Heriot's trust, but the designation of burgesses expressed something different from what we understand now by the lower class of society?—I think so.

1501. Are the foundationers selected from the same class of society now as they were when you were at the school?—There is a general resemblance; but I should say that the class has gone down even since my day.

1502. Does your knowledge of Edinburgh enable you to say that among the artisans of Edinburgh there is a felt want for technical instruction,—for instance, in applied chemistry?—It does not; but the state of the School of Arts is some evidence that such a want is felt.

1503. Is it the artisan class who attend in that institution?—To a considerable extent it is, though not exclusively.

1504. What advantages would you promise that society might derive from instruction in these branches being given to our artisans?—I think they would be better fitted in consequence for the trades they take to afterwards. Take a town like Glasgow, for example, or any of the large English manufacturing towns,—I should say that if overseers and men were prepared for their work by a certain amount of instruction of the sort I have mentioned, the whole character of their work would be raised.

1505. In fact, your opinion is, that the higher you raise the minds of the whole people, you make a higher advance in these arts?—Yes. I would not set up a course of instruction, however, simply for itself, or upon any abstract consideration, because I think in this country, so far as we have gone, it is useless to set up any course of instruction which

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does not lead into a profession. We may get beyond that point by-and-by; but unless there is a distinct outlet from any course of instruction into some profession or occupation, there will be no demand for it.

1506. Would you expect the ranks of civil engineers to be largely recruited from a class in which engineering was taught?—I should hope so, if substantial *bonâ fide* instruction were given.

1507. Are you aware whether any want is felt of intelligent skilled artisans to take charge in any of the various manufacturing establishments?—I have no doubt of it, though I think Edinburgh is not a very good place for forming an opinion upon a point like that, the scope for artisan talent is so limited.

1508. Then, having reference to that fact, would it be advantageous to establish such a school here?—I think so notwithstanding, as I would expect that it would draw pupils not from the town alone, but from the country as a whole.

1509. You would throw open the advantages of the school to those who might come to Edinburgh for instruction?—I would. I consider the old limitation of burgess of Edinburgh to be dropped altogether.

1510. Are you of opinion, then, that what are now regarded as the poorest class of society should not receive the special advantages of this institution, or that the advantages of the foundation should be open to them also?—I understand you have no reference to elementary education in the question?

1511. I refer to the general advantages that foundationers derive from being on Heriot's Hospital, because they get free education there. Do they not?—Yes, they do. I would not exclude any class from sharing in the advantages of it.

1512. The object of my inquiry is to ascertain whether you are of opinion that in doing away with the designation of burgess, or the qualification of a burgess, the benefit should be restricted to the same class as may be properly understood as burgesses, or whether it should be open to all?—Foundations for maintenance should be restricted to the class corresponding to the class of burgesses of two centuries back; beyond that, there should be, in the advantages of George Heriot's school as transformed, no distinction of class.

1513. Then you would allow the poor to share in these advantages as well as others?—Yes.

1514. *The Earl of Rosebery.*—I suppose you regard the burgess restriction as a very slight one, which any one can be relieved of on paying £5 for a burgess ticket?—Yes; it is a nominal thing altogether.

1515. You say the thing has quite degenerated from the founder's intention?—I think it has.

1516. Are you aware of any passage in the founder's will which would prevent such a purely technical school as you contemplate making Heriot's Hospital?—I would not like to quote from the will at present, without having it before me; but I know of none.

1517. But you said you thought the will provided for the future education of the pupils. Now, I do not find such a provision?—It provides for pupils going into professions, in this sense: pupils who do well in the hospital, or who are hopeful scholars, are to have bursaries given to them as such, and are sent to college.

1518. *Mr. Parker.*—Do you think the technical instruction you propose could be better given to children or to adults?—To youths from 13 to 16 or 17.

1519. Would you propose to charge any fee for it?—I think so, upon the general principle that I would charge a fee for all education.

1520. You think it would be more advantageous for them to pay a fee?—Yes; because I think that what costs nothing is very apt to be underrated.

1521. But you would supply that education at first considerably below cost price?—Yes; the fees for instruction should be fixed on a moderate scale.

1522. If they were to apply any large portion of their funds in that way, would they not be able to supply it for nothing?—They might be able, but they should not do it.

1523. Do you think it would be possible for them to spend the whole of their large revenues at present upon technical instruction in Edinburgh?—I do not imagine that it would.

1524. Then you would be content to have only a portion of the funds so applied?—Yes.

1525. Have you formed any notion as to how much a year might be spent in that way?—No. I would not like to mention any particular sum that might be spent in that way; but it would be very considerable. Equipment of premises must be provided for; procuring and maintenance of apparatus; bursaries and fellowships for deserving pupils; and last, but not least, unquestionable excellence of teaching power, with corresponding remuneration of the teachers, is an indispensable condition of success.

1526. Would you think it desirable to spend the money of Heriot's Hospital beyond Edinburgh or in Edinburgh?—Pupils from beyond Edinburgh should share in the advantages of it.

1527. But you would place the schools in Edinburgh?—Yes, I would do that.

1528. Do you think it is as important in Edinburgh as in Glasgow to have technical instruction?—No. I think there is a better field for it in Glasgow.

1529. Then you would hope to see similar revenues similarly applied in Glasgow?—Yes, I should like to see that, and I hope to see it some day. They are already making advances towards it. If I am not mistaken, a movement is already on foot to institute by subscription a technical school or college.

1530. Do you think competent masters to give such instruction could be found if sufficient salaries were allowed?—I have no doubt they would.

1531. Have you experience from your own training college of any masters who would be found to undertake such work?—No. We should require to modify our course of training to produce masters of the kind required; and the highest hope of our professional existence is, that the supreme authority would allow us to do so in conformity with Scottish wants.

1532. Do you think it desirable to have any training college for training masters to give that higher secondary instruction?—Certainly I do; but the question of how it is to be done is an exceedingly difficult one. If it is desirable that the elementary schoolmaster should be trained, it is equally desirable that the secondary schoolmaster should be trained too.

1533. Do you think that university training is on the whole sufficient for the secondary schoolmaster?—No, nor for any schoolmaster.

1534. Do you think a combination of university training with a short period in your own elementary college would make a good master for secondary instruction?—Such a combination offers the best available means for the purpose. Still, it is to be borne in mind that our practising school is mainly for primary instruction, and is only in a limited sense a secondary school.

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1535. But if he got the elementary training from you, and the higher knowledge from the University, do you not think the two together would make him a completely trained master?—Yes, that is the idea; understanding the phrase ‘elementary training’ to mean *professional* training. So far as method is concerned, however, it is the method of giving elementary instruction that chiefly occupies our attention.

1536. Do you think the training in that method might be useful to a master for teaching in other subjects?—Useful, most certainly; and all the professional instruction we give would be useful to him, and directly in the line of his own proper training. Of the three leading parts of pædagogic instruction,—viz., organization, discipline, and teaching,—the two former are common ground for all schoolmasters alike, whether primary or secondary; the last—the art of teaching—is also so to a considerable extent. The psychological principles on which the successful practice of the art rests, concern all teachers alike; but whereas the primary schoolmaster handles the elementary branches of knowledge, the secondary schoolmaster has to apply his art to the higher, so that it remains for him, in addition, to study the methods proper to his own subjects.

1537. But putting your training together with the university training, it might make him a competent master?—It ought to do so. It would be desirable, no doubt, that he should have some opportunity of practice in teaching his special subjects. But I admit that I know of no practicable scheme for attaining that in a satisfactory way. In lieu of that, however, provision might be made for his visiting secondary schools in town and observing their modes of giving instruction. After all, the defect is more a theoretical one than one of serious practical consequence. There is no profession into which a man can be launched fully armed at all points. The actual experience of life cannot be so anticipated, and need not. The student’s attendance at any of our training colleges would secure that his attention was directed to the principal parts of his professional work, and that he should be accustomed to *think* of these. That is the main thing: his own intelligence and observation must do the rest.

1538. Where do you think trained masters could be obtained for that technical instruction, suppose such a class were about to be started?—From amongst those who have gone through a university course *per se*, and specially from amongst those who have combined the university course with attendance at a training college; of whom the number now at work in secondary schools is considerable.

1539. Do you think they could be found in England?—England might, no doubt, contribute from amongst its university men. But there is very much less hope and prospect of university study and attendance at a training college being ever combined in England than there is at home.

1540. *The Earl of Rosebery*.—Would you then devote the whole of the revenues of Heriot’s Hospital to the technical instruction of boys between the ages of fourteen and seventeen?—Not the whole of the funds, but as much of the surplus revenue as might be required after providing for the maintenance of legitimate claimants on Heriot’s bounty, and for bursaries to encourage attendance at the University on the part of those who are qualified for it.

1541. You would still make provision for that?—Yes; I think it is expressly provided for in the will.

1542. Would there not be a danger that parents would be reluctant to send boys between the ages of fourteen and seventeen to school, instead of

employing them in some wage-producing occupation?—No doubt. As I said before, the instruction must be a direct outlet to work, otherwise there would be no demand for it.

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1543. You do not mean to say that the boys would work at the same time as they were receiving instruction in the school?—No, I do not contemplate that.

1544. Then they would have to be maintained at the expense of their parents for these three years, when in ordinary circumstances they are bringing something in?—They would be maintained as they are just now, when they are prosecuting some professional study.

1545. But the sons of artisans do not usually remain at school so late as seventeen?—No; but after they had spent a short time at the school, and had showed their special fitness for the work, then the system of bursaries or foundations would come in for their maintenance.

1546. If they showed an aptitude for such instruction, you would make the instruction gratuitous?—Not make the instruction gratuitous, but I would give bursaries amongst them by competition.

1547. *Mr. Sellar.*—Are there resident boarders in your training school?—There are resident female pupils.

1548. What number?—There are 50 resident.

1549. Of what ages?—About nineteen or twenty.

1550. Therefore you cannot contrast them with the boarders in Heriot's Hospital?—No, I think not.

1551. To what exactly do you attribute the listlessness and want of life in the Heriot boarders?—There is, in the first place, the consciousness of the utter want of freedom.

1552. Have they no holidays?—Yes. But I mean there is a consciousness that they are there for seven years, and neither they nor their parents are masters of their actions. They are confined there. Then, secondly, there is the monotony, the sameness, both in the way of living and teaching. One day is just the same as another day; and there are no new elements coming in to modify their condition.

1553. Are there any other causes that you could mention?—I think that monotony is the principal cause.

1554. I suppose the tradition of the school is of a monotonous character, if one may say so?—Yes. The system absorbs the individual. Boys of a coarser fibre do not perhaps suffer very much. They would be coarse and dull anywhere; but boys of a finer make suffer greatly.

1555. Then the cause is not the boarding, but the gratuitous boarding and the gratuitous education, and the fact that they are taken from their parents?—It is the fact of their being taken from their parents, and confined within the hospital, subject to the conditions I have mentioned.

1556. And in that consists the distinction between such a boarding school as Heriot's, and such a boarding school as Eton or Rugby?—Yes, I think that is the distinction.

1557. At what age do the boys go to Heriot's Hospital?—I think from seven to nine is the rule.

1558. And they leave about fourteen?—Yes.

1559. *Mr. Parker.*—The standard of intelligence among the boys at Heriot's was in your opinion lower than it would have been among the same boys, if they had been at a day school?—I think so.

1560. Do you think the same may be said about the standard of morality—about the moral tone?—I think that with regard to active immoralities of speech and behaviour, one herd of boys is much the same as another. But speaking, in a wider sense, of the moral influence that

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goes to form character, then I say that the peculiar features of the hospital system come into disadvantageous play.

1561. Then, taking what one would call the moral tone of the school, the sense of honour, the standard of telling truth, unselfishness, gentleman-like conduct, and so forth, do you think that was injuriously affected by such a system?—I fear I must say that I think it was very much so. In fact, a standard such as we find in the best class of public schools hardly exists.

1562. What would you say of the religious tone of the hospital, speaking of the time when you were there as a boy? Was there any definite influence of religion on any portion of the boys?—I could not say. I would answer that question by simply referring to my answer as to the moral standard.

1563. There was no marked irreverence or inattention to religious duties?—Not more, I think, than you will find in other schools where a number of boys meet together.

1564. When you were there as a master, was there much personal intercourse between the masters and the boys beyond instruction?—There was not much. There was in one sense even less than there had been during the time when I was there as a pupil, because at that time the masters were single men, and they were taken bound to live in the hospital. Latterly that was done away with, and nobody remained in the hospital as a centre of influence except the head master.

1565. Then the tone was set almost entirely by the boys themselves: there was very little tone introduced from above?—Yes, I would say that there was very little.

1566. And you said the general tone was chiefly influenced by the boys of coarser fibre?—Yes, I think that was the natural consequence.

1567. Have you observed whether the changes which have been made in the way of giving greater freedom to the boys have had a beneficial influence?—I have not been observing the hospital closely since the time when these changes were introduced. I have not had occasion to do so.

1568. Have you observed, in the case of the Merchant Company's schools, what influence the throwing open of the schools has had upon the foundationers?—Yes; it has had a good influence.

1569. Both intellectually and morally?—Yes. You can see the old influence yet in those who remain as foundationers.

1570. In examining the Merchant Company's schools, could you distinguish in point of intelligence between those who have lately been introduced to the schools and those who are still maintained on the old system?—I would not undertake to say that I could do so by written papers, but I think I would undertake to distinguish them upon a very short personal acquaintance.

1571. You think you could pick out the old foundationers in an oral examination?—I am very much inclined to think that I could by oral examination and by a little observation of their ways.

1572. *Mr. Ramsay.*—Are you of opinion that the provision made for education in Edinburgh is adequate at present, irrespective of the desire which you have to see technical instruction provided for? Is education in other branches of secondary instruction adequately provided for by the existing schools?—I should say that it is.

1573. Then Edinburgh being adequately provided for, have you considered how far it would be expedient to extend the benefit of these endowments to other parts of Scotland?—I think I have already given an answer upon that point.

1574. You said you would draw persons from the country round Edinburgh into Edinburgh; but it is with reference to whether you would establish Heriot schools elsewhere than in Edinburgh that I ask the question?—I would not do that. If a proper secondary school were organized, it would engage a very considerable portion of the revenues of George Heriot's trust; and the way to make them available for the country would be to draw the country to the school rather than to take the school into the country.

1575. But assuming that the funds were adequate to do it, and that the wants of Edinburgh were adequately provided for, have you considered whether a portion of the funds might not be used for supplying schools to other parts of Scotland?—There is still the question of providing bursaries for the University of Edinburgh. It would depend upon the extent to which you pushed that.

1576. You would still think it expedient to restrict the expenditure of the funds to Edinburgh itself?—Yes, with one exception. There is a reference to St. Andrews, in George Heriot's testament, of such a nature as to suggest that the University of that city deserves consideration in any arrangements that may be made for increasing the number of Heriot bursaries.

1577. When you spoke of a secondary school being established in Edinburgh, I suppose you referred to a school for technical instruction?—Yes.

1578. But you think that secondary instruction in other branches is adequately provided for?—Yes, I think it is.

Adjourned.

THURSDAY, 5th December 1872.

PRESENT—

SIR EDWARD COLEBROOKE, *Chairman.*
 THE EARL OF ROSEBURY.
 SIR WILLIAM STIRLING MAXWELL, *Bart.*
 MR. PARKER, *M.P.*
 MR. RAMSAY.
 MR. LAURIE, *Secretary.*

WILLIAM FORRESTER, *Esq.*, examined.

1579. *The Chairman.*—You are treasurer of Heriot's Hospital?—Yes.

1580. For how many years have you held that office?—For twelve years.

1581. Previous to that, were you conversant with the affairs of the hospital?—I was, to some extent. I was a governor for about eight years before that.

1582. As treasurer, the accounts of the hospital pass through your hands?—Yes.

1583. You have not in other respects had charge of the management

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of the hospital?—Not otherwise, except in the performance of the functions and duties of the treasurer, as defined by the statutes, which are stated at p. 210 of the History of the Hospital in your hands.

1584. The abstract of accounts which you have laid before us is simply an account of the income and expenditure of the last year, with an abstract of the accounts for ten years?—Yes.

1585. The account of the rental which is given on the first page is, I presume, the amount of the actual receipts?—It is the amount of rental or revenue chargeable for that year, composed of grain feu-duties, money feu-duties, ground-annuals, and rents of houses and lands, and the interest from a temporary investment in Consols. The sum of these is the ordinary revenue for the last year, £17,147. There is also from casual revenue, £1399; the whole amounting to £18,546.

1586. Would you explain what the casual revenue is?—It consists of compositions payable on the entry of heirs or singular successors, and stated compositions falling due during the year; that is, compositions which are due at stated intervals, generally every twenty-five years. It includes also interest on arrears and on bank account, and such like incidental sums.

1587. That therefore is a perpetual charge?—It comes in at intervals.

1588. It is a perpetual charge?—It is.

1589. And it is revenue that you can calculate upon from year to year, to a certain amount?—Yes.

1590. But it varies in amount?—It varies every year. This present year will be the highest in amount we have had, because a very large composition has fallen in, from the property of Miss Walker of Coates, amounting to no less than £4000. I understand the reason of that to be that the property had not been taxed; but Mr. Bayley, the agent of the hospital, will be able to explain that matter to you. When the composition became due, we were entitled to exact a year's rent of the whole property, which had been built upon, since it was previously paid. That is not in this abstract, because the abstract for this year is not yet printed. The abstract I have given in is the one for 1871.

1591. Had the probable increase which is mentioned at page 13 reference to that?—No, it would not have any reference to that, because I did not know the amount of it till this year.

1592. Are the compositions on entries of vassals of the same nature?—These are compositions that fall due when a new party comes into the property, on the death of the vassal. If the former vassal dies, the person entering into possession must take out a new charter for himself, and there is a composition or entry due for that.

1593. That is also permanent?—Yes, but the amount is fluctuating, just like the other.

1594. The grain duties fluctuate according to the price of grain?—Yes, they are made up on the fiars prices of the county.

1595. From the abstract given on page 12, they don't appear to vary very much on the whole?—In 1862 they were in round numbers £2200; in 1863, £2000; in 1864, £2000; in 1865, £1800; in 1866, £2300; in 1869, £2900: so that they vary constantly, according to the price of grain in the county.

1596. But the increase which has taken place in the income of the hospital is more of the nature of money feu-duties than grain?—Yes. That is from property being feued.

1597. Have you any rent roll which would give the nominal rental that is demandable? This shows the actual collections?—Yes. That is the amount of the rental chargeable for that year.

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1598. *Mr. Parker.*—Is it the amount demandable or the amount received?—It is the amount demandable.

1599. *The Chairman.*—Have you any account of the actual amount which the agents are instructed to collect?—The amount of the rental for 1871 was £2403 of grain feu-duties, £10,201 of money feu-duties, £196 of ground-annuals, £3826 of rents from houses and lands, £1399 of casual revenue, and the £519 of interest from Consols. That is the total amount of our demandable rental for that year. It is due at two terms of the year, Whitsunday and Martinmas; and all has now been collected with the exception of a few hundreds that are in arrear, but will be all collected.

1600. What is the amount of arrears on the following page, £3262?—There is always an arrear at the end of the year. These arrears are chiefly for the feus and rents that fell due at Martinmas, not got in when the books were balanced at the end of December; and they can hardly be collected in a month, being very numerous, and composed of very small sums, the feu-duties particularly, ranging from a penny to a hundred pounds or more.

1601. Is not the rent to which the tenants are liable considerably in excess of the £17,147? You charge yourself with the full amount of the actual rents, and on the discharge side there is a sum of £3262 of arrears. Now, would not the real rental amount to the actual receipts with the addition of the arrears?—The arrears are just the portion of the rental or revenue not then received. They are carried forward to the next year's account.

1602. *Mr. Parker.*—Is not the £17,000 the full amount demandable?—The £17,147 of ordinary and £1399 of casual revenue is the amount demandable.

1603. And part of that has not been received, as appears on the other side?—Yes.

1604. *The Chairman.*—Would it not appear that the amount of the rental has increased by the difference between the two sums of arrears?—The arrears on the discharge side are a portion of the ordinary and casual revenue and previous arrears that is not yet collected. The £1652 are the arrears brought forward from previous year; and in the next account I will, in like manner, charge against myself £3262 of arrears, due at December last.

1605. Is there anything in the state of the revenue that year to account for the large arrear of £3262?—No, unless that the collector may not have been able to get it all in by the end of December.

1606. *The Earl of Rosebery.*—What special difficulty is there in getting in the rents of Heriot's Hospital?—We have only one collector to collect the whole feu-duties of the hospital, and it is a very tedious process. He may call half a dozen times before he gets payment. Many of them are very small feu-duties; sometimes the persons due them are not in the way when he calls, and sometimes they ask for a little time to pay.

1607. *The Chairman.*—When are the feu-duties generally payable?—A portion at Whitsunday and a portion at Martinmas.

1608. And as your account is made up to December, is there always a considerable arrear at that date?—Yes.

1609. *Mr. Parker.*—Were the arrears chiefly due at Martinmas?—A great proportion of them. The receipts for the Martinmas feus and rents are only made out at that term, and the collector has to go over the whole city of Edinburgh to collect them.

1610. *The Earl of Rosebery.*—Is the collector devoted solely to the duty of collecting the accounts of Heriot's Hospital?—Yes.

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1611. Is that his only employment?—That is his only employment.

1612. *The Chairman.*—With reference to the rents of houses and lands, are there any of them agricultural subjects?—Almost the whole of them are agricultural subjects.

1613. In what direction do these properties extend?—At Warriston a great portion of our ground is let to Mr. Lawson for nursery ground, and a portion in Leith Walk is let out also for nurseries, and as places of business.

1614. Where is the property which is increasing in value from being feued?—At the west end; a large portion of the ground there has been feued at very high rates, and that will by and by bring in a large income to the hospital.

1615. *Mr. Ramsay.*—In how many years?—We give them two or three years to build upon their feus.

1616. *The Chairman.*—Do you think the greater part of that ground near Edinburgh will be built on?—What is feued at the west end must be built on. The feuars are bound to build within six or seven years; and by that time the revenue of Heriot's Hospital will be increased very largely. But after that, I don't think they will feu very much more, because the ground about Warriston is not likely to feu for villas for some time.

1617. Where is Warriston?—On the north of the city, on the way to Granton.

1618. *The Earl of Rosebery.*—According to this map which I hold in my hand, almost all the New Town seems to belong to Heriot's Hospital?—All that is coloured red on the map was originally the property of Heriot's Hospital; but the greater portion of it has now been feued out.

1619. *The Chairman.*—The increase that has occurred of late years has been by feuing?—Yes.

1620. You state at page 13 of the accounts that you expect a considerable addition in the present year?—That is from a composition.

1621. On page 13 you say in a note, 'In this current year 1872, a still further addition may be expected both to ordinary and casual revenue?'—That was in anticipation of feuing and the composition I have already referred to.

1622. I asked you before whether it referred to that composition, and you said no, because you were not aware of it then?—Well, I did not know the amount of it then; we were feuing ground then, which would add to the revenue.

1623. Has your anticipation been realized in regard to the feuing?—A great deal more than realized.

1624. In the History of the Hospital, in the edition for 1872, it is said that the governors have an immediate prospect of feuing about 17 acres of ground, lying between the Water of Leith and Coates Gardens, and from this source a revenue of between £2000 and £3000 a year will be obtained?—That is quite correct. That ground has been all feued.

1625. And that increase may be anticipated within the next two or three years?—Yes, up to 1878. In 1878 I expect that our revenue will be £22,476, irrespective altogether of additional feuing. The ground has been already feued, and the sum I have mentioned, or at least not less than that sum, may be expected to be the revenue in the year 1878.

1626. What is the extent of land that is capable of being feued in the immediate neighbourhood of Edinburgh?—I should think we must have from about 170 or 180 to 200 acres still to feu.

1627. Is that besides your land in Leith Walk?—That includes the ground in Leith Walk.

1628. Is the land at Warriston available for a good class of houses?

—Yes; but I am not very sure if the town will move in that direction for some time.

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1629. But the houses that have been built there are of a good class?—Yes. We have the greater part of the ground opposite Inverleith Row. Some of the best houses in Edinburgh are in that row, and our property lies on the opposite side of the road.

1630. *Mr. Ramsay.*—When you state that the probable revenue that may be expected in 1878 is £22,476, do you mean that that will be the income in that year from all sources, or is it the sum which would come in place of the £16,000 which accrues to the hospital at present from rents?—It is the present income augmented by the additional income accruing from recent feuing. Last year the income of the hospital was £18,546. This year we will add £323 for property already feued. That comes into the rental this year, and it will make the income £18,870. Next year other ground which is already feued, and will come into play, will add a sum of £1033, making the income for that year £19,903. Then there is a small feu of £7, 6s. 8d. that will come in in the following year, making the income £19,910.

1631. Is that in 1874?—Yes, in 1874. Then the following year there is £333 which becomes payable, making the revenue in 1875, £20,244. The following year £272 falls due, making the income of 1876, £20,517. That year there falls due £218, making the revenue for 1877, £20,735. In that year £1740 falls due, making the revenue for the year 1878, £22,476, being an increase of nearly £4000. These are sums arising from ground already feued, although they are not payable till these dates; and that is altogether irrespective of ground which may be feued in Leith Walk or anywhere else. That sum is certain to be got, assuming the casual revenue not to be less annually than the average of the last ten years.

1632. It is for feus you have already disposed of?—Yes; but the payment for them does not become due till the periods I have mentioned.

1633. *The Chairman.*—You have occasionally sold properties for railway or other purposes?—Yes.

1634. Has the money got for these been always reinvested?—We sold a considerable portion of valuable ground near Leith Walk to the North British Railway Company when they took their line to Granton. We got at that time nearly £20,000, which was invested in Consols, and that is the sum mentioned in the abstract from which the dividends on Consols arise.

1635. You have not made any purchase of lands with the surplus revenue you have received?—Not yet.

1636. When you have a surplus, it is carried to the capital account?—Yes, if it arises from property sold; and it is invested in land, or otherwise, if we can get a good investment. The money received from the railway company for the ground taken by them was invested in the Consols; and a portion of these was recently sold and employed in the purchase of ground-annuals, as yielding a better return.

1637. Then the land in possession of Heriot's Hospital is practically the same that it was more than 200 years ago?—Yes, except what is feued.

1638. Is Heriot's Hospital at present in possession of, or has it claims upon, the whole lands which it purchased nearly 200 years ago?—What has been feued out has become the property of other parties.

1639. *Mr. Parker.*—But Heriot's Hospital are superiors of it?—They are superiors of it.

1640. *The Chairman.*—It has been stated that when the New Town was built, under transactions that took place between the Town Council

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and the governors, the governors parted with a portion of the land upon easy terms: does that mean that they let it upon low terms of feu-duty?—I believe they were very good terms at the time, but they would be considered low terms now.

1641. Have you gone into that part of the transaction?—No; but you will see stated in the History the opinion of Sir Walter Scott on that point.

1642. I understand that Sir Walter Scott defended the Town Council on that occasion?—Yes.

1643. But I wished to know whether the feu-duties now received are for the whole of the lands that were then in their possession. Were none parted with absolutely?—The Town Council pay us grain feu for the lands which they bought at that time.

1644. With regard to the discharge, will you explain what the sinking fund is, as mentioned on page 2?—That fund was created by an annual payment of £800 for the purpose of liquidating a debt laid upon the hospital a great many years ago. All that debt is now paid off, the last £5000 of it since I entered office; but besides that, there were a number of unascertained claims on the hospital at one time, which did not come into view till some years ago. The property belonging to Heriot's Hospital had not paid the proper proportion of the stipend due for their lands, and other parties had overpaid their proportions. In a locality of the parish, these parties were entitled to come back on Heriot's Hospital for what they had overpaid and Heriot's Hospital had underpaid.

1645. Is there any further liability on that account?—I believe there is a balance of some hundreds of pounds still remaining of these claims.

1646. In the subsequent account at page 11, that sinking fund is put as part of a general sinking fund for the liquidation of debt. Is there any considerable debt hanging over the hospital?—I should think that £400 or £500 of these claims is still due, but they have not yet been presented for payment.

1647. Is that the only debt you are aware of?—That is the only debt that I am aware of; but that fund was to be maintained for certain purposes, in terms of the following minute. On 31st March 1864, there was a minute of the governors to this effect: 'The Committee are therefore of opinion that the present sinking fund should be continued until it amounts to £5000, and that a fund arising from surplus income should always be maintained to that amount, to meet unforeseen expenditure falling upon income, and out of which also excess of expenditure for schools for any exceptional year beyond the surplus for the year might be met, as well as additional schools erected when the permanent income of the hospital justifies establishing additional schools.' The governors are aiming at raising that fund till it comes to £5000.

1648. You refer to that at the bottom of page 2 of your accounts?—Yes.

1649. And the £800 there mentioned is set apart under that minute?—Yes; it is deducted along with the hospital expenditure from the ordinary and casual revenue of the hospital, in order to ascertain the surplus, if any, applicable to schools.

1650. From the surplus of the year?—The difference gives the surplus of the year applicable to the schools.

1651. There is no other anticipated demand upon you?—Should any rent or feu become irrecoverable, we strike that off also; but if you look at the ten years' view, you will see that these occur at long intervals, and are very small in amount; the whole, out of a collection of £210,533 in the last ten years, being all together only £230. There will be an arrear

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of about £120 in next account, as you will see from the last page of the abstract; that has been ordered to be struck off as irrecoverable.

1652. *Mr. Parker.*—Is it not rather a misdescription now to call that a sinking fund for the liquidation of debt? Is it not a sinking fund for other purposes?—It is for the purposes mentioned in the minute which I have already read.

1653. *The Chairman.*—I wish to draw your attention to the item of £6387, applicable to out-door schools, which is about £1700 above what is required for the actual expenditure of these schools?—Sometimes the expenditure of the schools exceeds the surplus.

1654. But I am speaking of the past year. Would not the actual surplus in the year amount to between £3000 and £4000, of which part has been invested in land, part set aside as a contingency fund, and part a surplus for the schools?—The surplus applicable to schools is the amount of the ordinary and casual revenue, less the ordinary disbursements of the hospital and the sum set aside for the sinking fund, as shown in the surplus account, at the bottom of pages 1 and 2 of the Abstract of Accounts, which you will see is £6387. The expenditure for the schools for that year is £4668; so that the difference between £4668 and the surplus £6387 goes to increase the schools account, which you will find at page 11. That account shows that last year the sum at the credit was £2116. This year, 1871, the surplus was £6387, making £8504, from which we deduct the disbursements for schools, £4668, leaving now at the credit of the schools account, £3836.

1655. That gives an increase of about £1700?—Yes, an increase of £1719 to the £2116, making £3836.

1656. But that is part of the surplus of the year. If you were to draw a balance between the receipts and expenditure, that would represent about the surplus of the year?—Yes.

1657. Amounting altogether to between £3000 and £4000?—You must take into account that there is a considerable outlay for the reparation of the properties, which you will find on the second page of the account.

1658. But that is included in the abstract of ordinary disbursements?—You will see under stock account, disbursements for the purchase and meliorations of property, all mentioned in detail, amounting to £2488, besides the expenditure on the schools or the hospital.

1659. Where are you reading from?—Page 2. The first sum, £11,359, is the hospital ordinary disbursements. Then the expenditure for schools is £4668; and £2488 towards the purchase and melioration of properties; and £386 towards sinking fund debt.

1660. *Mr. Ramsay.*—Would you regard that £2488 as so much capital expended which you would expect to yield a return?—Yes, in improving rents and facilitating feuing.

1661. That adds to the capital stock of the hospital?—Yes.

1662. Then that is surplus revenue above the ordinary expenditure?—Yes, to the extent of the return it yields.

1663. *The Chairman.*—Would you state your opinion from this account, on the balance of the revenue and expenditure, what has been the surplus revenue of the year over the ordinary annual expenditure, apart from investments?—If you add the £11,359 and the £800, viz. the expenditure on the hospital and the sum annually set aside as a sinking fund, and deduct that from the £17,147, which is the ordinary revenue, there will be £4987 apparently.

1664. *Mr. Ramsay.*—But if you take it from £18,000?—If you take it from £18,546, which includes the casual revenue, it will be £6387.

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1665. *The Chairman*.—You have been for some years past receiving a corresponding surplus?—Yes, with some exceptions.

1666. Is this surplus larger than usual, or have you not been receiving a surplus more or less to that amount for several years past?—The surplus applicable to the schools for the last five years has been £5222, £4122, £5951, 4944, 6387; while the expenditure on schools for the same years has been £4635, £4832, £4847, £5339, £4668.

1667. At page 12, in the general view of the ordinary and extraordinary revenue and expenditure, there is a sum averaging £778 carried to the sinking fund every year, and there has been an expenditure on the melioration and purchase of property of £1880 every year; and these two sums will very nearly represent the actual surplus which you have had above your ordinary expenditure?—Yes. Possibly it may, but the surplus for the schools does not arise from these two sources.

1668. *Mr. Ramsay*.—The casual revenue in this account amounts to £1399?—Yes.

1669. Do you suppose that that is a fixed amount, and that there will be no increase during the six years?—That is not a fixed amount; it varies every year.

1670. Do you look for an increase, or is it likely to remain on an average the same as it is?—It may be more or less each year. You will see at Appendix, page 12, how it varies. In 1862 it was £1617; in 1863, £622; in 1864, £2500; in 1865, £1300; in 1866, £1200, and so on; and on an average of ten years it was £1404.

1671. But with the increase of feuing, do you not expect that the returns from payments by singular successors and others may increase the amount?—Very likely; but what the probable increase may be it is impossible to say.

1672. *Mr. Parker*.—I see the casual revenue is about one-sixth of the money feu-duties on the average of ten years?—Yes.

1673. If the feu-duties are increased by a certain sum, do you think on an average we might look for about a sixth part of that sum to be coming in as casual revenue out of these feu-duties?—These casualties arise from deaths chiefly, and recent feus are not so likely from that cause to change hands as old feus. These very old feus are changing hands frequently.

1674. At first a smaller proportion will come in?—Yes. From the very large casualty that has fallen in this year, I have no doubt it will come up to that average. Including the £4000 come in this year, I think the average of the next ten years will not be less than £1400.

1675. Then, on the whole, we may look for a moderate increase in casual revenue?—Yes, I should think so.

1676. *The Earl of Rosebery*.—I understand that you have already feued some ground at Coates?—Yes.

1677. What sort of price per acre did you get for it,—what sort of a feuing rent?—We have feued upwards of twelve acres besides the pleasure-ground, and the sum I have mentioned is the sum-total. I forget what the rate per acre was. It was feued at so much per foot of frontage for streets and crescents.

1678. Would it be £200 an acre?—No, I don't think so much.

1679. Could you send to the Commission the average of the amount per acre at which you feued the last ground?—Yes.*

1680. Do you know what you get per acre for the ground which you have let as nursery ground?—About £10 an acre.

1681. Then that is possible feuing ground?—Yes; and when it becomes feuing ground, it will then be much more valuable.

* The rate per acre is about £150.

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1682. You have had no estimate drawn out of the value of the unfeued ground for feuing purposes?—No.

1683. *The Chairman*.—You have had no professional estimate?—No; in fact we don't expect to feu the ground on the north of the town for a good many years.

1684. The increase which you anticipate in the next few years is about £4000?—Yes. I calculate, supposing the present rental to be £18,570, that it will be in 1878, £22,470.

1685. *Mr. Ramsay*.—Have you any detailed statement of the whole property which would form a capital account, as it were?—Yes.

1686. We have no copy of that before us?—No; there is no copy of it, except in the rental book.

1687. You have no value put on the land except as regards the revenue which you derive from it? You have no estimated value so as to say what the capital of the hospital is?—You might calculate it in this way: if you have a certain income from feu-duties and rents, you could value it at so many years' purchase.

1688. But you have no entry of that kind in your books?—No.

1689. *Sir William Stirling Maxwell*.—I see you have arrears to the amount of £3262 at 31st December 1871. Does that not strike you as a rather large amount of arrears on an income of £16,627?—No doubt it is, but it includes also any compositions unpaid, and part possibly of the previous year's arrears, which may be still unrecovered. In the former year the sum of arrears brought forward was only £1652. The collector must have been more successful in collecting the revenues that year.

1690. Were there any special circumstances within your recollection that made the collection more difficult?—I don't recollect anything, except what I have already stated, namely, the shortness of the time betwixt the term of Martinmas, when that half-year's feus and rents only become due, and the end of December, when the accounts for the year are closed and balanced, and the arrears carried over to the next year.

1691. Have you had experience of the collection of rents on other estates?—No.

1692. So that you are not able to answer whether that is an ordinary average arrear on feuing lands?—This includes feu-duties chiefly; they are very numerous; and seeing that the greater number of them are of very small amounts, it is difficult to realize them very quickly.

1693. *The Earl of Rosebery*.—Do you attribute any remissness to the collector?—None. He is most diligent; but he has a great space of ground to go over,—the whole of Edinburgh.

1694. But it is a central piece of ground, and in a small compass comparatively?—Oh no, considering he has to travel the ground many times.

1695. *Sir William Stirling Maxwell*.—He is paid, I suppose, by a percentage?—No; he is paid a salary.

1696. *Mr. Ramsay*.—Are the feuars not under obligation to pay the feu-duties at a certain office?—They ought to pay at my chambers; but to oblige them, we send the collector to call on them.

1697. *The Earl of Rosebery*.—With reference to the feuing ground near Warriston, have the Messrs. Lawson a lease of that ground?—Yes.

1698. Do you know how long it has to run?—I suppose about ten or twelve years yet.

1699. Is there any break in the lease for feuing purposes?—Yes. Should an offer be made to us to feu the ground, we have a clause in the leases by which the governors are entitled to resume it.

1700. For feuing purposes?—For feuing purposes.

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1701. *The Chairman.*—You are clerk and agent to Heriot's Hospital?—Yes.

1702. And as such, you are familiar with the financial state of the property?—Yes.

1703. And also generally with the management of it?—Yes. I attend all the meetings of the governors and their committees, and I know what goes on. I also minute their proceedings.

1704. The arrangements connected with the management of the property pass through your hands?—Yes. I have to prepare all the feu-rights, and all the leases or missives of lease.

1705. We have had evidence as to the accounts of the hospital, and an abstract of the accounts has been laid before us, showing the income for the year ending December 1871?—At the end of 1871 the ordinary revenue was £17,147, to which the casual revenue has to be added. This last must be an average, because it varies. This year, for instance, we got a most unusual composition of upwards of £4000, for an entry, from Miss Walker's property at Coates. We were entitled to a year's rent, and we got upwards of £4000, so that this year the casual revenue is very large. But in 1871 it amounted to £1352, which would raise the revenue, as given in the printed accounts, to £18,500.

1706. The average casual revenue for ten years is given on p. 12 of the accounts as £1404?—That is perfectly correct. It arises from some years large compositions falling in, but sometimes they don't exceed £800 or £900.

1707. But these compositions return again and again?—Yes.

1708. They are permanent in their nature?—Yes, but they depend upon lives chiefly. There are a few of them stated compositions. In the case of corporations, we stipulate for a composition every twenty-five years.

1709. At fixed times?—Yes.

1710. Otherwise there is a composition for every renewal?—Yes; these become due on the death of the last vassal.

1711. At present the income is an increasing one?—Yes. Putting the casual revenue at £1352, the present income is £18,500, and I put down the gradual increase of revenue to 1878, from ground actually feued, at £4000.

1712. Is that a probable increase, or a certain increase?—A certain increase. That is for what has been actually feued.

1713. And other parts of the property may be feued?—Yes. Putting down what has been feued at £4000, the revenue in 1878 would be £22,500.

1714. *Mr. Parker.*—Does that £4000 include any proceeds arising from compositions or casual revenue?—No. We feued at Coates, this spring, ground to the amount of about £2500 a year.

1715. *The Chairman.*—That is an increase?—Yes, except that we must deduct the rent that we used to get for the ground as let under lease. But we may expect what I have stated, assuming that the builders go on and build the houses, which I have no doubt will be the case.

1716. That is what you have entered into an agreement to feu within the next four years?—Yes.

1717. And independent of other feus that may be given off?—Yes. The treasurer estimates the expenditure for the present establishment, including schools, at £18,000 a year. I think that is below the amount,

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because since he made that estimate there has been a considerable increase of salaries, and there are several applications before the governors now for more salaries, which may lead to a further increase. Besides that, I look forward to the necessity, at no very remote period, of giving some of the old teachers of the out-door schools retiring allowances. Therefore I would propose to put the expenditure at £18,500. This would still give us a surplus revenue of £4000 in 1878.

1718. The salaries you speak of are salaries connected with the hospital?—Yes, the hospital and schools.

1719. *Mr. Parker.*—What estimate of the treasurer's are you speaking from?—When the governors some time ago agreed to erect additional schools, they asked the treasurer to state to them the probable fund for schools, and he estimated the expenditure of the existing establishment, including schools, at £18,000 a year. Taking into account the recent feus, he brought out that there would be a surplus of about £4000 within a given number of years.

1720. Is it £18,000 a year for the hospital and out-door schools?—Yes.

1721. And to that you would add £500 to cover increase of salaries?—Yes; I am certain that would be necessary.

1722. *The Chairman.*—Is that estimate of the probable increase of expenditure merely on the hospital and the out-door schools?—As now existing.

1723. Without providing any additional schools?—Without providing any additional schools. His estimate was to show the governors whether they had a probability of such an increased revenue as would warrant them in going on with additional schools. They had last year £3700 at the credit of the school account; and they have got £4000 for the casualty payable by Miss Walker's estate, making nearly £8000; and that being a surplus in hand, the governors considered that they might be going on erecting four more schools, and that the increase of revenue from the additional feus would enable them to maintain these schools. They came to the resolution, in consequence, to erect four additional schools in different parts of the town, where they consider them most needed. Therefore my estimate is that in 1878, supposing there are no additional schools maintained, there will be that £4000 for additional schools and any other purpose.

1724. *Mr. Parker.*—Have they suspended action on that resolution, or will they proceed to carry it out?—It was remitted to the superintendent of works to look out for localities. They resolved to erect a school at Abbeyhill, where there is a very large population of working people; another at Fountainbridge, a very poor locality; one about the Crosscauseway; and another at Stockbridge. He was authorized to look out for sites for the schools, and for situations where they could get accommodation in the meantime, so as to open interim schools till the permanent schools are erected; and he has not reported yet.

1725. *The Chairman.*—Did the estimate of £18,000 of expenditure imply a larger outlay in the hospital itself?—No, I don't think it.

1726. The present outlay on the hospital and the foundation schools is £17,000?—The treasurer, in that estimate, put about £600 additional for increase of salaries, and some other items.

1727. With reference to ground unfeued, what is the increase you give per acre of land feued?—The governors have about 190 acres still to feu. They have some ground in Leith Walk, and I calculate that in the course of eight or ten or twelve years they may increase their revenue £1000 or £1200 by feus in Leith Walk.

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1728. Is that included in your £4000 estimate?—No; it is not feued yet. That probable increase of £1000 or £1200 is after deducting the present rents that are drawn from the ground. They get large feu-duties there. We have feued there at £100 an acre of feu-duty per annum; and the last we feued was at £105 per acre per annum. The rest of their ground, and that is the great portion of it, is at Broughton,—low-lying, damp, spongy ground,—and at Bangholm and Warriston, down at Golden-acre; but that ground will not feu till the town goes more in that direction.

1729. When you get the £1000 a year from Leith Walk, you expect the feuing to go on slowly?—Yes.

1730. That would result from picking out some of the best bits that are available?—Yes; and it will not feu there at Broughton for high-class dwelling-houses—gentlemen's residences.

1731. Is there much land at Warriston not occupied at present?—Warriston is in the low part of the town, opposite the Botanic Gardens, but farther back. Most of our ground there is alongside the Queens-ferry Road. That is the great portion of the ground we have.

1732. Is that the direction in which you have been feuing?—No; we have feued none there, and I don't think it is likely to feu for thirty, forty, or fifty years. As a proof of this, I may mention that upwards of forty years ago, there was a plan for feuing gone into with the late Major Hope, who had ground on Leith Walk, and to the north, but which lay in abeyance, and our hands were tied up for forty years. But two or three years ago, we got a new arrangement with Mr. John Hope, by which that ridiculous plan which had been gone into was set aside, and certain streets were laid out, not tying down the parties as to the kind of houses to be erected.

1733. Will you explain the nature of the sinking fund?—It was originally formed in this way: Parliament, when they passed the Act for the Regent Bridge and Road, laid upon Heriot's Hospital a perpetual annuity of £800 a year, the Town Council engaging to advance £16,000 on this annuity; but there was a clause put in that it should be in the power of the governors at any time to redeem their bonds of annuity at twenty years' purchase. When the interest of money came below 5 per cent., they borrowed money, and paid off the bonds of annuity, and with this annuity a sinking fund was created to pay off that debt, and which it gradually did. We sometimes got money at 3½ per cent. When the debt had been paid off, I recommended to the governors that they should still keep up the sinking fund. There were then looming in the distance very heavy claims against the governors for under-payments of stipend in South Leith and in St. Cuthbert's, where there had been no final localities for forty or fifty years, and where some of the heritors, neglecting their own interests, had allowed themselves to be localled upon, in interim schemes, for much larger sums than they were liable for, and the governors had to pay about £4000 of under-payments. They have paid off a great number of these claims, but not all, because I require, before I can give the treasurer authority to pay the debts, that the party who claims must show a title; and it is so long ago, that many people are dead, and it is difficult to find their representatives, while some are not represented at all. So that there are claims yet, not of very large extent, but it may be to the extent of £1500 or £1000, if these parties can make out a title. Then there was another large outlay which I brought before them, namely, the repairs of our existing schools, for the wear and tear of these schools is very large.

1734. Do you speak of the foundation schools?—Yes; these repairs will be very large indeed; and I comprehend also expenses on Heriot's Hospital itself. The schools will require reflooring and a number of other repairs,

which the superintendent estimates at upwards of £4000. I stated that it would be a very awkward thing, and disarrange all the finances, if claims of that kind came in, and required to be met, and money probably required to be borrowed to meet them, or otherwise the governors suspend some of their proceedings; and I suggested that the £800 a year should be carried on for a time as a sinking fund, to meet the claims that might come in. They agreed to that; and all these claims of stipend have nearly been paid, and there is a balance of £3000 or fully more remaining. But the expense of reflooring the schools, which will go on gradually,—and very probably some of it this year,—must be taken out of that fund.

1735. Were the demands on account of stipend heavy originally?—They came to about £4000 in each parish.

1736. During the last ten years there has been carried to the sinking fund an average of £770. That appears from page 12 of the accounts, where it is stated at £7780 in all. Has that been principally applied to the debt on account of stipend?—Principally.

1737. Then you have no other liability except that with reference to your own buildings?—There are some of the claims for stipend not yet paid. These are not probably very large, but there are claims still coming in. Last year we paid some of them, and we do so when parties are able to make up a title. But we require them to make up a title, because it is not the present proprietors of the property who have the claim, but the executors or the representatives of those who paid the money at the time. £386 was paid last year on account of that. A large expenditure, possibly £500 or £600, will also require to be made shortly for relaying new pavement opposite the grounds of the hospital, and the hospital's grounds on the London Road.

1738. In the accounts there are some items for ordinary repairs of the schools and of the hospital?—Yes.

1739. What you have alluded to are some unusual repairs?—Yes.

1740. Have you got an estimate from your architect of those repairs?—No; but we will get estimates. I know that he calculates that for the schools it will amount to upwards of £4000.

1741. You have been advised to that effect by your architect, without any regular estimate?—Yes; but they will go on gradually for several years. In a large establishment of this kind, there are claims continually arising that one cannot foresee, and I thought it a prudent plan, that instead of having claims coming slap against them, which might dislocate their management, they should lay aside so much a year to meet any possible contingencies of that kind.

1742. *Mr. Parker.*—Speaking generally, the sinking fund was established originally chiefly for the liquidation of debt?—Yes.

1743. And it is continued chiefly for unforeseen contingencies of another kind?—Yes.

1744. It is now properly called a sinking fund to meet prospective claims?—It was for the liquidation of debt. At that time we knew of the debt on account of the stipend. And I may say that these are possible claims that may arise again, because the ministers of St. Cuthbert's have got an augmentation lately. They have got an interim scheme, and when they get a final scheme, we may find that we have been underpaying. Of course I take care always to see that we don't overpay; but people are often very negligent, in giving in their titles, to show how they stand with reference to the stipend.

1745. Whom do you mean?—I mean the heritors themselves. In the case of South Leith, the great debt arose from Mr. Miller of Craigen-tinny's agent allowing him to be localled upon as having no right to

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his teinds, on the footing that they had not been valued, and he was localled upon for a very large sum. He believed at the time that he had a claim against the estate of Dean, belonging to Colonel Learmonth, to be relieved of stipend; and so he had, but there was a qualification in it, and I declined, as Colonel Learmonth's agent, to recognise Mr. Miller of Craigentiny's claim, and said, You have made a mistake; I know your teinds are valued, and you have a right to the teinds. He got a final scheme ultimately prepared, and had £6000 or £7000 to get back, owing to that blunder.

1746. *The Chairman*.—You know the rules regarding the qualification of boys for admission to the hospital?—Their fathers must be burgesses and freemen.

1747. They require to give a certificate?—They must be able to produce a burgess ticket, and that burgess ticket is a qualification. The burgesses now are a very different class—any that exist—from what they were in George Heriot's time, and down to 1846. I may say that the majority of those that enter as burgesses now do so to qualify their sons for getting admission to Heriot's Hospital.

1748. *Mr. Parker*.—What is the price of a burgess ticket?—£5.

1749. May any person buy a burgess ticket?—Any person may buy a burgess ticket who resides in Edinburgh.

1750. *The Chairman*.—Must a person be residing in Edinburgh to be a burgess?—Yes, they require to be resident; but Heriot's Hospital has no control over that. We took the opinion of counsel a number of years ago, when we knew that burgess tickets were purchased for Heriot's Hospital by people who never carried on trade, as to whether the governors had any control over them, and the opinion of counsel was decidedly no; and that if they purchased a burgess ticket, it was *jus tertii* of the governors to ask why the Town Council granted it.

1751. But you inquire into the circumstances in each case?—Yes.

1752. And if there is reason to suspect that they have qualified themselves merely to have the advantage of the hospital, would the governors consider themselves entitled to present another candidate?—They may give a certain weight to that or not; but if they are qualified, and if it is the case of a fatherless boy, he has a preference. Many of these burgess tickets now purchased are purchased for people who probably are in very bad health and on their deathbed. I have known a burgess admitted within a few days of his death, by his friends collecting by subscriptions the £5, because he had two or three sons dependent upon him.

1753. Do these abuses very frequently occur?—They sometimes occur. I believe, before persons can enter the Merchant Company, they must become burgesses; but these are all high class people, and not many enter. Most of the burgess tickets now purchased are by people who look forward to applying for admission for their sons to Heriot's Hospital.

1754. Are there more applicants than there are vacancies?—Not now, generally.

1755. Can you explain that?—On 14th May 1846, an Act was passed, 9 and 10 Vict. cap. 17, for the abolition of the exclusive privileges of trading in burghs of Scotland. That Act declared that it should be lawful for any person to carry on and exercise any trade without being a burgess. Up to that date nobody could open a shop or carry on any handicraft without becoming a burgess. There were sixteen incorporations in Edinburgh,—masons, wrights, furriers, etc.,—and they took very good care not to allow a person to carry on business for himself without becoming free of their incorporations, and those persons could not become free of these incorporations until they became burgesses of Edinburgh.

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1756. Have you any knowledge what the present number of burgesses is?—No, there cannot be many now.

1757. And the old ones are dying off?—Yes.

1758. There are not many added to the number from year to year?—Very few.

1759. Is there any object for which they should become burgesses with the exception of having a claim to Heriot's Hospital or joining the Merchant Company?—I don't think so.

1760. Then there is practically a difficulty in finding persons who are fit to be admitted to the benefit of Heriot's Hospital at present?—Yes, being burgesses; and that was one of the reasons why we desired the Provisional Order, to get power to admit to the benefits of Heriot's Hospital the class that George Heriot intended to benefit, and who, but for that Act of 1846, must have become burgesses.

1761. Are there now not a sufficient number of candidates to meet the vacancies?—There are a great number yet that apply; but we find that there is a great number of the same people who apply to get in one, two, and sometimes three of their children.

1762. Do you give the children of the burgesses a preference for admission to the foundation schools?—Yes.

1763. But practically there are few of their number in the foundation schools?—There are a good number. The foundation schools, by Act of Parliament, give a preference to the children of burgesses, but after they are supplied to the children of the poor citizens or inhabitants, and they are the greater class.

1764. Before that Act of Parliament, a burgess was a person engaged in trade: was he engaged in mechanical trading?—Yes. No person could open a shop or carry on business as a merchant or tradesman on his own account, without becoming a burgess.

1765. But was he a mechanic?—A mechanic, if he was in business on his own account, could not carry on such business. A jobbing wright, for example, could not do that.

1766. Then to be a burgess a person must be trading?—Yes, before the Act of Parliament, but not now.

1767. To a certain extent an employer of labour?—In George Heriot's day the proportion of burgesses to inhabitants was much greater than it is now. In those days a large proportion of the inhabitants were all little shopkeepers or small employers of labour. A man had probably an apprentice or a journeyman. But now you have men, such as the Beatties and others, who employ 300 or 400 men; and these men, getting good wages, never think of becoming burgesses or setting up business on their own account, which would require a large amount of capital now.

1768. Do you state that from any known records of the condition of the population of Edinburgh?—No. I made inquiry about that, but there is no evidence of the relative proportion of burgesses to inhabitants.

1769. A burgess in George Heriot's time was the same as you describe now—a person engaged in trade?—Yes; and I may mention, as showing that in those days the burgesses were all of a comparatively small class, and that there were no large employers of labour, that when Heriot's Hospital was built, the accounts and records of the hospital show that the treasurer was authorized to bring artificers and workmen from England and abroad. It is also a fact that the governors had to freight vessels and send them to Norway for wood. There were no people then carrying on such a trade as could supply the wood necessary for the erection of Heriot's Hospital.

1770. But the population was poorer in those days than it is now.

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The trading classes were poorer?—They were poorer; but there were a great many more of them carrying on little businesses on their own account than there are now.

1771. Then practically at present every person who is a burgher has a sort of monopoly of Heriot's Hospital?—Yes.

1772. And it is necessary to extend the benefits of the hospital to other classes, otherwise the hospital would become vacant, or a considerable portion of it would become vacant?—Not to other classes, for the same classes remain, although they want the qualification of burgher-ship; and it was that which forced itself upon the governors, and induced them to apply for the Provisional Order. They made influence with the Lord Advocate of the day to get the Act passed, to enable the Home Secretary to give Provisional Orders, although unfortunately we were not successful in getting ours.

1773. The object of the Provisional Order, as you stated, was to give the benefit to a new body, whom you consider represented the intention of the founder?—Precisely; that we should have power to extend the benefits to those persons who, but for the Act of 1846, must have been burghers,—the class intended by George Heriot.

1774. Will you explain what you consider the class that Heriot intended the hospital to benefit? According to his will, it was intended for 'puir fatherless bairns?'—There is no doubt his will confined it to fatherless children. But Dr. Balcanquhal took it upon him to introduce words which did not limit it to the fatherless; and from the first taking in of children down to the present day, the sons of burghers whose parents were alive were considered to be eligible, and were elected. I may mention that in 1766 there was an action brought by a number of the burghers and representatives of corporations against Heriot's Hospital, complaining that they elected sons of gentlemen's servants, and a great number of that class of people that George Heriot did not intend to benefit, and making a great many other complaints about the administration of the hospital. After a litigation, the Court found in terms of Dr. Balcanquhal's statute, that the boys eligible were sons of burghers and freemen whose parents were not sufficiently able to maintain them,—confirming to that extent the practice. The Act of 1836 went in the same direction.

1775. But a burgher of Heriot's time was a person carrying on trade, though poorer than the class who represents them in the present day?—Yes, generally.

1776. Who, in your opinion, would represent the same class in the present day?—Well, there are all the shopkeepers, every person that keeps open a shop, and all the builders, and masons, and wrights, and others carrying on business; and I apprehend that a great number of foremen and that class of people who are employed by those men would all have been burghers in George Heriot's day.

1777. But you have no doubt that it was the object of George Heriot to benefit the lower middle class, when their children were left in destitute circumstances,—either orphans, or, as Dr. Balcanquhal laid it down in his statutes, with a rather larger interpretation?—Yes.

1778. You consider the class represented in the Provisional Order, to include persons who have carried on business in Edinburgh on their own account, are an exact representation of what was intended in the original will?—Yes.

1779. *Mr. Parker.*—You would extend it also, would you not, to include poor men who might not be carrying on trade on their own account?—Yes; I believe the governors would include a large number of that class of men.

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1780. The Provisional Order says, 'persons who have carried on business in Edinburgh on their own account.' That is on the resident foundation?—Yes.

1781. But your impression is that poor men might also be included?—My impression is that the class of men that now act as foremen were men of that kind who would have been burgesses in George Heriot's day.

1782. *The Chairman.*—Do you mean that they would have carried on business on their own account?—Yes. The wages of some of these men are so great now that their income is better than it would have been if they had set up business for themselves; and setting up business now requires a much larger capital, to compete with large employers of labour. There are a great number of people that I know,—industrious, active journeymen,—who do carry on business on their own account in the evenings.

1783. *Mr. Parker.*—Then, by a free interpretation, they might be included?—Yes. There are associations of journeymen who employ their evenings on their own account, making pieces of furniture, and things of that kind. Of course it would be for the governors, giving a liberal interpretation, to consider whether they were carrying on business on their own account.

1784. Would you see any objection to leave out 'on their own account,' as qualifying sons of persons who have carried on business in Edinburgh?—No.

1785. You don't think that would be going beyond an equitable construction of George Heriot's intention?—No. In the Provisional Order, we kept as much as possible to not going beyond the spirit of Heriot's intention.

1786. *The Chairman.*—But you would say that it would be going beyond the intention of the founder to open it indiscriminately to the working classes generally?—It would certainly be going beyond the intention of the founder to give them admission to Heriot's Hospital. The governors have always considered that, though they cannot always act exactly up to it, George Heriot intended it for decayed burgesses who had seen better days; and questions constantly arise in competitions with candidates, where one has never carried on business, and where they say this man never was in better circumstances, he has not become decayed or fallen back, but he is in better circumstances than he ever was; and George Heriot evidently contemplated—reading all his deeds together—a class of people who may have been in better circumstances, but who from misfortune have fallen back. Consequently the governors have never reckoned the mere income of the party as the sole criterion. That goes a certain length, but it is not the only criterion; for a man with £80 or £100 a year may relatively be a poorer man than a man who never had above 20s. a week; and I have known cases of grandsons of persons belonging to a very high class applying for admission to Heriot's Hospital, who by misfortune had been probably reduced from great affluence to £100 a year. We consider such a man fallen back, and relatively poorer than a man who never had more than 20s. a week.

1787. But it was evidently intended for persons whose children were left in destitute circumstances?—Yes.

1788. And, as he expressed it himself, for orphans; but that was enlarged afterwards to persons whose parents might be unable to support them?—Yes; the Provisional Order intended to get a much larger class than now present themselves.

1789. You could not say what George Heriot would have recommended if he had lived to see the revenue increased to £25,000 a year.

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His ideas might possibly have enlarged very much?—Possibly. The fund has increased very marvellously.

1790. Have you any statement to make as to the Provisional Order?—The Provisional Order was intended to remedy the decrease in the number of burgesses; that is to say, to increase the qualifications of the people entitled to get in;—in short, as the Act of 1846 had done away with the necessity for burgess-ship, that the governors should have power to look to that class whom they considered George Heriot intended, and elect from them.

1791. To enlarge the class to be benefited?—Yes; just as it is in the Provisional Order, that instead of limiting themselves to burgess-ship, they should elect the sons of those who, but for the Act of 1846, would have been burgesses.

1792. With reference to the foundation schools, it was proposed to extend them also? Though they had power already, it was part of the Provisional Order to extend the education of the lower classes?—The petition bears that many of the powers that they ask for in the Provisional Order they had already; but they thought the Provisional Order should embrace all their powers, so that one power should not depend on one thing, and another power on another.

1793. Do you think it important with reference to the foundation schools that the whole expense should be borne by the hospital funds, or do you think that fees ought not to be required from the parents, or even that they might be connected with the Privy Council system?—My private opinion is that fees should be charged; and the governors carried a resolution lately, that small fees should be charged,—making, however, provision for those that were destitute,—provided they had power; and they always thought they had power till then; but on going to counsel, the Solicitor-General and Mr. Watson, we were told that we had no power.

1794. *Mr. Parker.*—You do charge fees in the evening schools?—These evening schools were set agoing before we got the opinion, and it has been remitted to a committee to report whether it applies to the evening schools. I have no doubt that it does. However, they had opened these schools and taken the fees before the opinion was got. The schools were opened merely as an experiment, and probably there will be a considerable change made by another year.

1795. *The Chairman.*—With reference to the class who attend these schools, you have no doubt that many of them are capable of paying moderate fees?—Perfectly; and I believe many would prefer to pay a small fee. The schools are so admirably taught, that there are many who would be quite willing to pay.

1796. If that were carried out, a much larger portion of funds would be available for charitable or educational objects?—If they had had the power, that would have enabled them to open additional schools.

1797. Have you ever had any estimate as to the amount of probable income received from the fees?—They thought it possible that we might have £1500 a year.

1798. Has it ever been under consideration whether the schools should be connected with the Privy Council system?—Not recently. At an earlier period they resolved not to ask aid. This was many years ago, after the schools were opened; but they asked inspection, and we have had inspection from the Privy Council, but no aid.

1799. It has never been under consideration to connect them with the view of receiving Government grants?—No; the feeling of the governors has always been averse to that. They think they ought solely to utilize Heriot's Hospital funds.

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1800. You are aware that George Heriot in his codicil left it as part of the destination of his money to establish certain bursaries. Is the number of the bursaries increased?—Not the number. But originally it was intended that there should be a bursary of £5, and by the codicil the number is ten. The governors never considered that they had any power to increase the number, but they considered that under the statutes they had power to increase the amount, owing to the change in the value of money; and now it is £20.

1801. That has been increased for some years?—Yes. Their own boys get a bursary of £30 a year.

1802. Was it proposed to increase the number of the bursaries for the University?—It is not proposed to increase the number mentioned by George Heriot. The number mentioned by him is not confined to Edinburgh or to Heriot boys; and, generally speaking, the governors prefer boys over the country, wherever they are. They consider that these ten bursaries were intended by George Heriot not for Edinburgh but elsewhere, and they take boys from Orkney and Shetland, or any place, who come forward. And they have been lucky enough to select a capital class of these out-bursars, who generally carry off prizes every year.

1803. But, under the scheme, the additional bursaries created were intended to be in connection with the University?—Yes; they are all intended for the University.

1804. All the new bursaries?—Yes. But they contemplated some scholarships, and some allowances for those who might have been educated at the hospital or schools, that they might go elsewhere. These are not exactly bursaries.

1805. But those connected with other schools, what were they intended for?—For Edinburgh.

1806. So that, in reality, you propose to increase the number of bursaries for the University?—Yes, very largely.

1807. Some of these additional bursaries were connected with schools independent of the Heriot schools?—Yes.

1808. The additional bursaries?—Yes. The governors considered it would be very desirable to encourage other schools, and they allotted a certain number of bursaries to be competed for by boys who had for a year or two been at a school in Edinburgh; so that teachers throughout Edinburgh could send their pupils to compete for these bursaries.

1809. The scheme has a variety of propositions. It was merely empowering them to do it?—Yes.

1810. But it might be in their discretion to carry it out in different proportions, at the discretion of the governors?—Yes.

1811. Do you not think it desirable that any proposal should be a little more definite as to what additional schools or bursaries were to be established,—that they should be more precisely defined?—The difficulty of defining more precisely depends on their income.

1812. But they might arrange the proportion. The statement of the governors was, that their principal object was to extend the schools for the working classes, and therefore they must have considered them as having a preference claim. I refer to the statement of the governors in the Provisional Order?—The Provisional Order is somewhat indefinite. They had no idea when they applied for it that they had funds to carry out all these objects. They asked the power, and they would exercise it so far as the funds would admit of it. My opinion is, that what was asked there would exhaust all the revenue we are ever likely to have.

1813. *Mr. Parker.*—But is it not likely that the governors at some future time might carry out some parts of the Provisional Order, and

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entirely omit to carry out some other parts, if they merely got power without any duty?—It is quite possible. They might judge which of the objects they have power to carry out were the most suitable and best for the community.

1814. For instance, they mention girls' schools. It would be quite possible, and even probable, that they might found no girls' schools?—But that is an object for which they are very keen now.

1815. *The Chairman.*—The paper that I refer to is a memorial or representation of the Lord Provost, Bailies, Ministers, and Council of the town of Edinburgh, to the Home Secretary, after a legal opinion was given upon their scheme; and in this they state, at page 5, that their view is not, as it is assumed by the law officers, to provide education for all classes; on the contrary, they state expressly that their scheme is for the industrious poor—the working classes of the community. Now I wish to ask you whether you understand that it was the object of the promoters in these different parts of the scheme to give a preference to that which applied to the working classes, and that if the funds had been limited, the other parts of the scheme would not have been carried out?—They say, to provide education for all classes.

1816. But they say specially it is for the industrious poor, and therefore the other objects would be rather secondary?—The primary object was for the benefit of the industrious poor, but it was to give those desirous of it and qualified for it a much higher education. In the Provisional Order we asked power to have industrial schools. Now that was not one of our primary objects. We put in that power, so that if circumstances should arise making it desirable, we might assist the waifs or Arabs of the city; but that was not one of our primary objects: it was the industrious poor. But we thought that if the income would admit of it, we might assist that class either by a school, or by contributing to some other school. That was the more favourite idea—that we should give so much a year to some of those schools that are existing for the very lowest class.

1817. But in the scheme itself, was it intended to give a fair proportion to these different plans, and not specially to favour one particular class?—I think it was intended to give a fair proportion to the different ones. I would only wish to say that it is my own opinion, though a speculative opinion, of course, that if we were obtaining our Provisional Order, we could exhaust all the revenue that we are ever likely to have. I have no idea that beyond the £4000 a year which I have stated, we will have £2000 or £3000 more for fifty years to come.

1818. Is there any other statement which you wish to make with reference to the Provisional Order?—I don't know that there is.

1819. *Mr. Parker.*—In the Provisional Order it is proposed that the bursaries for boys within the city of Edinburgh should not be open to schools connected with educational institutions under the 'Endowed Institutions Act.' Can you give the reason for that?—The reason for that was, because the Merchant Company's schools having ample funds themselves, we did not think our bursaries should go to them.

1820. It might include others besides the Merchant Company's schools, who had much less funds?—We thought that when they got Provisional Orders they would provide for themselves.

1821. You thought that each endowed institution would provide for its own boys?—Yes.

1822. And you would provide for yours and also for the unendowed institutions?—Yes.

1823. There are bursaries open to all Scotland, but with the same

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exceptions,—excepting all endowed schools. That is the fourth class. Was that for the same reason?—These are George Heriot's own bursars.

1824. With the same exceptions? Are there at present any such exceptions in the distribution of George Heriot's bursaries?—If we give a bursary to them, and they get another bursary of equal amount from any other endowed institution, we consider that they must give up ours. We do not allow a bursar to monopolize three or four bursaries.

1825. But, for instance, you elected the other day, as bursar, a boy from Morison's Academy at Crieff. That is an endowed institution falling within the scope of the 'Endowed Institutions Act.' Now would you exclude him from Heriot's bursary under the new system, though you elected him under the old system? Do you see any reason why a boy, coming from a small endowed school out of Edinburgh, should be no longer eligible for George Heriot's bursaries?—But our Provisional Order contemplated this, while they have bequests or permanent endowments.

1826. Is there any reason why every school that has a permanent endowment, however small, should be excluded from competing for a Heriot's bursary?—It would depend on whether they had the means of giving bursaries themselves.

1827. Many of them have not the means of giving a bursary, because they have a small endowment of only £20 or £30 a year?—I don't think they would fall under what was contemplated. I don't think that would exclude them.

1828. You don't think it is the intention to exclude boys from small endowed schools throughout Scotland?—No, I don't think so. Of course I give my own opinion on that, but I don't wish to compromise the governors.

Adjourned.

FRIDAY, 6th December 1872.

PRESENT—

SIR EDWARD COLEBROOKE, *Chairman.*
THE EARL OF ROSEBERY.
MR. PARKER, M.P.
SIR WILLIAM STIRLING MAXWELL, BART.
MR. SELLAR.
MR. LAURIE, *Secretary.*

DAVID PRYDE, Esq., M.A., examined.

1829. *The Chairman.*—You are at present the head master of the Edinburgh Educational Institution for Ladies?—I am.

1830. You were formerly in George Watson's Hospital?—I was a year there as senior English master.

1831. You were also in the Merchant Maidens' Hospital?—I was six years there as senior English master.

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1832. What were the years in which you were in these institutions?—I was from 1861 to 1862 in George Watson's Hospital, and from 1861 to 1867 in the Merchant Maidens' Hospital.

1833. You were also in the Trades Maidens' Hospital?—I was there from 1867 to 1870.

1834. And then you were placed at the head of the Edinburgh Educational Institution?—I was.

1835. I presume you had great opportunities of observing the system of management carried on in these different hospitals?—I had; and all the more so, that at the same time I was a visiting master in some ladies' schools—boarding schools, and day schools in Edinburgh.

1836. These were private schools?—Yes.

1837. What was the result of your observation as to the character of the boys in George Watson's Hospital, and of their education?—I found that they were duller than ordinary boys; that they had little love of learning, and no enthusiasm about it. I found, too, with regard to their moral character, that it was very difficult indeed to make a boy ashamed of any offence that he had committed. When he was brought out before the class, he evidently felt that he had the sympathies of his class-fellows, and he braved it out; and nothing less than corporal punishment could have any effect upon him. I found, too, that the boys who really desired to get on with their studies were actually persecuted by their classmates. An epithet of opprobrium very common amongst them was 'student.'

1838. Have you any other grounds to state on which you formed an unfavourable opinion?—I think that comprises the most of what I am prepared to say.

1839. You say there was a low tone amongst the boys both as regards their studies and as regards morals?—Most decidedly.

1840. Did that low tone prevail to such an extent as to make it difficult to maintain order in the school?—Physical force was often necessary to keep order. They could not be ruled by their feelings.

1841. Would you state what you conceive to be the probable causes of these defects?—I think these defects arose in a great measure from the want of home influence. When boys are at home, their parents generally take a great interest in their education. They assist them with their lessons in the evening, and they frequently ask what place they hold in their class, and impress upon them the necessity of getting on. I believe, too, that boys who live in a good home are constantly prosecuting their education. They hear the conversation of their parents and of any friends who may happen to visit them; they mix more with the world; their intellect is more stimulated, and they acquire more activity of mind and a greater amount of information.

1842. Do you think there is a want of knowledge of common things among hospital boys?—There is a great want of that. That is peculiar to all hospitals.

1843. Had you the educational charge of all the boys on the foundation when you were in George Watson's?—Only of the senior boys.

1844. What was the size of your class?—The class contained about 30 pupils, and never more than 40.

1845. What were the numbers in the whole hospital?—I could not undertake to say with exactness, but as an approximation, I should say between 80 and 100.

1846. Then you would have probably nearly one-half of them in your class?—Yes, about that.

1847. I suppose you have no reason to believe that the defects you

have mentioned were peculiar to the time when you were there?—No, I had no reason to suppose that.

1848. Or that they arose from the accidental influence of one or more boys giving a bad tone to your class?—It might arise partly from that. A very bad boy, especially if he is a big boy, will corrupt a great many of the others.

1849. But the complaint which you made was one which you found the other teachers also to entertain?—Yes.

1850. Then it was not peculiar to your class nor to the time of your stay there?—Not at all.

1851. Was it in George Watson's Hospital that an attempt was made to admit out-door pupils?—There was such an attempt made there. There were out-door pupils in my class.

1852. But not in sufficient numbers to check the tone of which you complain?—I don't think so.

1853. You would rather fear the danger of these out-door pupils being corrupted by the influence of the others?—Yes; I should think that would be the result. But I found as a general rule that the out-door pupils were much the best-behaved in the class.

1854. And more disposed to attend to their lessons, and more amenable to discipline?—Decidedly.

1855. In their case, however, you had a power of dismissal, which it was more difficult to exercise with regard to the pupils in the hospital?—I had no power of dismissal; but I presume the governors had, although I am not aware it was ever exercised.

1856. And I suppose you conceive it to be something almost essential for the proper working of the school that the governors should have such a power?—I think so.

1857. Children who are on a foundation of that kind, and who expect to be maintained there for a certain number of years, are naturally less inclined to make the exertions that might be expected of them at their age?—Decidedly. I find that in my present position I have a great hold upon any careless or ill-behaved girl, whether foundationer or day-scholar, if I say to her, 'If you cannot behave and attend to your studies here, we will require to ask you to leave and to make room for another.'

1858. But in the case of any difficulty about discipline, or of misconduct on the part of the boys in George Watson's, you had the power of appealing to the managing body?—Yes; to the governors.

1859. And they could at any time dismiss a boy for misconduct?—I never heard of them doing so, but I have no doubt they had the power.

1860. With regard to the Merchant Maidens' Hospital, what was your experience as to the character of the girls there?—I found that the girls there were much superior in character to the boys in Watson's Hospital. They seemed to have more feeling, and much more enthusiasm for learning,—more industry,—more anxiety to get on and to please their masters.

1861. And their scholarship was more satisfactory?—Much more satisfactory.

1862. Were they taken from the same class in society as the boys in George Watson's Hospital?—They were taken exactly from the same class.

1863. And admitted under the same conditions?—Under the same conditions.

1864. Was there anything in the management that would account for the difference which you have just mentioned?—I account for it chiefly by the difference of sex. I believe that girls can make themselves more

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at home in an hospital than boys can. They make the house more orderly and more comfortable. Their feeling of shame is also more keen. I found no difficulty with the discipline there.

1865. Is it not the case that many of the girls from that institution entered into the profession of teachers or governesses afterwards?—I have known several of my own pupils who have become governesses.

1866. Was their education conducted specially with a view to that?—Their education was conducted with that view.

1867. With these advantages over the boys, were there any defects perceptible in the character of the girls in that institution, which you remarked during your stay there?—I had a very good opportunity of contrasting them with other girls. At the time when I taught in the Merchant Maidens' Hospital, I was also teaching in several ladies' schools in town, and I very frequently gave the same lesson in the hospital that I gave in the other schools, so that I had no difficulty whatever in drawing a contrast. I found that in mere routine work the girls at the hospital were very industrious and very successful; but when it came to thinking and to writing down their thoughts in the shape of an essay, they were very backward.

1868. What sort of work do you refer to particularly—do you mean English education?—Yes, English education.

1869. In anything involving the exercise of memory they were on a par with others?—Yes; but, as I have said, when it came to thinking, and above all, to writing down their thoughts in the form of an essay, they were decidedly inferior to other girls.

1870. Do you mean in the power of expressing themselves?—In the power of finding ideas, and in expressing these ideas.

1871. But with regard to etymology or grammar, did you find any difficulty in getting them to take a strong hold of the subjects you were teaching?—They were not so good at grammar as other girls. Whenever an exercise of the thinking power was required, they were deficient.

1872. Were the same opportunities of emulation given to them as in other schools?—The very same. They had prizes awarded to them at the end of the session.

1873. And were they promoted from one class to another according to their proficiency?—Yes.

1874. Then to what do you attribute the defects which you observed in them?—To the want of home influence.

1875. During the time you were there, was any change introduced in that respect as to allowing them to go home more frequently?—They were allowed to go home on the Saturday during all the time I was there, but they required to be in again on the Saturday night.

1876. That, I suppose, was not sufficient to give the amount of home influence that you thought necessary?—I don't think it was. Except during the long holidays, they very seldom stayed over a night with their friends.

1877. Did they prefer to come back to the hospital?—In most cases I am sure they did not.

1878. Were they not orphans in many cases?—Some of them were orphans, but I cannot say what proportion.

1879. But your remark applies to those who had parents as well as to those who were orphans?—Yes.

1880. You say they seemed not to care to remain at their homes, but to return to the hospital after a very short absence?—It was not owing to their wish to come back that they came back. At that time they were not allowed to stay over the Sunday with their friends.

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1881. But I am speaking of the vacation: were they anxious to come back to the hospital then?—They were exceedingly anxious to get home.

1882. Then I had misunderstood you with regard to that: I thought you said they did not stay long?—No; I said that with the exception of the long vacation, they very seldom stayed a night with their friends.

1883. What did they do during the long vacation?—The majority of them went to their friends and lived with them.

1884. In the Trades Maiden Hospital, what was your experience as to the character of the girls?—They were duller than the Merchant Maiden girls. They had less enthusiasm, and they did not become nearly so good scholars. In fact I often thought that the first-rate education which was offered to them there was to a great extent thrown away.

1885. Were they of the same class as the girls in the Merchant Maidens' Hospital?—The Trades Maiden girls, on the whole, were of a lower class. They were the daughters of tradesmen; while those in the Merchant Maidens' Hospital were the daughters or granddaughters of merchants.

1886. Then your experience there was not so satisfactory as in the Merchant Maidens' Hospital?—Not nearly so satisfactory.

1887. Were the girls of the same ages in the two institutions?—They were exactly of the same ages. They were admitted at the same age, and they remained until they were seventeen.

1888. In both cases they stayed rather longer than the boys?—They stayed longer than the boys.

1889. I suppose the influence of the older girls assisted a little in keeping up the tone of the school?—I should suppose it did; but from the fact that I did not reside in the house, I cannot say.

1890. In what respect do you consider the results were not so satisfactory in the Trades Maiden Hospital?—The girls appeared to me to be duller, and to have less anxiety to please and to get on with their studies. I accounted for that principally by the fact that they were chiefly of a lower class than in the Merchant Maidens' Hospital,—that they had been taken from homes where the parents were carrying on a struggle with poverty and had very little time to look after them. They had been allowed very much to grow up just as they pleased; and when they were brought into the hospital, instead of appreciating the advantages there, they felt themselves under constraint, and were apt to be discontented.

1891. Was the tone in the Trades Maiden Hospital on a par with that in George Watson's?—No, I don't think it was so bad.

1892. The girls stood out favourably as compared with the boys?—Yes.

1893. In these last two cases, do you think the defects were of a kind that made it very important to carry out a complete change in the system?—I think that a change was very urgently called for.

1894. And that the children there should be mixed with day scholars, and with scholars who pay for their education?—Yes.

1895. Have you had an opportunity of confirming these views in the institution of which you are now the head?—I have.

1896. One result of the change was that the number of foundationers was reduced?—Yes.

1897. How many are there of them now in all?—65.

1898. How are they boarded at present?—Thirty-three live in the boarding-house of the governors under the charge of a matron, and 32 are boarded out with their relatives.

1899. In the case of these foundationers, I suppose they in all cases

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belonged to the former hospital?—Since the day school was opened we have had several new foundationers, but all those who entered the day school at its commencement had been in the hospital before.

1900. Have you been able to notice any change in their acquirements or industry since they have been put into this new position?—I have noticed a marked change upon the foundationers, and so have the other masters. At first we could easily tell a foundationer by her look. She had less animation than the other girls. She had a more discontented look than they had. I thought that this might be owing to the fact that she felt that her privileges were being encroached upon by the day scholars: she seemed to consider them intruders. But of late I have noticed a most decided change on the foundationers.

1901. Do you mean in their zeal and aptitude for learning?—There is much more zeal, and they have more the appearance now of being satisfied.

1902. How do they keep their position in their classes?—Some of them keep a very good position, while others do not.

1903. One result of the change that has been made in your establishment has been to induce more emulation among them all?—Yes.

1904. Are they all in the same position with regard to advantages?—They are all exactly in the same position. There is another circumstance I think that has operated beneficially upon the foundationers. Since these large day schools were opened, three foundations have been allotted every year by competition among the scholars of the schools, and these three foundations are gained by three of the very best girls in them.

1905. Are they confined to that school?—They are confined to the three girls' schools under the management of the Merchant Company; and even those girls who are now presented by the governors or other presentees, must pass an educational examination before they can be elected.

1906. Does that apply to all the girls who are admitted?—I am now referring to those who are presented,—those who do not gain a place on the foundation by competition, but who have a right to apply, being daughters or granddaughters of members of the Merchant Company and other privileged classes.

1907. Was there no entrance examination under the old system?—There was no educational entrance examination.

1908. What is the nature of the examination at present?—I conduct it myself. I ask them to read and spell, and answer a few questions in history, and geography, and grammar; and I can very soon tell whether they are intelligent, and fairly educated according to their years, and capable of taking up the instruction which we are prepared to give them.

1909. Are they examined in arithmetic?—Yes; I also put a few questions to them in arithmetic.

1910. Are these examinations conducted entirely by yourself?—Yes.

1911. At what age are the girls admitted?—They must be of the age of nine, and under that of sixteen. Formerly they were admitted as early as seven; but those who came in young did not do so well as the others, and hence the change under the new system.

1912. Do those who are admitted by competition vary in age?—There is one foundation for girls under twelve, another for girls under fourteen, another for girls under sixteen; and this year there is to be one for those under seventeen.

1913. Are they admitted to the foundations at these ages?—Yes.

1914. There is no competition under the age of twelve?—There is one competition for a foundation by those under the age of twelve. Any of the girls in the school under that age may compete for it.

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1915. But I suppose the girls under the age of twelve who come forward are mostly nearly that age?—Yes. We have them of various ages competing, but, as a matter of course, those who are older have a better chance.

1916. With regard to those who have been admitted without competition, and who have to undergo an examination, have any been rejected on the ground of want of proficiency?—The governors ask me to examine all the candidates, and I give in a report, and they are greatly influenced by my report in choosing from among the candidates.

1917. I suppose they select a certain number?—They select a certain number from those who apply.

1918. Are the governors guided by other considerations than your report in selecting those to be admitted?—They are guided by other considerations.

1919. Is your report merely as to the different degrees of qualification of applicants, or do you give an opinion as to any of them being unfit to enter at that age?—I decidedly give an opinion as to whether it would be advisable to take them or not.

1920. Are any rejected on that ground?—I am not present when they are selected, but I have no doubt my report has a great influence.

1921. But you don't know of any who have been admitted notwithstanding your report?—None have been admitted regarding whom I have reported unfavourably.

1922. With regard to the other pupils in the institution, are they of the same class as the foundationers?—They are of very much the same class. They are drawn almost exclusively from the middle class.

1923. The boarding-house, I understand, is entirely detached from the school?—Yes.

1924. Have the girls any lessons to perform in the boarding-house?—They have their lessons to prepare in the evening, just like the other scholars.

1925. Are there entrance examinations for all the pupils?—Every pupil must pass an entrance examination suitable to her age.

1926. From what age do you admit them, and to what age do they remain?—We admit them as young as six, and we expect them to remain until they are eighteen.

1927. Do you consider there is any advantage in having such large numbers in a school as there are in yours?—Yes, I can see certain great advantages. First of all, their education can be carried on more economically where you have a large school; as, for instance, there is little loss of fees from the classes not being filled up. In the second place, we have more facilities for classification. Having a large number of classes, we can find a class suitable for every pupil that we receive. All the pupils in one class are so accurately classified, that they can go on together without the slightest difficulty.

1928. Is that classification made by yourself or by the other masters? The classification is made by the other masters, under my superintendence, but I conduct the entrance examinations; and all those that I think unfit to be admitted, are invariably rejected by the governors.

1929. Are there not several classes of the same grade?—In the English department, for example, we have always three co-ordinate classes, taught by masters of equal standing, going over the same books and the same ground within the same time, and tested at the end of every two months by the same written examination.

1930. In those classes which are of the same grade, is there any principle on which they are divided, one pupil being allotted to one master,

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and one to another?—We divide them in the following way: we take the pupils as they come in, and I myself decide which department they are to go to, and I send each master a pupil in turn. Then we have different examination papers for the different grades, and the pupils are set to answer these papers in writing, and the masters classify them accordingly.

1931. Is there a greater number of grades than in an ordinary school?—A far greater number.

1932. In speaking of grades, when you say there might be three or four classes carrying on the same lessons, do you mean that they are of different degrees of standing?—There are three co-ordinate classes of exactly the same standing, studying the same book, going over the same part of the book within the same time, and being tested by the same examination paper. You may consider it to be one class in three different sections, taught by three different masters.

1933. Then I understand you to say there is an advantage in having three or four classes of the same standing, because it admits of more subdivision, although there is no real difference between them?—There is no difference—they are supposed to be the same; but the advantage which arises from that system is, that we have not only the pupils of one class competing with each other, but we have the pupils of three different classes competing with each other, and also three different masters competing with each other.

1934. And the results are brought out in the examination?—Yes, in the examination paper. That is the advantage of the parallel classes.

1935. What are the subjects which are taught in the institution?—We teach all the ordinary branches that are taught in a ladies' institution; and in addition to that, we give them instruction in Latin, algebra, geometry, and book-keeping.

1936. In the case of Latin, are the pupils selected for it, or does it rest with the parents to decide whether or not they shall take up that study?—We do not, except in a rare case, allow the parents to interfere in the matter of the education of the girls. Of course we are very glad to see the parents, and to hear any suggestions they have to make; but we say to them, 'When we receive your girls here, we consider ourselves responsible for their education; and if there is any disputed point as to what class they are to take, we consider ourselves the best judges of that.' We have found, with a very few exceptions, that the parents think this exceedingly reasonable; and we do not admit a young lady into a higher class, or into a new subject, unless she proves her fitness for it by an examination. The test which we have for admission to Latin is excellence in English,—a thorough understanding of the English language.

1937. Is that reported upon by the master of her class?—It is reported upon by her English master, and is determined by her place in the class.

1938. What proportion do the pupils in the Latin class bear to the whole?—We have 99 pupils learning Latin just now.

1939. Of what ages are they?—I cannot state precisely, but they are selected from the advanced senior classes. I should say their ages would range from 15 to 18.

1940. They don't commence until they are 15?—No.

1941. Do you think it an advantage that they should not enter upon Latin until they are well grounded and have shown their proficiency in English?—I think so, and I find that they learn Latin very quickly. We have only had Latin going on for about a year and a half, and we find our most advanced pupils reading Virgil with comparative ease, and they can answer almost any question in grammar.

1942. Are many of them being prepared specially for the profession of

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teaching?—I don't think there are very many. At the end of the session I always ask those young ladies who wish to be teachers to give in their names to me. I am in the habit of selecting pupil-governesses from among the pupils, and I wish to select the very best that I can get; and I find that, as a rule, not more than 20 give in their names at the end of the session as intending to be teachers.

1943. Is that out of the whole numbers in the school?—Out of the whole numbers.

1944. Is not that a very small proportion?—It is a very small proportion.

1945. It has been stated with regard to the Merchant Maidens' Hospital that a very large number of those who left the institution became teachers?—There might be, on an average, about four or five leaving the Merchant Maidens' Hospital every year who became teachers.

1946. Probably many of those who left, although not intending to become teachers, may have become so afterwards?—Yes.

1947. But you don't give any special advantages to those who have it in view to become teachers?—I purpose this year to begin a class for the instruction of the pupil-governesses in the principles of teaching, to go over some text-book along with them, and to ask them to teach before me.

1948. You have not commenced that yet?—I have not.

1949. Do you intend to take that class yourself?—I intend to take it myself, and to give them lessons both in the theory and in the practice of teaching.

1950. With regard to their instruction in arithmetic, I think you said the pupils are taught book-keeping?—Yes.

1951. Is that for those who are sufficiently far advanced in arithmetic to enter upon it?—Yes; those who are adepts in arithmetic are taught book-keeping.

1952. In fact the instruction which you give is with a view—supposing the pupils to belong to the middle class—that they may acquire practical as well as scientific knowledge?—Yes.

1953. Is any instruction given in science?—In all the junior classes the English teacher gives instruction in the elements of science. In the senior classes the English teacher gives them lessons in political economy; and we have a professional lecturer on science, who comes every week and delivers a lecture to 360 of the older girls.

1954. *The Earl of Rosebery.*—What upon?—His course begins with physiology, relating chiefly to the laws of health. He then goes on to zoology, and in the summer he takes up botany.

1955. *The Chairman.*—That is, he takes up botany in the class,—the pupils don't take any botanical excursions?—We intend that they shall do so.

1956. Do you conduct examinations of the classes yourself to a certain extent?—I look over the papers. The master gives me in a list of questions on the subjects which the class has gone over, and I select or alter these questions as I think fit.

1957. In fact you have complete control of the whole system?—Yes.

1958. With regard to the prizes or bursaries, does it rest with you to determine who are the successful candidates?—The ordinary class prizes are decided by the masters who teach the classes. The school bursaries are decided by myself. The scholarships and foundations are decided by an examiner from without.

1959. I understand there are a considerable number of bursaries given?—There have been 27 school bursaries awarded this year, and there will be 40 awarded next year.

1960. What is a school bursary?—A school bursary is equivalent to

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the school fee for the following session. A young lady who gains a school bursary is entitled to her education for the following year for nothing.

1961. Do large numbers enter into competition for these bursaries?—Very large. We would have all the pupils competing if they were allowed. However, we have laid down this rule, that unless a girl makes a certain number of marks during the year, she is not to be allowed to compete at the end of the session; and we find that this stimulates them during the whole year.

1962. What proportion do compete?—I cannot say precisely how many have competed, but I think we may select about 250 or 300 this year of those who distinguish themselves in their classes.

1963. Were these divided into proportions according to the different ages?—Yes.

1964. What is the youngest age at which you admit them to compete?—Under nine. There are four bursaries for those under nine; four for those under ten, and so on; four for every age up to 18,—being forty altogether. Thus, a pupil who gains one every year will get her education gratuitously.

1965. Do you not find that, with children under that age, competition acts as an undue stimulus?—They are certainly greatly stimulated; but I never found that any evils arose in consequence. We are very careful not to give them too much to prepare at home; and we don't prescribe any particular books or parts of books for the examinations for bursaries, foundations, and scholarships, so that they have no special preparation for these.

1966. What religious instruction is given in your institution?—It is entirely confined to Bible history, especially the Life of Christ and the Acts of the Apostles.

1967. Is it confined to the New Testament?—It is in the Old Testament too, but chiefly in the New Testament.

1968. Is it given daily?—In the lower classes—that is, in the elementary department and in the junior department—the pupils get daily instruction in Bible history. In the senior classes the pupils are asked to repeat two or three verses of Scripture every day, which are explained and commented upon by the master; and in addition to that, they have regular lessons in Bible history, but not so often as in the elementary and junior departments.

1969. There is no doctrinal teaching?—None whatever.

1970. Is that Bible teaching given at any stated hours?—No; but, of course, those who don't wish their children to attend the Bible instruction are allowed to keep them away during that time.

1971. Have any objections ever been made to you on the subject by the parents of children?—I have had two applications for children to be exempted from religious instruction—one from a Jew, and the other from a Roman Catholic. These are the only two I have had.

1972. Have you any record of the denominations to which the children belong?—No, we don't keep a record of that; but I know that in our school we have pupils of all denominations.

1973. *The Earl of Rosebery*.—Do you consider that you manage to give undenominational religious instruction?—I think we do. We have never had many complaints on that ground.

1974. *The Chairman*.—I understand each English teacher gives an amount of instruction in the Bible in his daily lessons?—Yes.

1975. But that is confined to the English teacher?—Yes.

1976. Is any of it given by yourself?—No.

1977. You don't undertake any class of that kind?—No; but I am constantly inspecting the religious instruction in the different classes.

1978. And you have only had two cases of complaint on the subject of religious teaching?—The two cases I have mentioned are the only cases that have occurred since the school commenced.

1979. There is no printed rule, or any formal rule in the Regulations, allowing those who object to religious instruction to be absent during the time when it is given?—There is no printed rule. We thought it better not to raise the question at all.

1980. When you say 'we,' do you mean the governors?—Yes.

1981. They gave you instructions to that effect, that you were to respect the consciences of those who might object?—Decidedly.

1982. And that instruction you have endeavoured to carry out since you have had charge of the school?—Yes.

1983. There is no play-ground attached to your school?—There is no play-ground, but we have two large play-rooms.

1984. The Merchant Maidens' Hospital had a play-ground?—It had.

1985. But that has now been parted with?—Yes. The boys have now the whole building; it has been handed over to George Watson's College school.

1986. Do you think it desirable that the girls should have a play-ground too?—I think it would be desirable to a certain extent; but we had experience of a play-ground during our first year. During the first year of the school's existence, it was held in the old Merchant Maidens' Hospital, where the play-ground was; but I found that it was only during a very small part of the year that the girls could be allowed to go out, and that many of them objected to go.

1987. Was the play-ground sufficiently large for their increased numbers?—It was quite large enough, and very well laid out, and a very beautiful place; but many of the girls had very long walks in coming to the school, and they did not care to run about much during the school hours.

1988. At what hour did they leave the school?—We begin at nine in the morning and continue till three. Of course the younger pupils get away sooner—some of the very youngest at half-past twelve, some at one, and some at two.

1989. Are these the very young?—They are what we call the elementary and the lower junior.

1990. In the six hours during which the others are kept, what interval is allowed for play or for meals?—Every class has at least twenty minutes for luncheon; but the younger classes, in addition to that, have an hour's interval for play.

1991. *The Earl of Rosebery*.—Do you teach English grammar in your classes?—Yes, we are very particular about that. We make that, to a great extent, the basis of our classification.

1992. With regard to the admission to hospitals, is there any recognised definition of the difference between a merchant and a tradesman?—I am not sufficiently acquainted with the statutes to be able to answer that question.

1993. But one man may be both?—I suppose he could.

1994. *Mr. Parker*.—Is your school generally known as the Edinburgh Educational Institution?—That is its name, but it is often called the Merchant Company's Ladies' School.

1995. Why was the name of Merchant Maidens dropped?—I can scarcely give an answer to that question, because I was not consulted in the matter at all, and the name was fixed before I was appointed.

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1996. You have distinguished two classes—Trades' Maidens and Merchant Maidens.—Yes.

1997. Do you consider that 'young ladies' are a higher class in society than either of these two?—No. I would apply the term 'young ladies' to those who attended the Merchant Maidens' Hospital. They were drawn from the middle classes.

1998. Of those who now attend this school, are there many who need shrink from such a name as Merchant Maidens? Are there many who are of a higher class than Merchant Maidens?—There are a great many who are not connected with merchants at all. We have the daughters of professional men of limited incomes, such as lawyers, doctors, clergymen, country bankers, and farmers.

1999. Do you consider the present building, in a street, to be as suitable for a large ladies' school as the Merchant Maidens' Hospital was?—I think it would certainly be advantageous for the school to have grounds round about it, but the difficulty would be to get a school with grounds in a central position.

2000. If the old building had been retained, do you think it would have been difficult to get so large an attendance in that part of Edinburgh as you have at your present school?—The school was filled from the very first. The hospital is not nearly so central as the present building.

2001. What attendance was there at the hospital the first year it was thrown open?—We had 1208 then; that was our highest number during the first year.

2002. What is the present number?—1270.

2003. Then the number is not much larger now than it was then?—It is not much larger, but the school is full.

2004. Was it considered that the change was made as much in the interest of the girls as in that of the boys?—I understand it was made entirely in the interest of both. The site of the new Infirmary is near what was the Merchant Maiden Hospital, and it was not thought desirable that a school for young ladies should be close to such a public institution. The west end of Queen Street was thought to be a much better position for a ladies' school. I may also mention that, when our school was removed, a smaller girls' school was established in George Square by the Merchant Company, for the benefit of the southern districts.

2005. I think you said there are lectures on physiology?—Yes.

2006. Are not the pupils taught in these lectures that they should be in the open air during a considerable portion of the day?—I have no doubt they are.

2007. Is it not unfortunate that the practice does not agree with the theory in that respect?—A pupil cannot get education and be in the open air at the same time.

2008. She could if you had a building not in a street?—She would still require to be a certain time in the school; and besides, there is not much time for play, especially in the higher classes.

2009. Then you don't think it desirable that there should be some open-air exercise during the long hours of the school?—When the pupils have any spare time, I should certainly like to see them out in the open air.

2010. Have there been complaints about the interference of these young ladies' schools with the other schools of the same kind in Edinburgh?—Yes, there have been complaints.

2011. Have these complaints been continued until now?—I don't hear any now.

2012. Have you ever calculated what the cost price of the education

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is, as compared with the fees charged?—I know that the money derived from fees pays the salaries of the teachers.

2013. Do you mean that the receipts from fees nearly balance the teachers' salaries?—Very nearly; but the accounts of the institution, of course, will give accurate information on that matter.

2014. Then, if there was no charge made for the building, the fees would very nearly amount to the cost price of the education?—I think so.

2015. The largest item in that being the salaries of the teachers?—Yes.

2016. With the present salaries, are you able to command the services of the best teachers, or of teachers satisfactory to yourself?—Yes; I think, as a general rule, we have about the best teachers in town.

2017. Do you think that having such large numbers in your school enables you to give good instruction at a lower cost per head than could be done in a smaller school?—Decidedly.

2018. So that the advantage which you possess over private schools is not owing solely to the endowment, but is partly owing to the large scale on which you conduct education?—Yes, that is one advantage.

2019. Do you find that punishments are necessary in order to maintain discipline?—No; we have no punishments. We do not keep in a pupil, and we don't impose *pœnas* at home. The only thing which might be called a punishment is the entry of the pupil's name into the defaulters' book.

2020. Is that found to have much effect?—It has a great deal of effect.

2021. You mentioned one other punishment which may be said to hang over the pupils, viz. the fear of being dismissed?—Yes; but that is only resorted to in very extreme cases.

2022. Perhaps you were speaking rather of the foundationers under the old system when you mentioned that as a punishment?—No, I spoke generally of the pupils.

2023. *The Chairman.*—Are the results of the examinations, and the prizes given, printed and circulated among the parents?—The names of the medallists, bursars, and foundationers by merit are printed, and a copy of the prints is given to each pupil; but those who gain class prizes are not included.

2024. How do the parents know what place their child has held in the school?—In our school we have record cards. Every pupil has a record card, in which there is a column for each subject, and a line for each month; and at the end of the month the card goes home to the parent, stating the place which the girl has held in each branch, how often she has been absent, how often she has been late, and her general conduct. That card requires to be signed by the parent, and brought back and shown to me.

2025. In the case you were speaking of just now, where a note has been taken and put into the defaulters' book, what is done with that?—When a girl's name goes down in the defaulters' book, a note of that circumstance is sent home to the parent.

2026. With regard to musical education, is that given to all the children?—It is given to all those who can practise at home. The girls are all allowed to commence music if they have a piano at home; but when we find that they have no taste for the subject and make no progress, we ask them to discontinue it.

2027. Is there no singing lesson?—Yes, they have singing.

2028. Is that given to a certain number, or to all?—All, from the very youngest, are taught singing. In the elementary and in the junior departments, each class is taught separately. In the senior department, I should say that two classes are put together, and receive the singing lesson at the same time; so that there are eighty, as it were, singing together.

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2029. How are the piano lessons given?—The beginners receive individual instruction from music governesses; and after they have acquired a certain knowledge of music and a certain ability in playing the piano, they are formed into classes, eight in a class, and are taught by masters.

2030. Is the result of that satisfactory?—We think it very satisfactory. We find that a master can detect a wrong note at once, although there are eight playing together. We find also that the system has two special advantages. The first is, that the girl is compelled to practise at home, otherwise the deficiency is found out when she sits down to play with her classmates; and she is put out of the class, which is considered to be a great disgrace. The second advantage is, that the pupils are forced to keep the most accurate time. If they did not do that, they could not go on playing together.

2031. Are you speaking of that from your own observation?—Yes, from my own observation, and from what the music masters themselves have told me; and I know that the parents are satisfied with the progress which their daughters make under that system of teaching.

2032. Have you compared that system with what you observed in other schools where you taught formerly?—I had no experience of music teaching in these other schools.

2033. Has there been any report on the musical acquirements of the children taught in the institution?—There was a report the first year by Professor Oakeley; and a report would have been made last year if the Professor had not met with a severe accident at the time when the examination was about to begin.

2034. Was Professor Oakeley's report in the first year given to you in writing?—It was given to the governors in writing.

2035. But you saw the report?—I saw the report. It was sent for my perusal, and it was very satisfactory.

2036. I understand there is no public prayer with the pupils upon commencing, or at any time in the course of the day?—Each class is opened with prayer.

2037. But those who object to it are allowed to absent themselves from the prayer?—Yes. But we have had no objections whatever on that score.

2038. *Mr. Parker.*—I suppose the head master is certain that the other masters do not inflict any punishments?—I am perfectly certain of that.

2039. Does the head master know what kind of lessons each girl has to prepare at home?—Yes; I am very particular about that. I have got a card printed and sent to the parents for their use, telling how much time we expect the young ladies to devote to their lessons in the evening; and also saying that if any girl feels herself overburdened with her lessons, she must apply to the head master at once.

2040. I think you have a fixed curriculum?—We have.

2041. Without any extra subjects?—I scarcely know what you refer to by the name of extra subjects.

2042. Over and above the curriculum, does any girl have a further lesson to prepare?—No.

2043. Then you know pretty well the total amount that a girl in any class has to prepare in the evening?—Yes, I know quite well.

2044. The school bursaries, I believe, are only open to girls already in the school?—They are open to girls in the school at the time of the competition.

2045. Has it ever been proposed to have bursaries for bringing girls of good ability from other schools to this school?—I never heard it proposed.

2046. That has been proposed in connection with the boys' schools, has it not?—I never heard of it. They must be attending the school at the time when the competition takes place.

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2047. Should you think it an advantage to introduce into the school, through bursaries, some of the girls of higher ability from other schools, who might not otherwise be able to afford to come?—This is the first time that question has been proposed to me, and I should not like to give a hasty answer on such a matter. I should like to have time to consider it.

2048. In the time table what amount of time is given for Latin?—Two hours per week as a general rule.

2049. How much for French?—Three hours.

2050. And for German?—Two hours.

2051. Do all the older girls learn these three languages?—They all try French; but if we find they make no progress, we ask them to discontinue it. Then the twelve higher classes—that is, about 480 of the pupils—try German; but many of them find that they can make no progress in it,—that it is too much for them, and we allow them to discontinue it. It is only the very good English scholars who are allowed to take Latin.

DR. ROBERT M. FERGUSON, examined.

2052. *The Chairman.*—Of what institution are you at the head?—The Edinburgh Institution, at 8, Queen Street.

Dr.
Ferguson.

2053. What is the nature of that institution?—It is an institution for the secondary education of boys.

2054. Have you been long at the head of it?—My colleague, Mr. Bickerton, and myself have conducted it for the last fourteen years.

2055. Is it an institution for very young children, or for pupils of various ages?—It is for boys between ten and eighteen years of age.

2056. Do you board as well as educate?—I have a boarding establishment, but it does not form an essential portion of the school.

2057. That is to say, you take in a few private pupils?—Yes. I have eighteen boarders at present, but in a private way. They are not part of the school.

2058. What is the number of pupils in the day school?—There are at present about 200.

2059. I understand you wish to make some statement as to the manner in which this institution and other private institutions in Edinburgh have been affected by the recent changes in the Merchant Company's schools?—Yes; I am willing to answer any inquiries that may be made of me on that score.

2060. I believe you have been making some representation to the Home Secretary against the change?—I partially did, and I partially did not. I joined with certain of the other teachers so far with regard to a memorial; but there were certain points in that memorial that I did not approve of, so that if it had come to signing the memorial (it was only signed by the chairman), I would have signed it with a reservation on one or two points; but I joined so far in getting up the memorial.

2061. You will understand we are only here to receive representations as to the public injury that has been done. We don't ask you here to invite questions regarding the manner in which your private interest has been affected. If you have any statement to make as to the public injury that has been done, or as to the policy of any part of the steps that have

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been taken, we shall be glad to hear you?—I would only mention that my friends and myself are, of course, very willing to give every facility for the Commission to convince themselves of the injury which has been done, although we should not like that that statement of injury were made matter of publicity.

2062. I wish you to understand that the Commission do not wish to go into questions of private injury that has been done to these schools. We only wish to know the views of yourself and others, who conceive you have been injured by the actings of the Merchant Company, on public grounds and general expediency?—Exactly. Then I think that the general impression among teachers is, that the Merchant Company's schools have effected a mere dislocation of the educational apparatus, both private and public, in Scotland, without there having been any crying necessity for it. The merits of the public schools need no mention here, and I dare say it is generally admitted that the private schools were well conducted. It seems to us also a very hard thing that money which was originally intended for charitable purposes should be devoted to the establishment of schools that directly interfere with our interests. These are, perhaps, the two most important objections we have to the changes which have been introduced.

2063. When you speak of dislocation, do you mean the injury which the existing schools have suffered?—No. By dislocation I mean that the existing means or apparatus for education in Scotland has been very seriously impaired. Not only the private schools in Edinburgh, but the parish schools in the neighbourhood of Edinburgh, and several of the grammar schools throughout Scotland, have suffered from the establishment of the Merchant Company's schools; and therefore we consider that these schools are merely an aggregate of pupils taken from other schools that were perfectly sufficient to overtake the education before. The middle classes who send their children there now at reduced fees, might very well afford to pay what they were paying before, in the schools throughout Scotland, for the education which their children were receiving. As regards the efficiency of the schools established by the Merchant Company, of course I can say nothing. I have no reason to speak against that. I only say that the fact that by Act of Parliament a company of merchants should be entitled, as it were, to half-shut the schools of Edinburgh—both private and public schools—seems to be something like a piece of thoughtless legislation. It appears to us to be so, because Government should protect even the interests of private schools in such a matter. As I have mentioned, several parish schools and grammar schools have been seriously affected; so that, while the Merchant Company's schools offer facilities for education to the better class of country pupils, they may render a good education less accessible to such as have to stay at country schools, because, if you reduce the number of the better-paying pupils, you undoubtedly lower the standard of education in the long run, and in that way impair the education in country districts.

2064. Have any cases come within your own knowledge of country schools which have suffered that injury, or as to which complaints have been made to you that they have been deteriorated in consequence?—I believe Dr. Donaldson could give you information upon that head, but I know from private information that such schools have been severely injured. In fact it was said,—but of course I don't know if it was upon sufficient authority,—that the parish schools in the neighbourhood of Edinburgh have been nearly half-emptied of their pupils.

2065. *The Earl of Rosebery.*—Do you mean the ordinary parish schools?

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—The ordinary parish schools. There is always a better class of children attending these schools; and the facility given by railways for coming into Edinburgh, rendering the Merchant Company's schools perfectly accessible, has tempted the parents to take advantage of the low fees and to send their children in here, instead of sending them to the parish school, as was the practice formerly.

2066. Can you give any particular instance of any parish school in the neighbourhood of Edinburgh which has lost any of its numbers owing to the establishment of the Merchant Company's schools?—I don't know if I am at liberty to mention cases.

2067. If the figures could only be given showing the number of pupils previous to the establishment of these schools, and the number of pupils subsequent to that, that might be sufficient?—I think that could very easily be ascertained by the Commission.

2068. *The Chairman.*—Do you consider that there was full provision for the secondary education of Edinburgh before this movement took place on the part of the Merchant Company?—I think so. It was as full, at any rate, as you would have found anywhere else.

2069. Do you think there was no want?—I think there was at least no clamant want. Another thing which the teachers feel very much is this—that it is provided in the Provisional Order that all existing interests should be represented to the Sheriff before the introduction of any measure; but in the present instance there was no reference to the Sheriff whatever under the Provisional Order. The thing was carried through without having been submitted to the Sheriff's investigation at all. Of course that was a merely permissive point in the Provisional Order.

2070. Do you mean that the private interests which were to be represented included the interests of those who were likely to suffer from the competition?—Yes.

2071. *Mr. Sellar.*—You don't mean that that power was given in the Provisional Order; you mean that it was in the Act? Power was given in the Act to the Home Secretary, if he was so advised, to institute an inquiry: that is what you refer to?—Yes. He might, or he might not; but in the present instance that part of the procedure was omitted for some reason or other.

2072. *Mr. Parker.*—Was application made to the Home Secretary on the part of the masters of the private schools before the Order was sanctioned by him?—I believe not.

2073. Could it be fairly expected that he would make the inquiry if the parties interested did not apply to him?—It may be answered to that, that the teachers scarcely expected that the measure would be so sweeping as it has turned out to be. Besides, the schoolmasters of Edinburgh were ignored in the matter. No copies of the Order were sent them. I did not indeed see the Order till it was passed.

2074. Still they had an opportunity of showing that they were opposed to the Provisional Order?—In an entirely novel enactment it is more the duty of the legislator than even the parties interested to see that no unnecessary injury is done to any one.

2075. But they did not realize how serious the change was likely to affect their interests?—No. If I mistake not, several of the members of the Merchant Company said at their meetings that they did not expect their arrangements would at all affect existing schools, but that the position of education in Edinburgh was considered so bad that there was a clamant need for the establishment of these schools.—Of course that is merely a suggestion.

2076. *The Earl of Rosebery.*—I suppose, there being only a limited

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number of pupils in Edinburgh, the establishment of a new school must inevitably withdraw pupils from other schools?—Unquestionably.

2077. I mean, that no public school could be established in Edinburgh without having that effect?—Not without having that effect to a certain extent.

2078. Then, taking an interest in the case as a citizen of Edinburgh, could you be surprised at parents withdrawing their children from private schools and sending them to schools having a public supervision and responsibility?—I could have no objection to that as a citizen, provided the competition was of a fair character; but if by public funds the one school was very heavily handicapped and the other not, I am bound as a citizen to see that no school is placed at an undue disadvantage.

2079. *The Chairman.*—Of course the chief injury was done by giving education at much lower fees than were charged before?—Yes.

2080. Are the fees charged in the schools of the Merchant Company considerably below the ordinary fees of private schools?—Yes, very considerably below. For example, they are less than one-half what the High School charges.

2081. For the same kind of education?—Yes.

2082. *The Earl of Rosebery.*—I understand you to object to public funds being used for these purposes?—Yes, such funds as those in question.

2083. In what way could you employ educational funds in a manner which would not interfere at all with private schools?—That is a somewhat difficult question. Judging from past experience, it is more a question with those who have endowments to dispose of, how little harm they can do, rather than how much good they can effect; but still, I think that funds that have been left for special charities may do the good intended without any one suffering. You will find, for instance, not only in Edinburgh, but throughout Scotland, a large number of sons of parents who once occupied good positions, but whose fathers are either dead or have been unfortunate in business; and I fancy that even the funds of the Merchant Company would not be able to overtake all these cases. With reference to George Watson, his intention appears to have been to bring back children to their former position in life, their parents being either dead or unfortunate; and if that was his intention, it could very well be still further carried out by extending that charitable intention not only to members of the Merchant Company, but to others in a similar situation.

2084. Do you think the funds of the Merchant Company would have been fully occupied in providing for children who were orphans, or the children of parents in indigent circumstances?—I think so. At the same time I think they might have carried on a day school such as they have at present, in which they charged the full legitimate fee, as it were, for those who were not so situated.

2085. In that case they would enter into open competition with the private schools?—Yes. I can see no objection to that.

2086. Then your view of the best use to which charitable endowments can be applied would be the gratuitous instruction of the children of those who had been in better circumstances?—Yes, provided that the will of the testator manifestly pointed in that direction, as in the case of George Watson.

2087. But you would always have limited the objects of the bequest to orphans?—To the orphans or the sons of the parents I have referred to.

2088. Then you would not consider that public money or bequests would be better employed by assisting the cause of a higher education with a certain amount of fee, but a reduced fee?—I do not. I think th

higher education, if it is to be genuine at all, ought to be self-supporting. It is not worth the having if it is not worth the paying for.

2089. In the case which I suppose, they buy it for a certain sum, only they don't buy it for the full price?—Yes.

2090. And your objection is to their not buying it for the full price?—Yes; and thereby getting an education that may not be a good education. If parents have to pay the full price, they will look out for the best education they can get; but if they find they can get a very cheap education for their children, they will not be so particular about seeking it at the very best school.

2091. Would there not be a public supervision over the education, even although the full fees were not paid?—I think there ought to be.

2092. Is there not a supervision on the part of the parents, even if they do not pay the full fees? Do you consider, for instance, that the parents of foundationers at Rugby or Harrow do not pay as much attention to the character of the education given to their children as those parents who pay the full fees?—I do not, because in those schools they give a kind of education which leads on to a position in life,—a kind of education which leads up to the University, where there are wealthy scholarships and fellowships, and so forth; and they are perfectly sure that their sons, by taking that kind of education, will be well provided for.

2093. That is, if they merit it by bursaries?—Of course, there is a certain provision for them afterwards, whether the education is the education which is likely to be the best for them in life or not. The mere fact that these schools are so richly endowed, protects the education they give from being properly sifted, so as to ascertain its real worth and utility.

2094. *Mr. Parker.*—Compared with the High School, you say that the fees of George Watson's College schools are about one-half for the same kind of teaching?—I think so.

2095. How would they compare with the fees charged in your institution, the Edinburgh Institution?—I think they would be about one-third, or rather less than a third.

2096. Do you mean that the Merchant Company charges rather less than one-third of what you charge?—Yes; just about one-third. We have, however, raised our fees since the Company's schools began.

2097. And, so far as you are prepared to speak, the education is of the same quality?—Yes.

2098. Or it is intended to be?—Yes; it is intended to be precisely similar, so far as the theories of education correspond.

2099. Do you think that offering the education so much lower has added to the number of children receiving a higher education, or that it has only displaced them from one school to another?—I could not say. I fancy that it must have extended it to some extent.

2100. Looking specially to the parish schools which are affected, do you suppose the boys who have left these parish schools near Edinburgh to go to the Merchant Company's schools are receiving a higher education than before?—That depends on the nature of the country school, because the education in essential branches that can be given in a parish school or congregational school under inspection, with a good master, is almost as good as can be got anywhere.

2101. The fee these boys were paying in the parish schools would not, I suppose, be higher than in the Merchant Company's schools?—I fancy not.

2102. Then what is the motive to a parent to send his son to Edinburgh, if he can get as good an education in a parish school at the

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same fee?—I think there are various things contributing to that. For instance, there are the large professions of the Merchant Company's schools and their bursaries. Their being in Edinburgh is an immense advantage, and their being conducted on such a large scale is something which proves to be very attractive.

2103. Does not a man send his boy to these schools, expecting to get a better bargain for the fee he is to pay?—Undoubtedly.

2104. He probably expects it to be better in the way of a higher education, for the fee itself is not lower?—I don't think it is.

2105. Then probably the parents are sending their boys to these schools, expecting for an equally low fee to get a better education?—Yes; I have no doubt that is the case.

2106. Don't you think that probably a larger number than heretofore of boys have been brought on to that higher education by having the opportunity of getting it at a lower price?—I cannot say. I have not inquired into the working of the Merchant Company's schools in regard to that.

2107. Do you know how the fee charged at the Merchant Company's schools stands, compared with the cost price of the education given there?—I cannot say. At first it was thought that the cost price was considerably above what was charged; but with the scale of remuneration to masters adopted, and from the general system pursued there, I fancy that that is not so,—that there is not so much of an endowment for each pupil as people at first were led to believe.

2108. Do you think the total amount paid in fees would about cover the total amount of salaries?—That depends upon the scale they adopt. I have no certain information on the point; but to take an illustration, the highest fee charged in Watson's College is £1, 10s. per quarter. That is not only for Latin, Greek, mathematics, and all the branches, but for drawing and for gymnastics, and, if I mistake not, for music. They profess to limit their classes to between thirty and forty. Take it at thirty for the sake of illustration; that is thirty times £6, or £180 for seven hours a day, because you could not put all the branches they profess to teach in a less time than that. Now if you divide £180 by seven, you will get a sum per hour that would not pay for first-class teaching.

2109. *Mr. Sellar.*—Without the endowment?—Yes; without the endowment. The actual sum paid is £180; and that does not include the expenses of janitor, or advertising, or cleaning, or of the profits to the head master.

2110. *Mr. Parker.*—Nor the rent of the building?—Nor the rent of the building. So that in that case either the remuneration must be inadequate, or the amount paid by endowment must be very considerable.

2111. Do you know whether the rates of salaries paid by the Merchant Company are such as to command the best teachers?—I have been told that £200 is the highest that is paid for the leading teachers, and that the average is considerably below that sum. If these be the salaries, they are much below what has been hitherto paid to the best teaching talent.

2112. Was not some offer made by the Merchant Company, in employing masters for their schools, to give a preference to those who had lost employment by the change?—I am not aware of that. I know several who have got employment, but I know many more who have not, and who are very much in need of it.

2113. Are they well-qualified men?—They are well-qualified men so far as my judgment goes.

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2114. Do you know whether any such men made application to the Merchant Company for employment and were rejected?—I do. I know that one gentleman made application and was rejected. I know another gentleman, a man of first-class ability, who was once professor of Latin in a Calcutta College, who bought the goodwill of a private school just before the Merchant Company started their scheme, and whose school was utterly ruined by the change. He wrote to one of the office-bearers of the Merchant Company asking if they would take his house or school furniture off his hands, or something of that kind. He did not actually ask for employment, but he gave them the opportunity of employing him if they wished; and he was a man whose educational standing was such as to entitle him to occupy a good position in any school in the country.

2115. Do you think he would have obtained employment if he had made application for it?—I don't suppose he would, for they had or made no vacancy for him. They certainly made no attempt to aid him.

2116. I suppose your objection to the scheme of the Merchant Company on public grounds is, that the want which it supplies can be sufficiently supplied by private enterprise, and that therefore it does not need assistance from endowments?—I think that is so. I think that education is immensely indebted to private schools; and if you largely devote endowments to public schools, you render it impossible for private schools to find a footing.

2117. Then, apart from the private interests existing in these schools, do you think it a public injury to stop that kind of education?—I think it is a public injury to prevent the possibility of private schools. Take for instance the school with which I am connected. Of course I speak a little egotistically, but it is only in the way of illustration. At the time the Institution was started there was nothing but a strictly classical education given elsewhere in Edinburgh, — at least in the recognised public schools. The founder of this Institution was Mr. Cunningham, the head master of George Watson's Hospital; and the idea struck him that it would be better to start an institution in which parents might give the kind of education which they thought best for their children,—in which, as it were, there would be given a modern education, a classical education, a scientific education, an education in modern languages,—and that without giving any particular prominence to one department over another. The result has been, that now, partly through the influence of the success of this Institution, and partly, I dare say, from general improvement or change of idea, a strictly classical education is given nowhere. Now, only assuming that the Institution has effected this result,—and I think it has to a large extent done so,—the fact of a private school starting an educational idea without the public being charged with the expense of the experiment has a very important influence upon the amelioration of education.

2118. Then you would think it, speaking generally, a desirable state of things, that side by side with public educational institutions there should be a considerable number of private educational institutions?—Certainly. There should be public institutions undoubtedly, but not so strongly endowed as to render it impossible for a man who is possessed of an educational idea from giving effect to it by starting a school of his own.

2119. If the Merchant Company's schools were to charge considerably higher fees, without perhaps charging the full cost of the education, would your objection to them be diminished?—Certainly. If, as I have heard, the fees in one of the schools nearly cover the cost price, I should be perfectly satisfied were that frankly acknowledged and generally understood.

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2120. A school on a very large scale, such as the Merchant Company's schools, is naturally able to sell the education furnished in it somewhat cheaper, apart from endowment, than other schools, is it not?—That may help to pay for the building; but then, if you limit your classes, it cannot possibly be cheaper. The only possibility of cheapness would be, that the head master might draw less profit, and the expense of the building would be more divided. Of course there might be some little difference in that respect; but provided the classes are limited, the cheapening which a large school can effect can only reach a certain point, because, when education is made an individual matter, it must be paid for individually, and therefore you cannot cheapen it beyond a certain limit.

2121. The chief expense is in providing teachers, one for so many, say for every thirty or forty boys?—Yes.

2122. Then the largeness of the school makes no considerable difference in the cost?—I don't think it does, beyond what I have pointed out.

2123. Was there a larger number of pupils at the Edinburgh Institution before the Merchant Company's schools were formed, than there has been since?—Yes, considerably larger. I think the loss we sustained was very similar to that sustained by the best schools in Edinburgh. From what I have ascertained from my private friends, the loss in the schools which are still maintaining themselves was between one-fourth and one-fifth.

2124. Has it been observed whether the same boys that went to these schools are now going to the schools of the Merchant Company, or is it only inferred from the numbers diminishing at the one class of schools and increasing at the other?—That is naturally the inference.

2125. But do you know that boys have actually gone from the one school to the other?—Our losses, of course, must include both those who actually went to the Merchant Company's schools from ours, and those who were stopped from coming to us. In the year after the Merchant Company's schools were opened our numbers sunk considerably, which consisted partly of those boys who left us and went to these schools, and partly of others who would have come to us, but who did not come in consequence of these schools being opened.

2126. You know as matter of fact that some have left?—Yes.

2127. And you know as matter of fact that others were prevented from coming?—Yes.

2128. Were these members of the same family?—Yes.

2129. *The Chairman.*—Were the pupils in your school of the same class as those who now attend George Watson's school?—I think that, upon the whole, the pupils who attend our school belong to a wealthier class.

2130. So that the competition which George Watson's school has with you is not throughout exactly with the same classes?—We are now supported by the better middle classes, though formerly we had a mixture of all classes.

2131. But when you are able to maintain your ground, it has been with the assistance of those who look to a higher education than can be got at George Watson's school?—Yes. Of course there is a good deal of class feeling in education, and parents like their boys, whether rightly or wrongly, to mingle with others of their own rank.

2132. *Mr. Sellar.*—I judge, from the evidence you have given, that you have formed an opinion prejudicial to the Merchant Company's schools?—Prejudicial as regards what?

2133. That is precisely the point I want to know. Is your opinion prejudicial as regards these schools?—I think it is, upon the whole.

2134. In saying that, are you speaking in the interest of the public, or

in the interest of private schoolmasters?—Partly the one and partly the other.

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2135. In what respect are the public prejudiced by these schools?—In this way, that if these schools are perfectly successful and gain possession of the whole of the education of Edinburgh, then it becomes a question whether the public are better in the hands of a company who are not necessarily an educational company, but are a company of merchants, and are not responsible to any public authority for their schools, or in the hands of private individuals who are personally qualified to act as schoolmasters.

2136. You make this statement on the assumption that the Merchant Company have complete command of the education of Edinburgh?—I only say if they had.

2137. What are the grounds for that assumption?—The ground for that assumption is simply this, that if the Merchant Company can give what they profess to give, the highest possible education at their present fees, no school without endowments can possibly stand against them, leaving out of account the bursaries offered, which of themselves are sufficient to turn the balance of competition in the Company's favour. No one who has had the fiscal management of a school can think otherwise.

2138. As they exist at present, how many pupils do you suppose there are in the Merchant Company's schools?—I cannot say, but I believe there are somewhere about five thousand altogether.

2139. And how many pupils do you suppose there are in Edinburgh altogether of an age to go to school?—I cannot say. That depends entirely on the kind of school. Certainly, for schools such as they have made George Watson's, I don't suppose there will be many more attending other schools altogether than there are in George Watson's school.

2140. Do you limit your observations to the secondary schools alone?—Yes.

2141. Do you limit your objection to the Merchant Company's schools to their interference with the secondary education in Edinburgh?—Secondary education stands in a different position from elementary education. Elementary education lies at the foundation of society; secondary education more concerns the worldly advancement of the individual enjoying it.

2142. But when you say that the Merchant Company will have command of education in Edinburgh, do you mean of secondary education?—Yes.

2143. Then you confine your observations to secondary education alone?—Yes.

2144. You said there was a general impression that the educational arrangements in Scotland had been dislocated by the Merchant Company?—Yes.

2145. Do you confine your observations upon that to the arrangements for secondary education alone?—Yes, chiefly.

2146. The arrangements for primary education have not been materially affected by what has been done?—I don't say that; but secondary education is what I am interested in, and I speak on behalf of secondary education. But as regards primary education, it has been affected in Edinburgh as well.

2147. But you said that when you expected the Merchant Company were to have command of the educational arrangements of Edinburgh, you confined that to secondary education alone?—Yes; my remarks apply to secondary education.

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2148. So that, so far as your opinion goes, primary education in Edinburgh is not affected by the Merchant Company's scheme?—I have perhaps not made myself clear with regard to that. Of course I am engaged in secondary education, and the interest which I have taken in education is specially confined to that department; but I know that primary education has been affected. Still the remark which I have made, that it might be prejudicial to the city of Edinburgh to have the Merchant Company's schools alone, applies peculiarly to secondary education.

2149. Then I come again to the first question. When you say there is a general impression that there has been a dislocation of educational arrangements in Scotland without any necessity for it, does that observation apply to secondary education alone?—No; I think it applies to primary education as well in middle class schools.

2150. Then I understand your opinion to be, that in Edinburgh it is only secondary education that has been affected, but throughout Scotland it is the whole, both secondary and primary?—Certainly. My remark with regard to the influence of the Merchant Company's scheme was chiefly with regard to secondary education; but the dislocation which I say has taken place has regard to all education, both primary and secondary.

2151. Will you explain how the educational arrangements in Scotland have been affected prejudicially by the Merchant Company's scheme, because you have said there is an impression to that effect? I want to get the grounds of that impression, and why such a dislocation should have been caused?—The ground for that impression is, that in these schools you find pupils who would have been receiving education elsewhere if they had never been established.

2152. Will you be a little more explicit in your answer? You say that you find pupils in these schools who would have been receiving education elsewhere; do you mean in different parts of Scotland?—In Edinburgh, and in different parts of Scotland.

2153. Then you object to pupils coming from the country to a large town to be educated?—I do not.

2154. Is not that answer rather contradictory?—No, it is not contradictory.

2155. How is it not?—In this way, that a large town will always attract pupils; but then, such a sweeping measure as this, introduced all at once, destroys the natural balance of town and country, and is a thing which Government should have been very cautious with. The success of the best country schools depends in no small degree on the fees paid by middle class pupils. If these are withdrawn and attracted to Edinburgh, the emoluments and educational character of the schools must inevitably be lowered.

2156. *The Earl of Rosebery.*—Do I understand that in your opinion a boy in a country parish would find it cheaper to come to a large town where he had to pay lower fees, but where he had also to pay board, than to remain at home and pay the fees of the parish schoolmaster in his own parish?—I don't consider that that would be the result; but what I have stated with regard to parish schools refers mostly to those who are within reasonable distances by train from Edinburgh.

2157. *Mr. Sellar.*—Then you limit your observation to the area around Edinburgh, and do not extend it to all Scotland?—The competition of the Merchant schools in the country is certainly felt most in the neighbourhood of Edinburgh.

2158. *The Earl of Rosebery.*—But I must ask you, in order to make your answer quite plain, to give your reason for thinking that boys could be attracted to Edinburgh?—I think it is owing largely to the professions

of the Merchant Company with regard to giving such a very first class education. Now, if salary be any test of ability, parish schoolmasters are, if my information be correct, on the whole, as well paid as the working staff of the Merchant schools.

2159. Then the attraction would be that a better education would be given to the boys if they came to Edinburgh?—Yes; that seems to me to be a very great attraction.

2160. But you won't explain the grounds on which you think that attraction exists?—The grammar school character of the Merchant schools, ensuring as it does different masters for different classes and departments, the bursaries, and the assurance of the Company that their educational arrangements cannot be surpassed, are the main elements of such attraction. It is not altogether, however, the quality of education that influences a parent to send his child from home. It may be, for example, that the child will move in a larger circle. It is an advantage connected with a country boy coming up to the Merchant Company's schools, that, instead of associating with boys who talk like himself, he associates with town boys, and gets much smarter.

2161. *Mr. Sellar.*—Is that prejudicial to the boy?—It is not.

2162. Then it is not in the interest of the pupils who are sent to Edinburgh that you are now speaking?—No; I am speaking in the interest of those who cannot afford to send their children up from the parish school to Edinburgh.

2163. *Mr. Parker.*—You mean that you are speaking in the interest of the remaining children of the same parish?—Yes.

2164. *The Earl of Rosebery.*—But that attraction which makes a boy come to the Merchant Company's school because it is in Edinburgh, and because he will meet there with a greater number of boys, applies equally to any schools in Edinburgh which have a large number of boys?—Certainly.

2165. *Mr. Sellar.*—When you speak of parish schools, you refer, I presume, to those who are supported by endowments, such as the Heritors' endowments, and the Dick and Milne bequests, and others?—Yes.

2166. You do not object to these endowments being spent on education?—No; I don't object to these endowments, because they are of a very moderate description, and, besides, most of them are for primary education, and not for secondary education at all. The extra or secondary branches of a parish school are looked on as the self-supporting section of it.

2167. Then your objection to endowments is twofold: first, because, as in the Merchant Company's case, the endowment is large?—Yes.

2168. And, secondly, because it is expended on secondary and not on primary education?—Yes.

2169. Would you object to all educational endowments that are large?—Yes, that are very large.

2170. Then would you object to the endowments of Oxford and Cambridge, for instance, being spent on education?—That is a different case.

2171. They are educational endowments, and they are large; and your objection, in the first place, to the Merchant Company endowment being spent on education is that it is too large. Now, confining ourselves to that objection, do you object to the endowments of Oxford and Cambridge being applied to education, and interfering with private interests in consequence?—You must keep in mind that university education has never been in private hands in this country, although I believe that it would be for the advantage of the country that, under proper regulations, it were partly so. If I am pressed for an answer in regard to Oxford and Cambridge, I might say that it is questionable if they owe

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their eminence to their endowments; for without such venial support, the German universities have contributed at least as much to learning and science.

2172. Then you think the endowments of Oxford and Cambridge, being large, should not be applied to education?—I think that lies altogether out of the question here.

2173. Take another case; take the large endowments of Eton, which is a secondary school?—Yes.

2174. Do you object to these endowments being spent on education at Eton because they interfere with private interests?—I don't think they interfere with private interests, because the expense of education at Eton, even as it stands, is very much more than any private school can lay claim to. I hold those large endowments are only successful because they have been thrown away, so to speak, and have not cheapened education in the least; the expense of living at Eton is higher than at any private school.

2175. Do you mean at any private boarding school?—Yes, at a private boarding school.

2176. May it not be that private enterprise did not think it worth while to start against them?—That is so, but they are not of an eleemosynary kind. The education given at these places is not under-priced as at present administered. Whatever the education may be, it is not under-priced; it is perhaps over-priced, so that these endowments have not in any way interfered with the real price of education.

2177. I suppose you are aware that at such a school as Rugby the education is given gratuitously to the foundationers?—I was not aware of that fact.

2178. Does not that rather lead you to modify your opinion?—No, because, under the administration of Rugby, no one can attend there who is not fully able to pay for his education. He is charged there to an extent which would cover his education at any other school.

2179. He is charged nothing; the education is gratuitous?—But there is the board.

2180. The town boys, about a fifth of the boys at Rugby, get education without paying one penny for it. Does not that rather modify the opinion you have just expressed?—No, it does not, because the school as a whole is not an eleemosynary school. The charge paid by the vast majority of the pupils there, is fully more than would be charged elsewhere. Full fees are the rule, no fees the exception.

2181. Do you mean that they pay fees?—I do not say that the town boys pay fees. But the others cannot attend under a certain sum, whether it be set down to fees or other items. Rugby is on a different footing, therefore, from the Merchant schools.

2182. Don't they pay fees at the Merchant Company's schools?—Yes, they pay fees; but there is wanting the other element of expense, which comes in, in effect, to increase the fees.

2183. What do you mean by that?—I mean that the expenses are so accumulated at Rugby as to relieve it from being an eleemosynary school.

2184. Are the Merchant Company's schools eleemosynary schools?—They are eleemosynary.

2185. What do you mean by that exactly?—An eleemosynary school is a school in which all the pupils are receiving education below its marketable value.

2186. What do you mean by its marketable value?—That which is a fair price for it.

2187. How do you regulate the price?—If the teachers were paid from

endowments instead of fees, then the education is not charged at its marketable price.

2188. Do you not get the same class of teachers, no matter how you pay them, whether from fees or endowments?—Yes; but at Rugby I have been told that one of the masters gets a salary of £150, and clears a handsome sum from his boarders.

2189. But that is beside the question?—I think it is precisely the question, because you are taking a school which is only apparently eleemosynary, and one that really is so.

2190. By not paying the full price, do you mean not paying the price which private teachers demand?—Yes, of course. That is rather a roundabout way of putting it, but it comes very much to that.

2191. What was the rate charged for the best class of girls' education in a private school in Edinburgh before the recent changes?—From £20 to £40.

2192. What is it in the Merchant Company's school?—I think it is about £10.

2193. Do you think it an undesirable thing that a poor man, belonging to the humble classes, should be allowed to get the same education for his daughter for £10 a year, which he would have had to pay £40 for to the private schools?—No.

2194. Do you think that is prejudicial to the public interest?—I question very much if she would be benefited by it, because I doubt whether girls in humble life are benefited by learning accomplishments such as dancing, piano, and so forth; and the giving of endowments for the teaching of accomplishments seems to me to be a very wrong thing. Besides, there are schools in Edinburgh where girls of the lower middle class can get a splendid education at moderate fees. For instance, the normal schools furnish as good an education as can be got in the Merchant Company's schools.

2195. You would not, I suppose, prevent the poor working man from getting a higher education for his children?—Certainly not.

2196. I can hardly see how you can reconcile these two statements?—In so far as the Merchant schools give a higher education to such as could not otherwise get it, and who have both the wish and capacity to take it, I can possibly offer no objection; but if, with the pretext of educating the sons of poor or working men, they lower the price of education universally, and thereby reduce its value and status, I hold they are doing a serious injury to the cause of education. I consider that their present system does much more to cheapen the highest secondary education to those who need no cheapening, than to render it accessible to people in humble life. It is much more a boon to ladies and gentlemen than to working men. £10 a year for a girl, and £6 for a boy, are sums that cannot be paid by working people. But I would not wish to see the higher education made too cheap even to working men. A man or his family should rise in the world mainly by their own effort. How many instances have we among us of the sons of Scotch labouring men who have raised themselves to a profession without other endowment than their own enterprise and capacity! and the exertion put forth by them to advance themselves has made them all the better men.

2197. Is there no exertion on his part to advance himself because he goes to a school where the fees are cheaper?—What I mean is, that if you were to reduce the price of education below its proper value, you will take away the stimulus to exertion which existed before.

2198. By its proper value do you mean the price charged by private

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schoolmasters?—Yes; or even by public schools that are not so richly endowed. Take the High School as an instance.

2199. Is the High School not endowed?—It is endowed.

2200. Do you object to that endowment?—I do not, provided it is not too great. Its endowment, besides, is not the fruit of present legislation.

2201. Do you think there should be no endowment at all?—I think a little endowment would be an advantage; but I think that every school should occupy, in the main, the position of an adventure school.

2202. Then in point of fact you think there should be none but adventure schools?—No; but they should be adventure schools for the most part. In the sense in which I am now using the word, all our public schools in Scotland are adventure schools. The High School is an adventure school.

2203. I thought you said it had an endowment?—Yes; but it could not subsist without its fees. The Academy is in the same position. It is not an endowed school.

2204. Do you think the public would suffer if the Academy were an endowed school?—I think they would.

2205. You said that the evil of these schools was felt by the middle classes?—It might be.

2206. I understood you to say that it actually was felt by them?—It may be felt. Of course the thing is quite recent.

2207. Do you mean the middle classes of Edinburgh, or the middle classes throughout Scotland?—Whichever you choose; say the middle classes throughout Scotland.

2208. How is it to be shown that evil has been felt among the middle classes throughout Scotland?—The two years that the schools have been in existence are scarcely a sufficient test of the fruits of the system.

2209. But if the middle classes felt them to be an evil, would they use the schools?—They may yet feel it to be an evil; a point of that kind has yet to be decided.

2210. But speaking at present, as in the year 1872, have the middle classes felt it to be an evil?—I don't think they have.

2211. Have they not filled the schools to overflowing?—Yes; but will they continue to do so? That is the point.

2212. Does it do them any harm now that they should fill these schools to overflowing?—If it does, they do not seem to feel it.

2213. Then how is the evil felt by them?—I have said already that it might be felt in course of time, because if these schools are to knock all other schools out of the market, they would impair the mission of education, and throw the whole education of the country at the mercy of one particular set of schools; and that, I think, is a very wrong thing to do.

2214. But we brought them down before to the secondary schools only?—Yes; I don't say that at present very much evil is felt from these schools, but we are talking about a general principle.

2215. You say that that evil may be felt: how do you think it may be felt?—I may mention as an illustration, that the grammar schools of England are well known to have been only recently,—I don't know what way they are now,—utter failures as regards teaching; in fact, the masters have rather kept away pupils than endeavoured to get them to their schools. The schools were so richly endowed, that the fewer pupils they had the better. These schools at one time had all the field to themselves, and no unendowed school could contend with them; but their monopoly once secured, they served the public badly.

2216. Were they subject to Government inspection?—I suppose not,

although in many instances they were yearly examined by the Fellows of Oxford or Cambridge Colleges; but the teachers were men of the very best class.

2217. You know that the Merchant Company under the Provisional Order do provide for their schools being inspected?—Yes, but not by Government.

2218. Then you do not say that the evil is felt by the middle classes, but only that it may be felt?—Yes, it may be felt, and I believe it certainly will be felt.

2219. Is it not rather hypothetical to say that it may be felt?—No; because we have found it to be the case in other instances in England. For instance, as I have mentioned, the grammar schools, owing to their rich endowments, were utter failures as a rule; whereas, if they had been less richly endowed, and had been more of the nature of adventure schools, they would not have gone down, but would have remained in a fresh, active, healthy state. You find that in many English towns where there is an endowed grammar school, a proprietary school has been put down alongside of it, and that the proprietary school without endowment flourishes, while the other simply keeps on its downward course. The effect of the endowment upon it is simply soporific. Competition is as much needed in schools as in trade to keep things alive.

2220. You made a calculation with regard to the numbers in the classes in the Merchant Company's schools, and you said the result was, either that the education was inferior, or that the endowment was considerable?—Yes.

2221. You said that the Merchant Company limited the classes to thirty, so far as you knew?—Yes, so far as I know, they limit them to thirty boys.

2222. Assuming that to be correct, is it an advantage or a disadvantage that the classes should only consist of thirty?—I think that from thirty to forty is a good class.

2223. Then you don't object to the Merchant Company's schools on the ground of the number in their classes?—No.

2224. You said that the private schools in Edinburgh were, as a rule, supposed to be well conducted?—Yes.

2225. Putting your own out of the question,—for you cannot speak of it,—do you know of any large private schools in Edinburgh that have been publicly examined and reported upon, so that we can know whether they have been well conducted or not?—I do not know what public and reliable examination is provided for, or is accessible to them, any more than there is in the case of any middle class school in Scotland. The late Commission on burgh schools examined one or two private schools in Edinburgh, the reports of which are now before the public. Certainly there was no large secondary day school examined but the Institution, and the majority of schools had no chance of that examination. When provision is made for an impartial public inspection of schools, such as now nowhere exists in Scotland, I feel sure that these schools will not be found wanting.

2226. Then you can merely say that it is an impression that they have been well conducted?—No; I know it from the fact of the pupils at these schools having a very good character, and from seeing these schools themselves.

2227. You have no basis for that opinion except your own impression?—I have partly the basis of these reports, and I have this basis, that the public have very largely supported these schools, and are satisfied with them.

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2228. Is that not precisely what the public are now doing with regard to the Merchant Company's schools?—Yes, for the last two years.

2229. The inference therefore is, that the Merchant Company's schools are well conducted also?—Yes; but it is a very good compliment to the private schools in Edinburgh, that you find a large section of the middle class still preferring to pay twice or thrice the amount of fees which the Merchant Company charge, and sending their children to these private schools.

2230. Then you have no basis to go upon as to the advantage of these private schools to the middle class?—I have this basis, that without backing of any kind, a powerful company, or even low fees, they still maintain their position. Their basis of support, however, is now narrowed to a fraction, though an important and wealthy one, of the whole middle class.

2231. And all the rest of the middle classes except that fraction prefer the Merchant Company's schools?—Yes.

2232. Do you know the amount of the income of the Merchant Company?—I believe it is somewhere about £20,000 a year.

2233. Assuming it to be £20,000 a year, do you consider it desirable, or the reverse, in the interest of the public, that that money should be spent on education?—I think it should be spent so as to carry out the will of the founder in a manner most advantageous to the public weal. I don't see that Government or any party has a right to take funds left for a charitable purpose and devote them to the national good, unless it can be distinctly proved that the purpose for which the money was originally designed has proved prejudicial, which cannot be said in the present instance.

2234. That is a legal question; but as matter of fact, do you consider it better for the community that this £20,000 a year should be spent, as it now is, on the education of the middle class, as you have now shown us, of all Scotland, or on the education of 350 boys?—I don't see that there is any improvement.

2235. You spoke of the legislation being thoughtless with regard to the passing of the Provisional Order: why did the schoolmasters not object to it?—I give my own case as an illustration of that. I had a vague idea that the measure would affect me, but I thought I had no reason to object. I did not know that I should have been listened to, even suppose I had objected.

2236. Do you know when it became public?—It was in the beginning of 1870.

2237. What is the date of the Provisional Order?—I think it was about the end of June.

2238. Was there no correspondence in the newspapers on the subject?—I think not. I don't recollect seeing any correspondence in the newspapers about it.

2239. The date of the first meeting of the Merchant Company was 28th February, and it was 13th June before the Order was signed. After that you had forty days, when it was lying on the table of both Houses of Parliament; why did you make no objection then?—In my case, as I have said, I did not think that any objection would be listened to. I thought I was simply to submit to a public measure; but I should certainly have taken steps to secure inquiry if I had thought it would have done any good.

2240. Did you take no steps at all?—No.

2241. Have you not a large co-operation among schoolmasters?—Very little,—almost none.

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2242. Have you no institution?—There is the Educational Institute, which, in my opinion, has as yet done almost nothing in the way of a trade union or teachers' faculty, whatever it is calculated or likely to do.

2243. But you have a combination of schoolmasters?—No other than the one named.

2244. And they exercise very great influence upon legislation with regard to education, as they always have done?—I question if they have great influence.

2245. Is it not the fact that the schoolmasters of Scotland conceive that to them is due the credit of not having the Revised Code in Scotland, for instance?—I think it is as much due to the influence of the Churches as to anything else, and the general repugnance there may be in Scotland to it.

2246. Was there no objection taken by any schoolmaster at all to this measure?—I am not aware; and the mere fact of the Provisional Order not having gone before the Sheriff almost proved that we had very little to fear: we fancied that, seeing the thing was passed in such a hurry, it certainly could not have the sweeping effect at once it has had.

2247. You say it passed in a hurry, when you had from February to June before it was laid on the tables of the House?—But what access had we to it? As regards hasty legislation, I may mention that in the case of the Licensing Bill, the Home Secretary gave the licensed victuallers ten years to adapt themselves to the new system; but the schoolmasters in Edinburgh had only six weeks to adapt themselves to the system which was introduced by this Order.

2248. The fact remains, that no schoolmaster made any objection?—Yes. Besides, it was mentioned by several of the members of the Merchant Company that they had no intention to injure existing schools in Edinburgh at that time. That was once or twice referred to. But even supposing we did not object, I think I have a right to have my interests protected by the country in spite of myself.

2249. Is not your complaint against the Merchant Company's scheme of a similar character to that made by labourers when machinery was introduced?—No, it is not, because the introduction of machinery was a decided improvement in the manufactures of this country. This is simply the substitution of one set of labourers for another, in no respect inferior. Besides, mind work admits of no machinery, and it is a question whether this will be an improvement.

2250. Have you not this fact as showing that it is an improvement, that in two years the middle classes have so approved of it that they have filled the schools?—Yes.

2251. Would it not appear, then, that they at least are satisfied that it is an improvement?—Yes, meanwhile they consider it so; but I think that was done to a large extent in consequence of the false impression produced by the professions of the Company. I am certain the middle classes fancied they were getting a decided bargain with regard to education when they supported these schools in the way they did.

2252. *Mr. Parker.*—There are in Edinburgh educational endowments to the extent of about £40,000 a year?—Yes.

2253. And the uses to which they have hitherto been applied have not been found satisfactory?—So it is said, but I question whether that is the case.

2254. Have you considered whether, the endowments being so large, any proportion of them could be applied to promote secondary education in a way to which you would not object?—I have already specified one

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way. I think the giving of bursaries to all schools throughout Scotland would be a very useful thing.

2255. But the way you specified before was the giving to children of the higher classes, whose parents are not able to afford it, an education suitable to their class?—Yes; but only where the donor meant so.

2256. Besides that, do you think a proper use would be to apply the funds in bursaries?—Yes.

2257. Would you object to a very large number of bursaries of that kind being established?—Certainly not. But I would take care that a number of these bursaries were limited to those of small incomes, so that they would be accessible to the poorer classes. In open competition with those more happily circumstanced, the sons of the working man would have little chance.

2258. But the funds being very large, would you object to a considerable number of these bursaries being available to all persons without regard to circumstances?—The funds were meant to have a charitable application; and if diverted to the promotion of general education, they should for the most part go in the direction of helping those that cannot well help themselves. If the funds are more than able to accomplish this, by all means let there be perfectly open bursaries. If the Merchant Company had offered bursaries to boys and girls without limitation of place or school, that would have done an immense deal of good without in any way affecting existing schools, because the bursars might have attended public or private schools just as they cared to do.

2259. The Merchant Company have offered some bursaries to all the schools in Edinburgh, have they not?—I think not; they are limited simply to their own schools. That has not been the case with any of the bursaries except the Heriot bursaries, which have done an immense deal of good.

2260. How would a school like yours be affected by the existence of bursaries open to competition at the Merchant Company's schools? Would not that lead to the boys being drawn away from your school?—Do you mean if the bursaries were simply confined to the Merchant Company's schools, or if they were open to all competitors?

2261. I mean if the Merchant Company offered bursaries at their own schools to competitors from other schools?—I think that would offer a considerable temptation to boys to leave other schools and go to those of the Merchant Company.

2262. Do you think that would be a serious objection to having such bursaries? Would it, in your opinion, very much interfere with the private schools?—I think it would.

2263. Then the application of the funds which you wish to see would be for bursaries tenable at any school?—Yes, tenable at any school, and limited, at least partially, to a certain class of society.

2264. And in that way, you think, a large amount might be expended without injury to private schools?—Yes, without injury to any parties whatever.

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2265. *The Chairman.*—You are rector of the High School of Edinburgh?—I am.

2266. From what class are the pupils of that school chiefly drawn?—It is from the middle classes of Edinburgh,—and not of Edinburgh alone, but from various parts of the world, in fact.

2267. I believe it is partly supported from the Common Good of the

city?—No; there is nothing from the Common Good of the city, but there are endowments left in the hands of the city as trustees. The town previously gave something out of their Common Good, but within the last six years they have given nothing to it from that source.

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2268. What is the amount of the endowments you have mentioned?—They would amount, I should think, to about £800, or between £700 and £800.

2269. They are a considerable assistance to the support of the school?—Yes.

2270. What number of pupils have you?—There are at present 247 pupils attending the school.

2271. Have you any statement to make as to the manner in which the interests of the school have been affected by the recent operations of the Merchant Company?—I can give you the facts of the case so far as we are concerned. We were partly involved with the Merchant Company, and that has to be taken into consideration. The Edinburgh High School is the public school of Edinburgh, or the grammar school of Edinburgh as it has been called; and accordingly, when any movement takes place with regard to the education of the city, we are generally affected by it personally, if I may so speak; and in this particular case, before the Merchant Company's schools were formed, a resolution was passed by the Company to send those pupils to the High School who were deserving of a good education. Accordingly, in 1868-69, forty-one of their boys were sent to the High School. The result of this requires a little explanation. Perhaps there is no place where to a greater extent caste prevails than in Edinburgh; and the feeling that the boys had to associate with the boys of the Hospital certainly acted strongly against the school; and if we gained these forty-one boys, we lost some others, especially as at that time we had got into a capital career. Some changes had taken place, and we had got a hold of the public; and I think the taking of these boys did us a considerable deal of harm. I thought, however, that, as a public school, we should never refuse, but should go upon the principle of taking whoever came, and especially that we should recognise no distinction of classes, and therefore I had no hesitation in taking the boys; but some of the other masters had very great hesitation, and objected to it. When the forty-one boys came, the numbers at the school were 378; the year before they were 340. Next year twenty-nine boys came, and the numbers were 369. Then the change came; the twenty-nine boys were withdrawn, and the Merchant Company's schools began to act; and the result was, that we had 301 boys,—that is, a deficiency of the twenty-nine, *minus* some others.

2272. What was the total deficiency?—It would be sixty-eight altogether.

2273. Of which twenty-nine were pupils who had been sent by the Merchant Company?—They might have been. We cannot say for certain that they would have been sent again, but they had been there the year before.

2274. But twenty-nine were withdrawn from you who had formerly been sent by the Merchant Company?—Yes. Then last year the numbers were 284, and this year they are 247; but during the course of the year they will probably come up to the 284. They generally increase in the course of the session,—perhaps about twenty or thirty coming in during that time.

2275. In some respects you will gain by the withdrawal of the Merchant Company's boys?—Yes.

2276. But in other respects you will lose by the competition of the new

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schools?—We will lose those who found it difficult to pay the fees, and yet had no other school to go to until the Merchant Company's schools were formed. But what we specially complain of, and what we feel the disadvantage of, is not the schools themselves, but that the bursaries which are connected with the University, and such like things, should be left entirely to them, and not thrown open to public competition. If you throw the bursaries open to public competition,—and I go upon the principle that they should be open to public competition in the widest sense of the term, and given to the greatest merit,—then I think we would have no cause of complaint against the Merchant Company's schools.

2277. You mean to say that the competition for these bursaries would be a great stimulus given to education?—Yes; and it would be something like a test of what the schools could do. We wish to be tried by public examiners, and we wish to come into rivalry with any number of schools you like.

2278. Is the Merchant Company's school open to exactly the same class that attend the High School?—The class is very much determined by the amount of fee,—at least to a very large extent it is determined by the amount of fee charged. The amount of fee charged by the Merchant Company is nearly one-half what is charged at the High School, and of course some that might come to the High School would go to the Merchant Company's schools, but only perhaps about twenty or thirty,—I think that would be about the average. Still that destroys what was at one time a characteristic of the Scottish schools,—the schools being open to all classes, and all classes mingling together, if they had the ability for it.

2279. Then I understand the Merchant Company, by their low fees, are bringing in rather a lower class than attend the High School?—Yes.

2280. And you do not have so many of that class attending your school now as you had formerly?—No.

2281. The High School is now rather a school for the upper middle class?—Yes, I should say so decidedly; and in the end, of course, the change may do us good,—there is no doubt about that.

2282. In what way will it do you good?—Because we find in Edinburgh that the old idea of opening the school to everybody is not very favourable with the public. The idea of selectness is, unfortunately, too frequently the principle upon which they go.

2283. Do you think there was room for another great educational institution in Edinburgh?—I think it would have been very wise if somebody representing the town had gone over the whole of the educational institutions of the town, and examined where there was room for another; but I question very much the propriety of any company or any individual going in all of a sudden, with funds from any source whatsoever, and unsettling things, because I think they must in the end be unsettled again.

2284. You believe that in their plans they have not sufficiently considered the particular educational wants of particular districts?—I don't know about that.

2285. Then what do you mean by the want of sufficient consideration?—I mean that I am very strongly of opinion that education will never be satisfactorily given in this country until it is done upon a public system. I should say that in this case, if there are any educational funds, it is the local board that should manage these funds, because there is sure to be a great number of interests clashing, and the clashing of these interests does, in the end, great injury to education. For instance, in this case, they have displaced a considerable number of private teachers; and the effect of that upon private teaching will necessarily be, that other men

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will not be inclined to come here and begin as private teachers. Of course that may be an advantage to some extent; I am not speaking about that; but, at the same time, if the Merchant Company's schools were to give way, as it is perfectly possible they may,—if the Merchant Company were to feel inclined to say, 'We have no wish for these schools any longer,'—then Edinburgh would be again in a dilemma with regard to education. I can quite conceive, from what I have seen of the Town Council, and what I have seen of public bodies generally, that the Merchant Company might come to say, 'We are tired of this sort of thing. It is not our business to manage schools. We will attend to the funds of the Merchant Company, and send the boys to some school or other.' And in that case there would be a serious difficulty.

2286. You think they might neglect the interests of the schools?—They might.

2287. You do not mean that they might throw up the trust altogether?—They need not throw up the trust. I suppose they have no right under the Provisional Order to do that; but they might send the boys to the High School, as they did before.

2288. From the terms of the Provisional Order, is it within their power to divert the funds upon a new plan?—Yes. I had a good deal of talk about these schemes at first; and the first idea of the Merchant Company's schools was, that they should be comparatively small schools, with teachers well paid. They might revert to that scheme at any time.

2289. They might break up their present large establishments, and start with another on a new foundation?—Yes.

2290. Is there anything in the constitution of the Merchant Company which, you think, lays it open to that danger?—Of course it is not a popular body; it is a body merely of merchants; and I could easily conceive them giving way to a popular movement, and adopting another plan.

2291. It is not a representative body?—It is not. I could perfectly conceive that such a thing is possible. If, for instance, in the course of time the Merchant Company's schools were exposed to a public outcry against them, and if the feeling of the town was strong against them in any way, I think it is very likely they would be inclined to relinquish them; and, therefore, the only security in managing funds like these, is in their being in the hands of a popular body representing the community.

2292. But with regard to the funds as they are presently administered, do you think it would relieve a great deal of what you complain if the bursaries were thrown open, so that their schools were made to compete with other schools?—Yes, that would be a great relief. I have always held that close bursaries are not good bursaries; but that the more competition there is for them, the more educational advantage there is conferred on the community.

2293. How would you meet the danger to which you refer of the Merchant Company acting with caprice in the management of their funds?—By an alteration of their constitution, or by more stringent provisions as to the application of the funds. My idea of a thing like that is perhaps a little peculiar. It is, that when funds of that sort are left for education and maintenance combined, a Commission like this ought to leave the Merchant Company with as large funds as they think they ought to get for maintaining the boys, and to put into a general fund, in some way or other, as much as is intended for education. I think that when there is charity to be given, the Merchant Company might discharge the duty of administering the charity quite well; but when education is to be given, it ought to be given by the public representatives of education, or in co-operation with them.

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2294. Are you aware that the change was made principally on the ground that the plan of educating these children within the hospital, apart from others, was injurious, and it was supposed that that would be remedied by mixing them with other children from without?—Yes, and I very strongly approve of the change so far as that goes; but I do not see any difficulty in saying that a certain sum shall be spent upon the maintenance of the boys and given as charity, and a certain sum given directly for education.

2295. You would make the Merchant Company merely the distributors of the funds for those recipients who are entitled to them for maintenance, and leave the whole education to some other body? Do I understand that that is what you suggest?—Perhaps I am not stating it very distinctly, but I think the Merchant Company should look after the maintenance of the boys so far as it goes, and that the boys should be allowed to attend the public schools already existing. The public schools should be there ready for them, fully organized by the local board in this particular case, and the boys should be sent to them; and probably, as the funds have so vastly increased on their hands, both for maintaining and for education, a certain sum should be taken and given over to the local board as an endowment for the public schools.

2296. You would give the local board the administration of the funds so far as they were to be applied to general education?—Yes. I think the funds have so vastly increased in these cases, that there is plenty to be given both for the maintenance of really poor and deserving children, and also for the educational purposes of the city. At present, the Merchant Company have so far given in to the principle as to supply education to those who are not pauper children; and I think it would just be carrying it a little further to give a portion of the funds to the public authorities in connection with education.

2297. Would you apply that principle to Heriot's Hospital also?—Decidedly. I would apply it to all hospitals, and particularly to Heriot's Hospital, because of its connection with the High School. You know, of course, that George Heriot left a will, and left it to a Dr. Balcanquhal to carry out that will; and he said that all those who were to have a middle-class education were to go to the grammar school of the town, which is the High School. That is the very principle I am maintaining,—the principle that was adopted by Dr. Balcanquhal in his statutes as to George Heriot's Hospital.

2298. You think the funds of George Heriot's Hospital should be administered in that way,—the governors taking no part in the education, but sending the children to receive their education in independent schools?—Yes; only that I think a certain portion of their funds, now that they have increased so largely, should go direct to the local board. There is now an immense deal more than George Heriot ever left for the maintenance of poor children, and an immense deal more than he ever left for their education; and I think a considerable portion might be given to the local board to be applied in the way I have suggested.

2299. When the Provisional Order was under consideration, did you make any representation to either of these bodies, or to the Home Secretary, in connection with it?—I was to a considerable extent in continual contact with both bodies; and I approved of both Orders so far, although I disapproved of them at certain stages.

2300. Do you mean that you were in communication both with the Merchant Company and Heriot's Hospital?—Yes.

2301. But not with the Government?—No.

2302. You made no objection to the Government as to these schemes?—

No. I was at a meeting which some of the schoolmasters had as to the injury that was done them, and ultimately a communication was made to the Government.

2303. *Mr. Sellar.*—That was after the passing of the Order?—Yes. The results of the actual mode of carrying out the Order were anticipated by no one. In the case of the Heriot scheme, I could not object to it, if once the scheme of the Merchant Company was passed, because it was just carrying out the same sort of notion; and I think the more they fight against each other, until the absurdity of private individuals managing public education comes out, the better. Heriot's Hospital proposed to have a classical school at a lower rate still than the Merchant Company, and they were to fight against each other. That was the fact of the matter. Now, I think all the history of education proves that the only way to do the thing satisfactorily, is to do it as a public thing. You have that proved very clearly in Germany.

2304. *The Earl of Rosebery.*—Do I understand that your only grievance as to the system of the Merchant Company, is that the bursaries are not open?—My grievance also is, that it is a private institution; that is to say, it does not benefit education so much as if it were in public hands.

2305. I understand your objection was principally against the bursaries not being open?—That is one of the objections, but I would not say that it is the only objection by any means.

2306. You said you thought there was a danger of the Merchant Company being capricious with regard to the system of education; that they might desist from carrying it on as they do at present, or change it in some way?—Yes, any private body might do that.

2307. Then the objection that is taken to the Merchant Company's system is, that it injures the private schools so much that they are likely to be driven out of the market?—Yes.

2308. Would you not consider that private schools were more liable to danger from fickleness and caprice, than a public body like the Merchant Company?—Of course they are, but not than a body managing public education like a local board. The private schools would be more liable to be affected in that way than the Merchant Company, but the Company, again, would be more liable than the local board.

2309. Therefore you think the Merchant Company have rather conferred an advantage by driving out the private schools?—Yes, to education generally; but the unfortunate thing is, that the injury can occur again. The whole thing may be unsettled again.

2310. But the question is, whether it has not been an advantage in the present case?—Well, the question is, whether the half of a thing is so good as the whole; and if you do not go the whole way that is possible, it is very difficult to estimate whether good has been done by going only the half.

2311. I understand you do not complain, as regards the High School, of the deficiency in your numbers which has been caused by the withdrawal of the hospital boys?—I am not here to complain at all. I wish to state the facts of the case rather than anything else.

2312. That, however, is rather a form of expression. You do not mean that there is no cause of complaint, but I understood you to say that the hospital boys rather drove away the other boys from a sentiment of class?—They did that.

2313. Then, perhaps by putting the boys who came as against those who were taken away, you are not much worse off in numbers now, in consequence of the opening of the Merchant Company's schools?—We are worse off, because the impression produced upon the town is very im-

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portant, and will last for a long time. If the hospital boys had not been there at all, it might have been a different thing altogether.

2314. It was the admission of the hospitallers that caused the bad impression?—Yes.

2315. And their withdrawal did not do away with it?—It did not. In fact, some of the parents that came to me said they were very unwilling to send their children where hospital boys had been.

2316. Then the contrast between the High School and the Merchant Company's school would be a small endowment managed in a public way, and a larger endowment managed in a less public way?—Yes, to a certain extent; but that is not the whole. As I understand, the Merchant Company's schools are of a very peculiar nature. They have got endowments to back them, but they try as far as they possibly can to make them pay themselves. Now, if I were to state fully what I consider to be the damaging effect of the Merchant Company's scheme,—I do not wish to complain unduly of their schools; they do a deal of good, I admit that, and I wish to give them full credit for the earnestness with which they are desiring to improve education;—but the ground on which I take exception to the Merchant Company's schools is this, that with vast endowments behind them, they have arranged a system of education where the teachers get no more than, the best of them, £200, and the great majority of them £100 a year. For public men like the Merchant Company to fix that as anything like the standard for the salaries of teachers, was, I think, a sad sign of our country. If they had made the school a model school, where they were to pay the teachers better and give a high education, I would have sought to resign myself to the circumstances of the case; I could not help it.

2317. But you surely cannot complain of their getting the article as cheaply as they can?—Yes, I do complain of public men acting in that manner with funds like these, whose only object should be the advancement of education. I complain of them distinctly, for they lower education throughout the country, because they lower the idea of education. Their principle was a very simple one:—The private schools give smaller salaries than even these, and therefore we shall go into the market and get a certain article for this purpose. I think that was a very bad way of doing for public men.

2318. Do you go upon the principle that public men, when they can get an article for £200 a year, should give £300 a year for it?—No; but there is this in it, that although they get a certain kind of article for that money, they do not get the article they should get. I do not think parents are very good judges of what education is; and it is only in those countries where the rulers take it into their own power, like Germany, and settle the salaries, that you get a first-rate education. Take, for instance, the case of a young man who comes up from the country to go to college, and he finds it advantageous to go into a private school for a salary of £80 or £100 a year; he goes in there for two or three years, and then he gives it up. I say that a system which encourages that kind of thing is really ruining the profession of the teacher, and that means, utterly ruining education. I think our only safety is in a public system, where the teachers will have fixed positions, and where they will have decent salaries on which they can maintain themselves, and be able to look to the end of their life as being a life spent in education.

2319. Then do you complain of the standard of education at the Merchant Company's schools being lower than it ought to be?—I have no reason to say that as matter of fact, because I have not examined the schools; but, as matter of principle, I say that if teachers are to be em-

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ployed at £100 and £200 a year, and no more, then in the end the profession of teacher in this country will be lower than the profession of teacher in any other civilised country in the world.

2320. Do you mean to say that the position of a teacher in the Merchant Company's school is not made sufficiently high to attract good teachers?—I am not putting it in that way just now, because circumstances may alter it; but if things are to go on in the country as they are doing now, you cannot have a good system of education on that basis; it is simply impossible. A young man entering life can get £100 a year as a clerk; and why, in that case, should he enter upon the profession of a teacher, with no chances beyond it?

2321. Would you wish a Merchant Company's teacher to be so well off that he would not be better off by leaving its service?—No. There might be gradations, but I think £100 or £200 is the highest they give to men actually in work. They give more to the head masters; but for men actually in work, I think that is too little to start with. I believe they have given one man a little more since; but I saw a private document which contained a list of all the salaries they gave, and that was about the result of it. My complaint is made more for the cause of education itself than in the interest of the High School.

2322. *Mr. Parker.*—I understand you to be looking at the question not only as the head of the High School, but from the interest you take generally in the higher instruction of Edinburgh?—Yes. In fact, one of the propositions of the Merchant Company was of such a nature that I thought the High School would be much more severely injured than it is, and yet I gave my sanction to it.

2323. Looking at it from that public point of view, you see two large masses of endowments in Edinburgh—the Heriot endowment of £20,000 a year, and the Merchant Company's endowment of £10,000?—Yes.

2324. And you see also a proposal to erect a School Board in Edinburgh, which shall have a control over the High School and over the higher education so far?—Yes.

2325. Do you think it is for the interest of that higher education that there should be these three bodies entirely independent of each other?—Certainly not. The very point where the mischief has been done is by one body acting by itself, instead of taking the whole into consideration.

2326. Do you see any traces in the schemes already put forward by the Merchant Company and by Heriot's Hospital of rivalry between them?—Distinctly.

2327. And of conflict of interest?—Yes, of conflict of interest unquestionably.

2328. And if there were a third body,—namely, the School Board,—having no definite relations to the others, you think there would be worse confusion?—I think it is very likely there might.

2329. Supposing the Merchant Company and Heriot's governors were unwilling to agree to, but were disposed to resist, any transference of their educational funds entirely to the School Board, do you think it would be of any use that the School Board should have some members serving also on the other governing bodies?—That might be an advantage, but I don't know that it would come to much, because in all these cases it is one or two men who practically manage the thing,—that is to say, in all these bodies there are one or two practised individuals who take a great interest in the matter, and who carry everything before them. In the case of the Merchant Company, there were Town Councillors on the management who yet took no account of the High School or any other school. I

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should think the only solution of the difficulty lies in having one single managing body.

2330. The governors of George Heriot's Hospital, in a letter to the Home Secretary, state that they stand towards the citizens in a position similar to that of the School Boards in England, on the ground that they are elected. Do you think that is a correct statement?—It has an appearance of truth; but fundamentally I suspect it is not exactly the thing, because when men are elected as trustees of Heriot's Hospital, and act as trustees of that Hospital, they have separate and special interests. If they were elected as a School Board, they would act as a School Board; but if they are elected as trustees of Heriot's Hospital, you will find that they act as trustees, having a conservative feeling with regard to the Hospital.

2331. The thirteen parochial clergy, of course, are not elected at all?—No.

2332. And the Lord Provost and Magistrates and Council are elected for many other purposes besides education?—Yes.

2333. Therefore the whole body does not correspond accurately to a School Board?—No.

2334. And when Parliament gave the management of education, not to the Town Council, but to a board elected for the purpose, that was presumably the reason of the decision?—Yes. The reason was, that those who were elected would devote their whole attention or have their whole interest in education, and were to be elected specially for that object.

2335. Then you think it most desirable that the School Board in Edinburgh should have the general control of all these endowments?—Decidedly. I have no hesitation about expressing that opinion. I see no other way out of the difficulty.

2336. Under the superintendence of the School Board for Edinburgh, you would not be afraid of any harm resulting from spending very large sums to endow education?—Not at all.

2337. The emoluments of the masters in the Merchant Company's schools, you think, are decidedly below what they ought to be for that class of education?—Decidedly.

2338. Of course a master there has a prospect of rising gradually?—Yes, but look what they have done. He has the prospect of rising to the High School, or to the Academy, or to two or three places, not very many, like these; but the result of these schools, so far as they have yet affected the High School, has been to take from the classical masters about £100 a year each, and thus to diminish the number of good situations.

2339. Do you mean that the classical masters of the High School are receiving less salary than they did before?—They have been receiving about £100 a year less than they did before these schools were formed; so that there are exceedingly few places in Scotland open to schoolmasters, and the tendency of this is both by example and by actual influence to diminish those posts to which they can rise.

2340. If the senior masters in the Merchant Company's schools were thoroughly well paid, I suppose you would not object so much to the junior masters commencing at a lower rate?—No; only I think they should begin at a decent sum all through. Perhaps I may state what I mean by that. I think, if you are to have a good system of education, the person who is to be the teacher ought to go through a regular system of training for it—to serve an apprenticeship as it were; and then that implies that he will be worth something before he becomes a regular teacher, just as they do in Germany.

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2341. And if you give a small salary, you get in the long run an inferior teacher?—Yes.

2342. Comparing what the Merchant Company are doing with what Heriot's Hospital are doing in primary schools, are Heriot's Hospital paying proper emoluments to the masters in the primary schools?—They are paying them much better just now: they have raised their salaries within a short time.

2343. They have paid the masters well in their out-door schools?—Yes; they pay them well.

2344. What have been the results in those schools?—There has not been time to know that yet, but the Heriot schools are all under good teachers.

2345. Then you think they are working satisfactorily?—They are working very fairly; but with regard to the working of these schools, you find there again that nothing can be done satisfactorily unless you put the whole education in the town under one body, because a number of the other primary schools complain very much of the effect which the Heriot schools have had upon them. They have adopted the same system as the Merchant Company, of drafting away the best pupils from the private schools in their neighbourhood.

2346. If there were any large extension of the Heriot out-door schools, that would interfere very much with the work of the School Board?—Yes, unless you embrace the whole under the School Board.

2347. And on that ground again, for primary, as well as for secondary education, you wish to see the whole under one board?—Yes; that difficulty meets you wherever you go.

2348. I believe the reports on the Merchant Company's schools have generally been favourable to them?—I have not examined them, but I believe they have. But then there is this to be considered with regard to reports in this case, as in the case of almost all our schools, that the reporters are generally employed by those interested in the success of the schools; and no man who is employed as an examiner will feel inclined to damage the school, for reporting on which he is paid. Of course he would not say anything false about it, but he would take a mild view of it. I know myself, from the way in which we stand to our examiners, that they are perfectly honest; but if you get a certain sum paid to you by a body of men for reporting on a school in which they feel an interest, it would be very shabby to state in the full blaze of light everything exactly that could be said about the matter. I have felt that difficulty myself. I have been asked within the last year to examine a number of the burgh schools throughout the country; and when I am asked to do so by the Town Council, and paid by them, I have no hesitation in stating the exact facts of the case; but if I were asked by the masters, or by people having a special interest in the school, that would be a different thing altogether.

2349. Then if you were responsible for taking any action about these schools, you would think it necessary to inform yourself more fully about them than by these reports?—Decidedly. Without at all questioning the propriety or truth of the reports, I should like to know more particularly how the thing stands.

2350. If there were bursaries at your own High School, should you be afraid of competition for them of boys from other schools?—Certainly not. There were five bursaries on which I was a trustee under Dr. Sibbald's trust, and I wanted to throw them open, as I would throw them all open.

2351. You would not be afraid of the test applied to your school by

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boys from other schools coming to compete?—No; I think if the school could not stand that test, it deserved to fall.

2352. Do you think the Merchant Company's schools, with their great endowments, ought to be afraid of the test of competing with other schools?—No.

2353. Ought there not to be sufficient inducement for the parents to send their children there, without giving that further inducement of limiting the bursaries to their scholars?—I think so.

2354. Did the Heriot's Hospital limit their bursaries in the same way?—They drew up a scheme in which they limited a certain number of them to Edinburgh, and a certain number were for schools in the country. Now I propose that they should all be thrown open.

2355. Those which were limited to Edinburgh were for schools in Edinburgh, other than those connected with educational institutions falling within the scope of the Endowed Institutions (Scotland) Act?—I did not notice that, but at one time we had them specially for the High School.

2356. Looking at the general interests of higher education in Edinburgh, is it for those interests that bodies like the Merchant Company and Heriot's Hospital should limit their bursaries each to their own schools?—No. In fact, what we want in Edinburgh is what they have got in most other places. I have seen a magnificent exhibition of this kind in Paris, at the Sorbonne, where all the Lycées in Paris and round about it competed for certain prizes, and the University delivered these prizes to the successful competitors. Of course the Lycées were under Government supervision, but there were private schools among the competitors; and I think such a competition in a considerably wide sphere would be an immense advantage to the schools here.

2357. These funds are considered to be specially intended for the benefit of Edinburgh; would you go so far as to throw the bursaries open to competition of boys coming to Edinburgh from other parts of the country?—Decidedly. I would have no restriction in a case like that. The only restriction would possibly be that of age, but I don't know if that would be worth making. You will sometimes find a man of 25 competing with a boy of 15, but that is comparatively rare; and I don't think it would be worth legislating for these exceptional instances.

2358. If it were proposed to give some bursaries for Edinburgh, and some for the rest of Scotland, would you think it a better arrangement to throw them all open?—Yes; I would throw them all open, and let us see what each school could do, wherever the boys come from.

2359. *Mr. Sellar*.—Not confining them even to Scotland?—No. I would not be inclined to confine them even to Scotland.

2360. *Mr. Parker*.—Taking a large view of Scotland, do you think it would be well to bring boys up from all parts of the country to Edinburgh to compete for bursaries?—I don't know about that. I think that, so far as the other parts of Scotland are concerned, it would not be good, because I think it is well to have various centres of intellectual culture; that is to say, I would like to see a stronger centre of culture in Dundee, for instance, than there is, and so in Aberdeen. I don't think it would be an advantage, so far, to bring them all to Edinburgh.

2361. But taking Dundee as a centre, you would use funds that are already in Dundee; and taking Edinburgh as a centre, you would use Edinburgh funds?—Decidedly; only, if I found that the funds in Edinburgh were too large for the purpose,—for it is possible to have too large endowments, although we have had nothing like that in Scotland

as yet,—I think you might distribute some of them in other parts of the country.

2362. Do you think public opinion would go as far as that?—No. I think the Edinburgh people are very anxious that the funds should be kept to Edinburgh; and that appears to be especially the feeling in the Town Council.

2363. But they might perhaps go as far as to allow boys from other parts of the country to compete for bursaries here?—That is a different thing. I think they would not object to any Scotchman competing at any rate, nor, I think, to any Englishman either.

2364. *Mr. Sellar.*—In comparing the Heriot and the Merchant Company's schemes, what are the chief points of your disapprobation?—I do not disapprove of the one as compared with the other. They ought to fight it out among themselves, if they are going to act as private individuals; but I believe the only proper way of carrying on education is a public one. If you do not do that, you will have eternal contests; and the stronger the contests, the sooner they will bring about the result that will lead you to adopt the public method.

2365. Did you form the opinion that the Heriot scheme would have the effect of underselling the Merchant Company's schools?—Yes; it would do that. It would have taken the boys from the Merchant Company's schools to themselves unquestionably. They made the fee lower, and they intended the education to be for a lower class.

2366. Do you mean that it seemed to be intended to undersell the Merchant Company?—I would not attribute any motives to them. I have no right to do so. They say themselves that they had prepared their scheme before the Merchant Company's was ready. I don't know that; but they would both naturally fall upon the same scheme in dealing with a question like that, acting individually; and then, when they fall upon the same scheme, they clash.

2367. Are you aware that the Merchant Company have increased the salaries of their masters of late?—I know the head classical master gets £300 instead of £200.

2368. You said the objection to the scheme was, that there were no prizes to the teachers in the Edinburgh schools?—There are not absolutely no prizes, but they are very few.

2369. Do you not know that the head master of each of these schools has a very large salary?—Yes; but he need not be a teacher at all; he is a pure manager. So far as I understand,—and, of course, I only speak from my limited information,—he is merely the manager. I know that in France they have actually a man who is not a teacher at all who performs the same function.

2370. The provision in the Provisional Order is that the head master of the school over which he presides shall be appointed by and hold his office at the pleasure of the governors, and shall be responsible for the efficient working of the school?—Yes; but a business man may do it almost as well as a teacher.

2371. Do you think any one but a teacher could be responsible for the efficient working of the school?—It is difficult to say. We know that a good many of the head masters in private schools in England are men who know very little of education.

2372. You said you had examined several burgh schools recently: which schools were these?—I examined Dunfermline Academy, and Elgin Academy, and Forfar Academy. These were the three principal ones.

2373. Did you take any note of the emoluments that existed in these academies?—I made inquiry about them at the time, but I have not got

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them with me. The impression produced on my mind, however, was that there is an extreme need for funds for secondary education; in fact, all the recommendations that I had to give must be frustrated from the want of funds. Then I know Stirling very well; I was there for some time; and I know that there was a deficiency there. At one time, from the Education Commissioners' Report I drew up a list of the salaries of all the masters, and it was really miserable.

2374. Do you know what the total amount of endowment for the burgh schools is?—I believe between £2000 and £3000 is the very utmost of it for the whole of Scotland.

2375. How many burgh schools are there in receipt of that £2000 or £3000?—I cannot say. I could have got that all ready if I had thought of it; but my personal impression is very strong as to the great need there is for endowments.

2376. Perhaps you could send the Commission some such statement?—Yes, I can send them the facts of the case.

2377. Will you do so with regard to the three schools you have mentioned, and will you state any other facts bearing on the endowments of middle-class schools in Scotland with which you are practically conversant?—Yes; but I may state that, for lack of endowments, such schools are almost unable to adopt modern systems of education. They are dependent to a large extent upon their fees; and the consequence of that is, that the interests of the masters often clash.

2378. Do you mean that they must have large classes to begin with?—Yes, or one master may have a large class, and another may not. For instance, the difficulty in Elgin Academy arose from one master taking the pupils from another master's class.

2379. Do you mean that there was a struggle for the boys?—Yes, a regular struggle. In the case of the Forfar Academy, I was called in because there had been a deadly quarrel between some of the masters; and there again it was about fees, and they were actually fighting for their livelihood. That is the case in a great number of the middle-class schools, where, owing to the want of endowments, and to the fact that they have no regular salaries, but have to rely upon the fees, the institutions get broken up, as it were, into different parties, and they are not in a healthy state.

2380. In the High School, do you consider that you could, with endowments, reorganize it in such a way as to improve education?—Yes, vastly. The fact is, that just now there does not exist in Scotland, so far as I can see, a single institution corresponding to a gymnasium in Germany. In the High School and the Academy, and other schools of that class, we are forced in one and the same school to suit the demands of those who are going to the University and to a profession, and those who are going into business. Now, if I had funds in the High School, I would say: 'Here is my complete classical side; you will get a thorough liberal education here. And here is my thorough business side.' But that can only be done with funds.

2381. The main difficulties which you see arising from the want of funds are the necessity of having large classes, and the necessity for this struggle between departments for fees?—Yes.

2382. Are there any others?—There is the impossibility of organizing the departments thoroughly.

2383. *The Chairman.*—Is that the case in the High School, that each master receives his fees for his class independently?—Within the last six years an attempt has been made to have a different state of affairs, but it has not made very much difference. The plan we take is, that each master gets a certain sum out of the slump fee for each pupil that he has.

2384. Then you do not feel that evil so much in the High School as it is felt in some other schools?—We feel it in this way,—that suppose I were attempting a change of system, one man would immediately complain that I was taking away pupils from him. For instance, I have no doubt myself that if we are to have good schools, there ought to be a system of examination and of transferring from one class into another; but if I were to attempt that, I would take, say, £20 or £30 out of one master's pocket and put into the pocket of some other body. I have tried that to a certain extent, but it has to be done with a very gentle hand.

2385. *Mr. Sellar.*—Do you know that the Merchant Company have attempted to do that?—They can do it, and with success.

2386. And it is in that direction that their scheme has gone?—Yes. They have gone almost altogether in the right direction, so far as their schemes of education go, except on one point, I think, where they have mistaken a principle. It is a very good principle that the bursaries should be distributed irrespective of anything but merit; but they have made their admissions to the school a matter of merit,—that is to say, they have made it essential that a boy shall pass an examination before he gets education from them at all. Now, I think, with charitable funds, the best thing to do is to give a good education, as far as they possibly can, even to the stupidest. I have a great feeling for the stupid boys, and I think a good deal could be done for them if they were fairly treated; but to reject a stupid boy absolutely and entirely, is, I think, a pretty strong measure where charity is given.

2387. Do you know the aggregate amount that the Merchant Company spend in salaries in a year?—Yes. It has been stated again and again by Mr. Boyd and Mr. Knox; but you have to take into account there, that there are certain branches which they must pay well for, such as dancing, and music, and French. Some of these subjects are well paid: they cannot get them unless they are well paid.

2388. *Mr. Ramsay.*—Has the effect of the competition for scholars in the burgh schools been to reduce the fees below the point at which they would pay the teachers?—To pay the teachers is a peculiar term.

2389. Has the effect been to lower the fees?—No; the competition amongst themselves has been rather the opposite way. The peculiarity in the burgh schools is, that the amount of fees has been fixed at a very early stage in Scottish history—perhaps 200 or 300 years ago,—and gradually the fee has been getting larger in amount, but at a comparatively slow rate in comparison with the price of things and the decrease in the value of money; so that the teachers in the burgh schools really do not get anything like the sum that we might expect them to get.

2390. Then I understand you to say that the supply of the means for secondary education is very deficient in Scotland as a whole?—Not the supply, but the position of the teacher. The position of the teacher is such that you cannot expect to have what I would call a first-rate system of education. There is this in it, I think, that almost every man that I know who has gone into burgh school teaching has gone accidentally, or has been driven into it by chance. His heart may ultimately get into it, but that is the accident of the case. Now, if there is to be a national system, the situation could be made such that a man could look forward to it and train for it, and could go in as an experienced teacher,—that is to say, with all the knowledge, and intelligence, and knowledge of methods which a teacher ought to have.

2391. Then, on the whole, you think that teachers are not sufficiently qualified for the positions which they occupy?—I should not like to put it in that way.

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2392. Does your argument not lead to that?—The system might lead to that result; but there are exceptional and occasional cases on which I would not like to pronounce so strongly. For instance, just now, if they feel that they cannot go into the church, able men may turn into the schools, and be good teachers; but the same man would have been better qualified if he had looked forward to the profession of teacher as one which he was to follow through life.

2393. Then do those who administer these schools find a difficulty in procuring men of sufficient attainments?—It is difficult to say whether they have got sufficient attainments or not; but what I mean is this. In Germany they demand that the teacher shall not only be able to teach the principal branches, but that he shall always be investigating something new for himself. They make him write his programme annually, or something like that, in order to show that he is taking a living interest in the progress of knowledge.

2394. He is a student as well as a teacher?—Yes; whereas, in this country, if a man is only a good, energetic teacher, nothing more is expected of him; but if you compare the German teachers and our teachers, and their circumstances, you will see that there is a very great difference between them.

2395. Have you considered how far it would be expedient to provide for these deficiencies by applying the funds of institutions such as you have in Edinburgh to the promotion of secondary education elsewhere?—Of course I do not know how much the funds are, but it would be an extremely good use to apply them to; and I may say that the necessity for their use in some such way will appear more and more, because, owing to the vast spread of commerce amongst us, and the apparent advantages that commerce has, our professions will become thinner and thinner. As an illustration of that, I may mention that while ten years ago I might have four or five boys in my class who were willing to become teachers, now I have not a single one who would dream of becoming a teacher; and I think you will find that, unless circumstances change in our country, the number of teachers will become less and less.

2396. Will that not lead those who have the appointment of teachers to give higher salaries?—That will be too late, because, in order to have good teachers, you must begin at an early stage. You cannot get men in an instant to become teachers; and if a boy does not see a clear way before him for a profession in this direction, he will not train for it.

2397. Is that deficiency so much felt yet as to induce those who have charge of schools to consider it?—The difficulty there is, that you will not get a body like a town council to consider the question. It must be done by a body of able, educated men, who have a charge of the whole thing, and are prepared to act accordingly. For instance, they would like a good man for a place like Forfar Academy, but they merely advertise for him; they cannot prepare him.

2398. Would the granting of higher class certificates attain the object you have in view?—Yes, to a certain extent; but you won't get men to take higher class certificates unless you give them a higher prospect, and you won't get men of ability to go in for a profession where, say, £100 or £200 a year is the ultimate object.

2399. Do you think that affects other professions than the teaching profession?—It has affected the clergy much.

2400. And the bar, for instance, and solicitors?—The bar in some respects is quite different, because they have considerable privileges and prospects beyond; but in education in Scotland, the teacher of a burgh school has nothing to look for beyond the burgh school, unless it be the

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University, and he has little chance there. In England such a man may become Archbishop of Canterbury; but in Scotland there is really no prospect for him beyond the burgh school. He will never make money; he will never become rich; he will simply have to remain during his whole life in that school. We are peculiarly situated in that respect in Scotland, because there is no outlet for the teachers. If the English schools were thrown open,—that is to say, if they were not given to English Churchmen, as many of them are,—there might be a difference. As it is, the Scotch schools are open to the whole of England; but we cannot go there to any great extent, and the prospects of Scotch schoolmasters are very limited.

2401. The schools in England are, in fact, shut to Scotch teachers?—Yes.

2402. While the schools in Scotland are open to teachers from England?—Yes.

2403. You would not propose to alter that system with regard to the Scotch schools?—Decidedly not. I would propose to alter it on the English side, but not on the Scotch side.

2404. And you think that, with additional funds, education in this country might be very much advanced by increasing the emoluments of the teachers?—Yes.

2405. You would not propose to do that by advancing the rate of fees charged for the attendance of the scholars?—Not to any great extent. In some places it might be done, because in some schools the fees are extremely low. If you could provide some scheme by which any scholar, however poor, might get into a better school, I would not care although it was done by advancing the rate of fees considerably. The true idea about that, I think, seems to be this: Suppose you were to give to any place, such as the Stirling burgh school, a certain sum as an endowment for the school, or to admit a certain number of scholars for nothing, by competition,—I mean from the poorer classes,—that would be a better plan than giving them bursaries merely at that stage, because you make a certain endowment for the teacher, whose influence will go over the whole of the pupils, and at the same time you will effect the object which you have in view of securing a classical education to every poor boy who is fit for it.

2406. You would propose, in fact, that the teacher of the grammar school should be paid in respect of poor scholars?—Yes, but paid by permanent endowment, so that the man could look forward to it. It would elevate his position at the same time that it would do good to the boys.

2407. *Mr. Sellar.*—Have you considered at all the question of training schools for higher class teachers?—I think it would be a vast advantage, and I know it in my own experience. When I went as rector of the Stirling grammar school, the first two years, although outwardly successful, were in reality anything but a success. I was struggling on with wrong methods; but since that time I have given my attention to the science of education, and I know the difference between myself then and what I am now.

2408. *Mr. Ramsay.*—That is, as to the mode of imparting instruction?—Yes, and so as to act judiciously upon the whole mind. The teacher, at an early stage, may really give his pupil as much information of the particular kind required as one who had received a higher training. He would not generally do it so satisfactorily, but he may; but in the whole effect upon the boy's mind, his instruction has a crude effect. I would put it in this way, that suppose he is working upon the lower classes, he would be apt to produce revolution; and on the middle classes he would

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be apt to produce discontent. He gets into wrong methods of thought, and he is irregular in his action.

2409. *Mr. Sellar.*—Is not the improvement which you have felt in yourself the result of your practice in teaching and your experience?—I think experience has a great deal to do with it; but I think experience without a knowledge of the science of teaching does not go for very much.

2410. Would you approve of a system of imparting instruction in training, such as they have in our normal schools?—Not exactly as in our normal schools, but such as they have in Germany.

2411. *Mr. Parker.*—Have they normal schools for higher teaching in Prussia?—There are establishments there called *pädagogische Seminarien*. There is one in Berlin in which about 10 or 20 persons intended for teachers in the gymnasiums are trained, and there is another famous school at Halle.

2412. But that is for classics?—Yes. The *Philological Seminar* is for classics.

2413. And the others are mostly for specialties?—Yes; but in a sense they are all specialties.

2414. In fact they don't think you can train teachers for the whole circle of liberal education at one place?—No.

2415. It must be done bit by bit at different places?—Yes; but at the same time a teacher in a gymnasium is only the teacher of one subject, with a general knowledge of other subjects.

2416. But a normal school for higher instruction in Prussia would not be a school for all branches, but for one branch at Berlin, and another perhaps at Halle?—Yes; they might be quite separate in that respect. There are two sets of *Seminarien*. The one connected with the universities is for special subjects; in the other, *pädagogische Seminarien*, experienced teachers of gymnasias instruct the students in the practical art of teaching.

2417. And each teacher would go where his specialty was taught?—Yes. But in Scotland, if you are to have instruction for teachers of burgh schools, it would need to be extremely limited, because there would be so few of them. The number of teachers required each year is comparatively small. I would say that if you have perhaps ten or twelve each year, you would have all that would be required.

2418. *Mr. Sellar.*—Would not these ten or twelve acquire sufficient practice by spending a certain time in the ordinary normal school?—No. For instance, the teaching of Latin is really a matter of great difficulty, and the Germans have a number of books specially on that subject; and I think it is only a man who is thoroughly up to Latin, and who at the same time is pedagogic, as they call it, who is capable of teaching it properly.

2419. Is there not always a risk that that sort of training produces mechanical teaching?—Yes, unless you add the other thing which the Germans demand,—the writing out of your programme. Unquestionably a power of investigation is more adapted in the end to produce good men than merely the knowledge of training; but there is no reason why they should not both exist.

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2420. *The Chairman.*—You are the head of an institution for young ladies in Edinburgh?—I was connected with the Scottish Institution in

Moray Place for nearly forty years. I was not the head of it, but I was the secretary for a long time, and one of the directors from the opening to the close.

2421. You were not the head master of the institution?—No; I was one of the directors.

2422. Were you one of the original founders of it?—Yes.

2423. For what class was that institution founded?—When we began, the institution was attended by what we call the middle classes of Edinburgh, and some of the higher classes also. Some of the Lords of Session, for instance, had their daughters with us; but a great number who came to us were from the country—the daughters, perhaps, of gentlemen farmers, clergymen, etc. A good many came from England. The school then consisted of perhaps about 120 as an average number; but one half of those who attended were not from Edinburgh, but were from the country.

2424. Is it an institution for boarding as well as for education?—The lady superintendent had boarders, sometimes as many as 30 or 40. The institution does not exist now.

2425. When did it come to an end?—Last year we were brought to an untimely end, partly, we think, by the establishment of the Merchant Company's schools. The year after their establishment, we went on; but we suffered a great loss, and we were obliged to give it up. In fact it was never an institution that paid a very great deal,—the expenses were so great, especially for music. When 30 pupils were withdrawn out of 100, there was no profit at all.

2426. Before the Merchant Company's schools were established, how many pupils had you?—Betwixt 90 and 100.

2427. So that you were not able to carry on the institution with a reduction of 30?—No. The profit lay entirely upon the 30.

2428. But it had larger numbers before that, had it not?—Sometimes 120, and sometimes 100. I would say that 110 was the average number during the 38 years it lasted.

2429. Did it begin with considerable numbers?—The first year we had only 40 or 50. There were ten proprietors originally, and all these ten were directors and teachers; but in the course of time some of them died, and the directorate then fell into the hands of three or four. When it was given up, I was one of three directors; they had fallen down to that number. And then we employed the teachers; and we had a lady superintendent, whom we paid very well; we paid her £200 a year.

2430. Have you any statement to make with reference to the operation of the Merchant Company's schools in the education of Edinburgh?—I think the money was not applied to its proper purpose when it was employed in teaching the wealthier classes of Edinburgh; and I certainly was astonished that the gentlemen who were the means of establishing these schools should have used such efforts to bring in these classes, by soliciting, and by going about and mentioning that such and such a person of respectability attended their schools. That certainly had the effect of bringing in a number who would otherwise have gone to other schools.

2431. You mean that the Merchant Company's schools are not confined to the middle classes?—They are not confined to them entirely.

2432. You are speaking now with reference to the ladies' schools?—Yes; to the ladies' schools entirely. I also think the education which was given in the institutions was a higher education than is given in the Merchant Company's schools. I may say that there were several other institutions in Edinburgh than ours. There was one in Charlotte Square, the Edinburgh Institution; and the Ladies' Institution in the southern

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part of the town. There were three establishments in Edinburgh all together of the same nature : there were also boarding schools and private schools in which the course of instruction was similar to that of the institutions.

2433. Have these other institutions ceased also?—No. The one in Charlotte Square is flourishing, but the one in the southern district was greatly affected by the establishment of the Merchant Company's schools.

2434. And it has not recovered from that?—No ; I don't think it has.

2435. Do you consider that the establishment of the Merchant Company's schools has been an injury to Edinburgh?—I do. I think they lower the tone of education in Edinburgh very much. I think they are not encouraging the employment of capable, accomplished teachers, because the salaries they give in these schools are so low, that, in fact, no lad of talent would enter upon the teaching profession with such a view before him. No doubt there are one or two, the head masters of these schools, who are well paid ; but the great majority of the under teachers are certainly under-paid.

2436. Do you think the education of Edinburgh was better provided for before by a number of private schools?—I think so ; especially with regard to ladies. Further, I think the congregation of 1300 girls in one establishment is not a thing to be desired. I have had great experience in teaching ladies. I taught in many boarding schools in Edinburgh, and they were well attended ; and in these schools there were never more than perhaps 30 or 40 together at a time. It certainly requires great care to manage 30 or 40 ladies ; and I cannot understand how 1200 or 1400 girls can be convened into one establishment, and proper supervision exercised over them.

2437. You are speaking now of boarding schools?—Yes.

2438. But this large educational establishment is principally a day school?—Yes.

2439. Then your objection does not apply to bringing these large numbers together when they are in a day school?—Not to the same extent ; but still there is a great deal of intercourse between the girls in these schools. Besides, the institutions I have mentioned were only partly boarding schools, because, while the lady superintendents had large numbers of boarders attending them, there were other pupils as well.

2440. The education furnished by the Merchant Company's schools is at a lower rate than was supplied by the private establishments?—Very much lower.

2441. And that is so far an advantage to the public?—Yes ; it is an advantage to a certain class, I admit.

2442. But you object to the system, that there are dangers arising from it in bringing such large numbers together, independent of the teaching?—I think, as regards ladies' schools, it is not desirable that there should be such a number brought together ; for I cannot fancy what efficient superintendence there can be over them with the present arrangements.

2443. You have not inspected these schools?—I have not.

2444. Then you are speaking more from your own experience of schools than from any experience or knowledge you have of those of the Merchant Company?—I am speaking entirely from my own experience. There is one thing I would say, however, with regard to the teaching in these schools. With regard to music, I cannot conceive how they can teach at all by teaching seven girls at a time. When the Scottish Institution was established, we tried something of the same kind, because the expense of the music was so great. The system we adopted was what is called the system of Logier, a person in Paris, who conducted classes

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there on that system. We tried it for a year, or a year and a half; but we had to give it up, because the public were not satisfied with it. I never heard any person yet who maintained that the system of teaching seven ladies at a time was a proper system; but the Merchant Company were compelled to adopt it, because they could not afford the expense of teaching them singly.

2445. In the case in which you had experience, how many did they attempt to teach together?—Six or seven, I think. They were taught by the same pianist at the same time; but it was given up. I suspect the gentlemen who now conduct the music in the Merchant Company's schools never taught upon that principle before. They teach it there now, because they are in a manner compelled to do it; but I rather think they would not choose to teach their private pupils on that system. We complain also of the suddenness with which the new schools were got up; there was not sufficient warning given. Another thing we had to complain of was, that the gentlemen who were acting in the formation of these schools asserted and maintained publicly that they would not injure the existing schools of Edinburgh. They were more limited at first in their views than they afterwards became. I think the newspapers of the time will show that the speeches made by these gentlemen lulled the teachers asleep; and, as a proof of that, I may mention that in the very year when these schools were to be established, I bought a school in Edinburgh for my own daughters at a great expense. I suffered a very great loss in consequence. I merely mention this as a proof that I did not suppose these schools would do the amount of harm they have done.

2446. Have you any other remark to make with reference to the effect of the establishment of these schools on private teachers in Edinburgh?—I could easily mention many who have been ruined by these schools; many schools have gone down in consequence. I may mention that Mr. Wilson, who was to have been here to-night, wrote to give me an account of many schools in the southern district that had been ruined; and even in Edinburgh these schools have hurt not merely institutions, but they have hurt what are called private schools.

2447. We want to hear from you any statement you have to make as to injury done to the public teaching generally by the establishment of these schools, rather than anything connected with the private injury to the different teachers?—Well, so far as it has gone, it has been the means of injuring a great many efficient teachers,—men who taught in schools resorted to from all parts of Scotland,—because many of the schools in Edinburgh were of such a character as to attract pupils from different parts of the country. Now, many of these schools have been given up. Five or six of the most respectable schools in Edinburgh have suffered; and the consequence is, that the gentlemen whom they employ must be under-paid; and my own opinion is, that a different race of teachers will be found in Edinburgh some years hence from that which existed before the establishment of these schools.

2448. Do you think the public will receive no advantages from the establishment of the Merchant Company's school, to compensate for that loss?—I don't think they will receive the same style of education.

2449. Why do you expect that the class of teachers in Edinburgh will be inferior in the course of a few years?—Because they are not so well paid. There is not the same inducement to men of ability to enter the profession.

2450. *Mr. Ramsay.*—Are the salaries now paid to the teachers in the Merchant Company's school less than the salaries which were paid in the private school with which you were connected, or in the other private

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schools to which you refer?—In my own school I had no assistant, except one who taught a small junior class of ten or twelve. Then, in employing music masters, we had Mr. Bucher, and we gave him £120 a year; but then he taught only four hours a week; whereas in the Merchant Company's school they teach four hours a day to overtake the great numbers, and thus proportionally they are under-paid. Then, with regard to drawing, we had two teachers for it in the Scottish Institution, and they taught six hours a week; but in the Merchant Company's school, so far as I can learn, they have one master to a class of eighty. Now, I hold that that teaching is not so efficient as the teaching in other schools in Edinburgh.

2451. Then, in your judgment, the effect of the institution of these schools has been not only to lower the qualifications of the teachers, but the character of the instruction imparted in the schools?—I do. I think it has had that effect upon the schools in Edinburgh.

2452. *Mr. Parker.*—How much a year was your music master paid for four hours a week?—£120.

2453. Do you know what the music masters at the Merchant Company's schools are paid?—I have heard. I think it is about £260 or £280. Then, I think these schools are drawing in pupils from the country and large country towns to Edinburgh; and the people in the country towns, I think, are not exactly aware of the instruction that is given. My opinion is, that they are better taught in the country schools than they will be here. There are boarding schools in these towns where the classes are taught by the masters in the academies of these towns; and I think the teaching there is at least equal to what it is in the Merchant Company's schools here.

2454. Do you consider, generally, that the teachers are under-paid, so far as you know, in this new educational institution?—The music masters, I think, are pretty well paid. What are called the English masters are not so well paid.

2455. The chief English masters are paid £210 for six hours a day: is that a lower payment than usual?—It certainly is not high. An English master in Edinburgh, teaching six hours a day, used to make £400 or £500 a year.

2456. Then, the general effect of this institution has been to depress the standard of payment to masters?—I think so.

2457. And that would have an effect beyond the institution itself?—Yes. It has a tendency to lower the fees generally, because people seeing education so cheap there, are very apt to grudge high fees. I teach a private class of ladies in Edinburgh, from whom I charge a guinea and a half a quarter: they pay me six guineas a year for one hour a day; and, some years ago, many teachers were paid in that way.

2458. Do you think that in the long run they will get as good teaching for the lower salaries as was got before?—I cannot think that they will.

2459. Then, in your opinion, the general effect of their pitching the salaries so low will be to lower the standard of teaching, instead of raising it?—Yes.

2460. Do you think it an advantage or a disadvantage to have institutions on so large a scale?—I certainly do not think it is an advantage to have them on so large a scale for ladies. When we began the Scottish Institution, there was an objection raised in Edinburgh to our large numbers. It was said there were too many, and that the behaviour of the girls would be rude. Now, if there was that objection to 120, here you have 1200 or 1300 brought together.

2461. *Mr. Sellar.*—Was yours a boarding school or a day school?—

It was a day school; but the lady superintendent had boarders, perhaps 30 or 40.

2462. Was the objection as to the numbers taken to the 130 day scholars or to the 30 or 40 boarders?—It was as to the school generally.

2463. *Mr. Parker.*—I suppose the heaviest losses have fallen upon the principals, upon the owners of the schools you have mentioned?—Yes.

2464. Do you think it has also been in any way a blow to the teachers who were employed in these private schools?—I am sorry to say it has, because many of the teachers employed in these schools have not been employed in the schools of the Merchant Company, although I think they were perfectly well qualified to be so. The objection to many of them was their age. One or two have been lately employed, but some have become bankrupt.

2465. Would they have been willing to go to the Merchant Company's schools at the salaries there given?—Yes; they would have been constrained to do that.

2466. Do you think that competent teachers, who were willing to accept these salaries, have not had the opportunity, but have been rejected?—I think so; indeed, I know it.

2467. Was that chiefly on the ground of age, or on other grounds?—I don't know. They said it was on the ground of age; but I do not think that could have been the ground in the case of such a man as Mr. Wilson, who was to have been here to-night. He was a man of activity, high respectability, and had a good school, which was utterly ruined; and he applied and was refused. Another gentleman in Queen Street, Dr Robson, who was a man of very good character as a teacher, applied for one of these situations, and was refused; and I believe many were refused.

2468. Has that happened, do you think, to lady teachers as much as to gentlemen?—I cannot say, but I think so. I believe a good many governesses and ladies who teach the piano have lost employment in consequence. I don't think many of them who belonged to the former schools were employed by the Merchant Company.

2469. And they would probably find it more difficult than men do to get other employment?—Yes.

2470. Then your impression is, that there are in Edinburgh many ladies who are out of employment from the sudden opening of these schools?—Certainly.

2471. Did the Merchant Company profess to give any preference to teachers who had previously been employed in private schools?—I am not aware of that. I know that they brought some teachers from the country.

2472. The Scottish Institution in Moray Place has, I understand, been dissolved?—Yes. I attended there two hours a day, and I had a great deal of employment otherwise. I am still teaching eight or ten hours a day; but there has, of course, been a great loss to me through that institution being stopped,—a loss, perhaps, of from £150 to £200 a year.

2473. As regards that institution, it would now be too late for any good to result to it from a change in the policy of the Merchant Company?—Yes.

2474. But there are other institutions still struggling against this competition?—Yes.

2475. And to whom it might do good?—I cannot say that it would do good. I believe that, had the high honours and prizes which the Merchant Company have held out been held out to other schools, then there might have been a healthy competition; but these prizes are con-

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fined to their own people. I think the plan of examining, and only admitting to the school at the beginning, pupils of a certain amount of attainment was not at all what should have been. Why should a pupil not have been admitted, although perhaps not a very good scholar? Yet that plan has been pursued; it may be a way of confining their numbers.

2476. Do you think they are selling this education much below its cost price?—I think it is not much below its cost price, if you consider the nature of the work. The article is cheaper, but it is not so good.

2477. Then you think they are inducing the public to pay a lower price, and take a lower kind of education, under the name of being an education of the same kind?—Yes.

2478. *Mr. Sellar.*—How do you know that the education is not so good?—I know from their arrangements that it cannot be so good. I know that a man cannot teach 80 pupils as well as he can teach 20 or 30.

2479. Do the classes in the Merchant Company's schools consist of 80 pupils?—Some of them do. In the drawing classes they do, and in the singing class there must be 80.

2480. Do you know that as a fact?—That is the common report, and I have heard so on good authority.

2481. Do you think it a disadvantage to have a large class in drawing and music as well as in other subjects?—I do.

2482. In those private schools you spoke of, were all the classes smaller?—Generally so. In the Institution the singing class would be 30 perhaps; but then the music was taught singly. We had about eight or ten governesses,—not governesses, but regular music teachers,—and they taught the pupils singly.

2483. Then is your knowledge of the size of the drawing and music classes the only means by which you have ascertained that the education in the Merchant Company's school must be of a lower quality?—If you bring in young masters from inferior country schools, then the education, I presume, cannot be so good as when it is given by men of tried ability and reputation.

2484. But that is a presumption merely?—Yes.

2485. You have no information upon the subject that you can give us?—The fact is, that we can scarcely draw a conclusion from these schools yet, except from such opinions, because they have not existed long enough. Another thing is, that they got into their schools at the beginning pupils from the best schools in Edinburgh, who had been well taught; and I have no doubt that during the first year of the Merchant Company's schools the teaching there was greatly affected by what had gone before.

2486. The class of pupils was so good?—A great many of them were.

2487. *Mr. Parker.*—Then, even if the Merchant Company's schools were examined at present, it would not be a fair test of what they are likely to be after they have been a few years working?—I think not. I remarked that Dr. Hodson, who examined these schools, was very chary in his remarks,—I think, very judiciously so. He made the remark, that he could not yet judge of the efficiency of the teaching, because of the effect which the teaching of other schools might have had upon it.

2488. *Mr. Sellar.*—Then you say the salaries are so low that no lad of talent would aspire to be a teacher there?—I don't think he would, more especially when he is liable to be turned off in a day.

2489. Would you approve of a schoolmaster having a permanent tenure of office?—I don't know. I think there should be a certain permanency attached to a situation such as that; but I think a great many of the teachers will take the first opportunity of going away.

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2490. *Mr. Parker.*—But in private schools the teachers could also be turned off at short notice?—Generally they could; but in the Institution we never engaged a master without being bound to give him notice of a half-year before the end of the session.

2491. *Mr. Sellar.*—How many teachers had you in the Institution?—About twelve or thirteen. In physical science, we had Dr. Reid, Dr. M'Gillivray, Mr. Rose, Dr. Macadam, Mr. William Lees, and others, as lecturers, at different periods.

2492. How were they paid?—They were paid by the lecture.

2493. How were the twelve teachers paid?—The German master had, I think, £70 or £80, and he attended six hours a week.

2494. And the English master?—I was the English master.

2495. What was your salary from the Institution?—I would say that the average for the thirty-eight years I was there might be about £170 a year.

2496. And the French master?—It would be about the same.

2497. All these salaries are much smaller than those paid by the Merchant Company?—Yes; but these were for two hours a day only, and that enabled us to have other employment elsewhere.

2498. Then the old system was better for the teacher?—Yes.

2499. Was it equally good for the pupil?—I think so.

2500. What fees did a pupil pay for the full branches?—£21, and afterwards 21 guineas.

2501. Did that include everything?—No. There was 2 guineas for the piano, which made it 23.

2502. Was there anything for dancing?—No.

2503. Then 23 guineas included everything?—Yes; it included music, which was taught singly, and drawing, and the lectures, and in fact everything.

2504. Then you say that another objection to the Merchant Company's schools is that they draw a number of pupils from the country districts?—Yes.

2505. Do you think that is a disadvantage?—Yes. I don't think there is any advantage to children coming here to these schools from towns such as Peebles, or Perth, or Stirling, because many of these children, when they came from the country formerly, generally went to a boarding school, where their manners were looked after; but now they go to private families for cheap board, and I don't see what advantage they have in coming to Edinburgh, except in name. They would be as well taught in the places where they come from as they are in the new schools of Edinburgh. In St. Andrews and Dundee they have very excellent ladies' schools, where they are taught, not only by the ladies themselves, but by the gentlemen connected with the academics.

2506. Do you know how many lady teachers are employed in the Merchant Company's Ladies' Institution?—I don't know.

2507. There are 27?—Does that include music?

2508. Yes; that is the whole of them?—In our institution we had about 20, including the music teachers.

2509. You complained of the suddenness of the Orders, and said there was no warning?—There was very little warning given.

2510. You said at the same time that the newspapers contained speeches about the matter?—Yes; they said it would do no harm.

2511. The scheme then was made public in the newspapers?—Yes; the scheme was there, but we had no idea of the extent of the injury before it happened, or even for half a year afterwards; and in the meantime many of the teachers had invested their money in buildings and so forth, and they had no time to withdraw it properly.

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2512. Your chief grievance, however, is in the interest of the teachers and not of the public?—Yes; but I don't see how the public ought to gain by that.

2513. *Mr. Parker.*—You think, as a matter of public interest, that education is injured both by depressing the salaries of the teachers in this large institution, and by setting the fashion of low salaries elsewhere?—Yes.

2514. And you also object to the large scale on which the establishment for ladies is carried on?—Yes; and I think the people of Edinburgh will generally agree with me in that, if they have any taste. I am teaching in some boarding schools now; and I find it has not much affected the schools of the higher class. It has not touched my private classes either, except by taking away perhaps four or five of my pupils; but in the case of such establishments as the Scottish Institution and the middle class schools, it has affected them very much.

2515. Would it tend to remove your objections to the Merchant Company's scheme if they were generally to raise the fees, and also to raise the salaries of the teachers?—I would like to see that done in the interests of education. As the thing has happened, it is of little interest to me what may be done further. Besides, I have plenty of teaching in private schools, and I am not so much affected by it. I feel more for others than for myself.

2516. Speaking generally, would you say that the interests of education are very much bound up with the interests of the teachers?—Yes.

2517. If the teachers are not well paid, the education is not likely to be good?—Yes. I think the education will suffer.

2518. *Mr. Ramsay.*—One of your objections to the Merchant Company's schools is, that the effect has been to lower the cost of education in favour of a class who were not intended to be benefited by the original donors of the funds?—Yes.

2519. Have you considered by what means the Merchant Company could confine the benefits of their schools to the class intended to be benefited?—I cannot say anything as to that. I can only say that, at the starting of the schools, it was the feeling that they should not have in them any but those who were benefited before, or those who could not afford to pay the fees of the middle and high class schools; but it is the fact, that the original movers of the new schools did, by their personal influence and solicitation, induce many to attend these schools who, without this interference, would have continued in the older establishments.

2520. Then your chief objection in the interest of the public, is that the quality of the instruction given in these schools must be lower than in the private schools which they have superseded?—Yes.

Adjourned.

SATURDAY, *December 7, 1872.*

PRESENT—

SIR EDWARD COLEBROOKE, *Chairman.*
 THE EARL OF ROSEBURY.
 MR. PARKER, M.P.
 SIR WILLIAM STIRLING MAXWELL, Bart.
 MR. RAMSAY.
 MR. LANCASTER.
 MR. SELLAR.

REV. DR. GRAY, examined.

2521. *The Chairman.*—You are the minister of one of the city churches in Edinburgh?—Yes; I am minister of Lady Yester's parish.

2522. And as such you are one of the governors of Heriot's Hospital?—Yes.

2523. You are so in common with the other ministers of the city churches?—Yes; the ministers of the city churches are all *ex officio* governors of Heriot's Hospital.

2524. I believe you have taken a special interest in the administration of the hospital?—I have been now for upwards of twenty-two years a city minister; and having two juvenile schools and one infant school in my parish, I have all along devoted some time and attention to the interests of the trust.

2525. And attended meetings?—Yes, I have attended meetings very frequently.

2526. Have you taken a part in the business as a member of the committee for regulating the admission to the hospital?—In regard to the hospital, there are committees appointed year after year, and their doings are sanctioned by the governors. In regard to the schools, there is an Admission Committee, with full power. I have been for some time convener of the Admission Committee, and before that I was for a number of years convener of the General Education Committee.

2527. Has that committee charge of the out-door schools?—The Education Committee has charge both of the hospital and the out-door schools. The Admission Committee refers simply to the out-door schools, not to the hospital.

2528. As convener of the Admission Committee, the applications for admission to the out-door schools pass through your hands?—Yes.

2529. And your experience has been more with regard to the out-door schools than with regard to the hospital itself?—In that capacity it has, but I have taken a general interest in the hospital affairs.

2530. And you are acquainted with the general administration of its affairs?—I am, so far.

2531. And the character of the education that is conducted in it?—Yes.

2532. Is it your opinion that it is important to introduce any changes in the constitution of the trust?—Circumstances have so materially altered since the trust was established, that there are of necessity changes

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which would be very desirable, keeping in view what I consider to be the spirit of George Heriot's trust, and the great object which he had in view, which I think was the relieving of the poor of Edinburgh by maintenance and education.

2533. Do you mean the poor of Edinburgh generally, or under certain limits?—Under certain limits. He declared his object to be 'for the publick weill and ornament of the Burgh of Edinburgh,' which he spoke of with great gratitude, and indicated his desire that he should do for Edinburgh something of a similar kind to Christ's Hospital in London, the object of which, as founded by Edward VI., was the relieving of the poor. Heriot stated, however, that it was for the sons of decayed burgesses and freemen, or, as he has it in his will, for 'puire fatherles bairnes, friemen's sons;' but my own opinion is, that it was not intended to be confined to them, if the funds were sufficient to admit of others. It was certainly spoken of by Johnston as specially an orphanage, and by Heriot as for fatherless children; but the fact that he intended it to be of a similar kind with Christ's Hospital, which was not confined to orphans, showed strongly that probably, although he did not expect his means to be available for any more than orphans, yet that he did not intend it to be confined to those who were absolutely fatherless, but meant that the hospital should be, as it were, *in loco parentis* to those who had no others to care for them, if his funds should be sufficient for that purpose.

2534. You are aware that Christ's Hospital was intended for the poor generally, without any restriction as to the class from whom they were to be drawn?—Yes; and I think the fact that Heriot says he intended this hospital to be for Edinburgh what Christ's Hospital was for London, indicated that the general object he had in view was the relieving of the poor in Edinburgh.

2535. But not setting aside the particular words which he used, implying a limitation both as to fatherless children, and as to the children of burgesses or freemen?—Quite so. On the contrary, I think fatherless children have a first and legal claim. But I think his nephew, Dr. Balcanquhal, in whom he had great confidence, and to whom, in a codicil written after the will, he gave 'absolute power to trait and conclude with the Proveist, etc., concerning the intendit hospittill,' did not mean them to have the only claim. (*History of the Hospital*, p. 323.) I know it is sometimes said that *per incuriam* Dr. Balcanquhal, in his statutes, omitted to say that it was to be only for fatherless children; but I think, if you will look at the chapter '*De Electione Discipulorum*' (*History of the Hospital*, p. 340), you will find that George Heriot's nephew, who must have known pretty well his uncle's intention, and pretty often talked the matter over with him, does not limit it to fatherless boys. About the middle of that chapter he says:—'We doe charge the consciences of the electouris in the Lord, that they chuse no burges childreine into these places if their parentis be weill and sufficientlie able to manteyne thame, since the intentions of the founder is onlie to relieve the puire.' The expression there, 'if their parentis be weill and sufficientlie able to manteyne thame,' implies that the parents are living.

2536. Might it not also bear the construction that they have one surviving parent? Were they not fatherless boys although they had one parent alive?—No; I think the expression in that case would have been 'if their mother is sufficientlie able.'

2537. Is not the mother a parent?—The mother is a parent; but the word in the statute is not parent, but it is parents—'if their parentis be weill and sufficientlie able to manteyne thame.'

2538. If there were several children, would there not be several

parents? Does it not admit of that grammatical construction?—I should think if that had been intended, the expression would have been, 'surviving parent' or 'surviving parents;' and I think the concluding part gives force to my view.

2539. Then you conceive the intention of Dr. Balcanquhal was to extend it beyond the limits of fatherless children?—Yes, beyond the limits of the fatherless, provided the parents were poor; and, as I understand, that has been the rule ever since the hospital has been founded.

2540. Is there anything in the records of the foundation to show that it has received that interpretation from the beginning?—I understand, from the officials, that from the beginning it was not limited to fatherless boys in its benefits.

2541. But the class who were to be admitted to the hospital are limited to the children of burgesses?—Yes, poor freemen's sons. I may say further, that even if I were wrong in my former interpretation, I should think that, seeing the object is 'to relieve the puires,'—that is, the sons of burgesses who are poor,—yet if George Heriot's funds were more than sufficient to educate the fatherless sons of burgesses in Edinburgh, acting upon the spirit of his will, one would naturally take in also those who were practically fatherless, that is to say, those whose fathers were disabled by illness, or who, from whatever cause, could not give their sons a proper home.

2542. In the hospital the admissions are now limited to the children of burgesses?—They are.

2543. That class, it has been stated, is dying out?—Not dying out, but that class is now a very different class from what it was in George Heriot's time, or from what it was down till 1846.

2544. It has been said in the evidence already given before the Commission, that that class is diminishing very much in numbers, and will in the course of a certain number of years be restricted to very few. Is not that the fact?—The reason of that is, that in 1846 an Act was passed making it not imperative to be a burgher in order to carry on certain trades in Edinburgh; and since then the only persons who have qualified as burgesses are those who have qualified themselves for educational objects. They will not necessarily die out, because, if things are to remain as they are, very many will qualify as burgesses, but, unfortunately, only that their sons may be admitted into these hospitals and schools.

2545. Is it not one of the reasons which have led you and other patrons to desire a change, that it has become almost a necessity to extend the class who are to be benefited?—Exactly. We think that George Heriot's object is not now carried out as it was when a very large proportion of those who carried on business in Edinburgh were necessarily burgesses, and when every one who served an apprenticeship to a burgher became himself a freeman of the town.

2546. In regard to the out-door schools, there is, I think, a preference given to the children of the same class?—Yes.

2547. But under the statute by which they are constituted, you admit the children of other classes to the benefit of the schools?—We do.

2548. I understand the applications for admission to these schools are more than the schools can receive at present?—Far more.

2549. In deciding who should be admitted, do you inquire into the circumstances of the children?—We do.

2550. On what principles do you act in deciding who shall be admitted?—We consider generally the income of the parents, the number in the family, the time during which they have lived in Edinburgh, and the educational benefits which they have already received. For example, if

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there were only one vacancy, and two persons applied, one of whom had already one or two boys in the schools, and the other had none, we should give the preference to the person who had none. As a rule, we do not admit more than two members of the same family at the same time to the benefits of the schools.

2551. Applications are made, of course, from persons who are in receipt of wages themselves?—Frequently. We have not been in the habit of admitting those whose parents receive parochial relief.

2552. Are you able to restrict their numbers so as generally to admit only the children of persons in needy circumstances?—I think there are a good number at present attending the schools whose parents could pay a small fee for their education, but it would require to be a very small one.

2553. And, in your opinion, some fee should be taken from them?—I am of opinion that the governors should have the power of charging fees, although they should not charge them universally. Our funds do not admit of giving a gratuitous education to the children of all the poor in Edinburgh. Therefore we must give first a free schooling to the very poor, and next a very cheap education to those who are somewhat less needy, though still unable to pay for books and full fees. So far as I am able to judge, one out of every five attending these schools could not pay for any education at all; and I think that in the case of five out of every six, the parents of the children have not more than 20s. a week. These figures are taken from my own report, which is quoted on page 276 of the History of the Hospital. 'It will thus be seen that one out of every five attending these schools could not have received education at all, but for the free instruction thus provided, having either no parents, or parents earning no wages; that five out of six have parents whose earnings are less than 20s. a week; and that the average wages of parents receiving benefits from these schools are 13s. 9d. per week.'

2554. Then it was intended, when the Provisional Order was applied for, to give power to the patrons to take fees?—Yes. My own opinion is very strong on that point,—that where the parents are able, it is better for themselves, and better in every way, that a small fee should be charged; although, as free schools, the Heriot out-door schools have been a great success, both in the regular attendance and the great proficiency of the scholars.

2555. What would you consider a small fee?—I think that in the case of one out of every five, no fee at all should be charged. Then as five out of every six have not above 20s. a week, I think 1d. or 2d. a week would be quite sufficient, and in that I would include books and all other things.

2556. Do you mean that you would provide the children with books upon payment of that small fee?—Yes, because I think that very often, and I have found it to be so in my own experience, the children actually have to leave school, and are kept back in their education, because the parents cannot pay the large sums for books to begin with, and I would have the fee to cover everything.

2557. Would you still leave it to the committee to decide in which cases there should be fees, and in which there should be none?—Yes.

2558. You think that fees should be the rule, but with a power in the committee to exempt them in cases of special necessity?—Precisely; because I think that while the object of George Heriot was to relieve the poor, he meant to relieve them according to their necessities, and not all equally; and as you cannot possibly give an entirely free education to all who apply, or even to all who are really poor, you must extend the benefit as far as possible, giving some of them a half loaf rather than no bread. This I say for myself, because some of the governors—and one whom you

may probably examine to-day—have strong views on the point, and think that the education should be entirely free to every one.

2559. From your experience of the working classes, do you think that those who are able to pay would rather pay fees than receive gratuitous education?—I believe that many of them would rather pay fees, for this reason among others, that at present only two in a family can be admitted. It is very disagreeable to have one or two going to one school, and one or two going to another; and I believe they would very much rather pay a small fee in order to have their children going together. Besides, I am of opinion that 1d. or 2d. a week is a sum which very many could pay who now have their children admitted to these schools free; and by paying it they would enable us to admit other poor children who have just as good a right to the benefit as they have.

2560. In the remark you have just made as to the different proportion of payments from different parents, you do not contemplate a different scale of fees in the same schools for those who are in better circumstances? You would have a uniform scale of fees where you exacted them?—Yes. Of course the committee would still decide who were to be admitted; because it would be a great advantage to many to get their children into these schools, even on payment of a small fee; and therefore we would not admit those who were sufficiently able to educate their children fully. Every child at our schools costs us $6\frac{1}{2}$ d. a week; so that, even with the payment I propose, the poor in Edinburgh would get a very great benefit.

2561. But if these schools were very largely extended, would they not admit a much larger proportion of children whose parents were in receipt of high wages?—Yes. My own opinion on that point is, that we might overtake the whole education of the humbler classes in Edinburgh, almost without a rate, if we had full power with regard to this fund, and were able to charge very low fees as a rule.

2562. Then I understand your object would be still to keep up the character of the schools as intended for the benefit of the poorer of the working classes?—Yes, but also to take advantage of schools already existing, rather than to build new ones, unless in districts where there is a growing population of the working classes. Suppose we should at present add four schools, as is contemplated, and open them free in different parts of the town, of necessity a very large number of children at present paying fees in the neighbouring schools will be withdrawn from those schools, and of course the teachers will suffer very much, as those of a higher class have already suffered in connection with the Merchant Company's schools.

2563. But they would not suffer in the same proportion if you adopted the rule of taking fees?—No; it would not bear so heavily upon them then.

2564. Do I understand that in the Heriot foundation schools you would maintain them chiefly for the poorer of the working classes?—Yes, but not necessarily exclusively for their elementary education.

2565. You would not try to compete with schools that were intended for the better class?—No. I should like to do as much as we could for the humbler classes in Edinburgh,—that, I think, being George Heriot's intention; but I would not confine it to primary education for them.

2566. But I am speaking with regard to these particular schools?—Yes; but even with regard to these particular schools, I would have higher schools to which the children of capacity in these schools might be drafted, so as to receive a higher education.

2567. But with regard to the schools themselves, your wish is not to compete with those who are providing education at higher rates for the

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better education of the working classes?—Certainly not, rather to absorb them.

2568. There would therefore be a limit to the number of schools which you would have to establish?—Decidedly, if they are to be free,—a very near and present limit in many districts; but if they are not to be altogether free, I think there are a great many in Edinburgh who might fairly enough be admitted to their benefits.

2569. But your own idea is not to attempt to undertake the education of all the working classes in Edinburgh?—I think we might by and by be able to do so.

2570. In that ease, you would do so by superseding the existing schools, and taking lower fees than theirs?—By affiliating existing schools, and drawing lower fees than they do; but not by competing with them, so as to draft children away from them.

2571. Are these views entertained by your colleagues in the management of these schools?—I cannot say for that; I speak simply for myself. In extending our schools, I would much rather take over existing schools, giving the whole of the humbler classes in the neighbourhood the benefit, by charging smaller fees, than break up a flourishing school by having a free school put down beside it.

2572. You are not in a position to state in what way the proposal in the scheme would have been worked out, with respect to the classes for whom the additional schools would have been built. You only speak as to your own wishes, but not as to the intention of the patrons to take under their management the whole education of the working classes of Edinburgh?—If you speak of the Provisional Order, it is pretty well matured there. I think the object of the governors is plainly stated in it; but Bailie Tawse will be able to speak to that.

2573. The object is stated generally to be the foundation of schools, and I have asked you as to what classes you would extend their benefit, and you have stated what is your own opinion?—Yes.

2574. But it is possible that the scheme might have been carried out in a different spirit?—It might.

2575. Either in the direction of having gratuitous education or of having education at higher fees?—Yes. Of course that would depend upon the governors, present and prospective.

2576. I understand you have recently taken a part in establishing evening classes in connection with the trust?—Bailie Tawse has had more to do with that than I have, although I have also been on the committee.

2577. These classes are only recently established?—Only recently.

2578. You would rather that Bailie Tawse should describe them?—I think Bailie Tawse knows more about them than I do, but I should be glad to give any statement about them in my power.

2579. I understand it has been considered by the patrons whether they should not take fees at present?—I proposed a motion a month or two ago, which was carried, that we should take fees in the day schools, if it was found legal to do so; but on taking the opinion of counsel, we found it was not legal to charge fees at present.

2580. Would the patrons have charged fees if they had not been prevented by that opinion?—There was a majority in favour of their doing so.

2581. And the difficulty in that respect can only be removed by an Act of Parliament?—Yes, only by getting power.

2682. You said it was the intention to establish some additional secondary education to which children of capacity connected with the foundation schools might be advanced?—Yes. Supposing we could

not undertake the whole humbler education of Edinburgh, which probably we might not be able to do, I think the better plan would be to undertake the education of the very poor in Edinburgh, and, where Providence had given them capacity, to see, by a higher system of schools both for boys and girls, that they received a higher education.

2583. Were these schools only intended for the 'hopeful scholars' of the foundation schools, or were they to be open more generally to other classes?—I think it would be a good thing to open them to other classes on payment of higher fees, because I think in that way a healthy competition might be established; and I think that for boys and girls who are leaving our schools there should be small bursaries, enabling them to pay their fees at these schools, and leaving besides a little over. In my own experience, I have found that one of the greatest drawbacks in the education of the humbler classes is, that when boys and girls come to be about 13 years of age, then they are useful to their parents, as they can earn a few shillings a week, and the great temptation is to let them engage in something that will be remunerative; so that, even if we were to give them education free for a year or two after they were 13, I don't think that would be sufficient, but we should also have to give them a little help for the carrying on of their higher education.

2584. Do you think it necessary that there should be new schools established for that purpose?—I do, for this reason, among others, that the Merchant Company schools charge fees; and the boys and girls having no money of their own, and the parents of the poorer classes finding the struggle very great, would still send them to be apprentices, message girls, or shop girls, or book-folders, or to any trade rather than continue to give them the education afforded in these schools.

2585. Then the schools which you contemplate were for providing education for the poorer classes, rather than those whom you would admit on payment of fees?—Yes. I think that perhaps it would be a good plan to give so much a year and let no fee be paid by poor scholars; but I prefer payment of a fee where it is possible. I would rather, therefore, give a bursary for the higher schools much more than sufficient to cover the fees, as I think existing schools where there are fees charged and no such bursaries given, do not, in point of fact, overtake the work which we should do. They do overtake the work in the middle class, but not for the poorer among the working classes, who cannot afford to let their boys and girls continue at school after they are 13. In point of fact, between 12 and 13 is the highest age at which the boys and girls attend our foundation schools; they are barely three years there on an average.

2586. Then I understand that these schools which you propose to establish would be supported by pupils who pay fees?—Yes, either provided by us or by themselves.

2587. And there would be a very limited number who would come from the foundation schools and would be supported by your bursaries?—There would be a limited number, but still a considerable number. We have 3500 pupils at present attending our schools; and if we open four more schools, as we think of doing, that would really allow of a very considerable number of both boys and girls to go to the secondary schools.

2588. But those you propose to admit on payment of fees would pay according to a smaller scale of fees than would be paid in ordinary schools, in order to make them more like the class you draw from the foundation schools?—Yes; but we would still, I think, retain the power of selecting outsiders in our own hand.

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2589. From your experience of Edinburgh, do you think there is any great want of elementary education? Take your own parish for instance?—My own parish is in a transition state just now; there are so many buildings connected with the poorer classes that have been taken down that it is hardly fair to speak of it; but I can say of my own parish that every one who wishes education can get it, because we have a fund from the Marquis of Tweeddale for the education of those who cannot get admission to the Heriot Schools. But there are many in Edinburgh who are still in want of elementary education.

2590. And it is with reference to those that the new additional schools would be built?—Yes.

2591. There is in fact no want of competition for scholars, except with regard to the very poorer class?—Yes, the very poor; and I think it is specially for them that these schools would be opened.

2592. Would not these additional schools which you propose to build for the poorer class, naturally take off a number of scholars from the existing schools?—They would. However, Edinburgh is still enlarging to a great extent, and we would take care to build on growing localities, where such accommodation was required, and so do as little injury as possible to existing schools.

2593. But when you take away a large number of the children of the poorer working classes, would there not be a danger of the schools not being kept up for the limited number of those in better circumstances who remained?—I do not quite understand the question.

2594. If your schools are only built for the benefit of the poorer classes, and you draw off from the existing schools a large proportion of their children, would there not be a danger that it would be difficult to maintain the existing schools?—There would.

2595. And very probably the responsibility would be thrown upon you to provide for all?—Yes.

2596. Do you look forward to that as a probable result?—I would wish to look forward to that—to undertake and to overtake the whole education of the very poor in Edinburgh.

2597. In that case, should not admission to these schools necessarily be by right and not by selection?—The selection is made in accordance with what we conceive to be right under the trust; that is to say, the poor with large families should have a preference.

2598. But if you undertake the whole education of the working classes, must they not be public schools in every sense of the word?—If we should ever be able to do that, they would be.

2599. And you would be obliged to abandon the principle of the children being admitted by selection?—We would admit by selection so long as we had not room for the whole; but so soon as we had room for the whole, we would admit the whole.

2600. With regard to the hospital, I suppose your experience on the Education Committee gave you opportunities of judging of the education carried on in the hospital school?—Yes.

2601. Do you consider that it is important, on public grounds, that that school should be thrown open more widely?—Very important.

2602. It would be necessary, in order to enable you to do that, to limit the number of foundationers?—Yes; I would limit them to those who are either fatherless or motherless, or practically so. I think we would not require so large a number in order to overtake that class as are at present in the hospital. Admission now is a speculation. Persons buy their burgess ticket, hoping to get the benefit of the hospital; and some of those who are most needful are not able or not willing to do that.

Since 1846, when the Act was passed which I have already mentioned, that evil has been growing more and more; and, while I believe the governors have done the best they possibly could, they have always been striving since then to make changes, and hence their application for a Provisional Order, in which we were most unfortunately disappointed.

2603. By the Provisional Order the benefits of the hospital were not to be confined to burgesses, but to be extended to persons who carried on business?—Yes.

2604. And as such the admission would be to children whose parents belonged to the middle class?—I think not, rather a humbler class.

2605. Would you explain, then, in what way it would operate?—I think it was the object of George Heriot to provide for decayed and poor burgesses and freemen.

2606. But I am now speaking of the Provisional Order?—I understand the question referred specially to that; and, in carrying out the spirit of the trust, we thought it should apply to those who had seen better days, and had carried on business for themselves, if they afterwards became reduced in circumstances. For myself, I would not limit it to those, although I think we should embrace them. What I mean is, that we should first see to it that persons of a decent rank, who had died and left children poor and unprovided for, should have those children provided with a home in Heriot's Hospital, which should be to them *in loco parentis*; but if there was room for others after these were accommodated, I would be very willing to have them,—only I think we should reduce the number very considerably, and confine the foundationers to those who are practically fatherless, or really so.

2607. You do not mean that the children of a person in decayed circumstances, of whatever class, should be admitted?—Not, according to the Order.

2608. But the number would be limited to those who had carried on business in Edinburgh?—Yes, I think these are the terms of the Order.

2609. Then I ask you whether you did not understand that, from the terms of the Order, persons who carried on business would belong to the middle class?—I would not put it so, and I do not think it is so. At all events they must be poor, though they may before have belonged to the middle class. I think that George Heriot's trust is the patrimony of the poor, as much as any property that has been left to a nobleman or gentleman, and that they have a right to it. As to the Order, I would not say that those who carried on business in Edinburgh must necessarily be of the middle class. I think they might be of the working class. If they were well-to-do merchants, we certainly would not admit their children.

2610. Then your construction of this would be to admit the children of others than shopkeepers or tradesmen?—Yes.

2611. The persons who carried on business might be persons who carried on a mechanical occupation?—I would give a very liberal construction to that expression, and widen the area of admission, so as to make it what poor freemen were in Heriot's day.

2612. And when the governors extended the benefits to others on payment of fees, they would keep the same class in view?—They might, but not necessarily. Needy persons of a higher class might get the benefit.

2613. Do you consider it necessary that the admission to the foundation school should always be by selection? What I want to know is, whether it was intended under the Provisional Order to restrict materially the classes of persons who were to be admitted?—No. I think it was intended to widen the area of admission to the hospital, and the school

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connected with it; but of course it would be by selection that foundationers were appointed, and also those forming the out-door element admitted to it.

2614. By the selection of the governors?—Yes.

2615. So far as the means available for admission permitted?—Yes; and the proper persons applied.

2616. Is there any other point you wish to state to the Commissioners?—I may say I am against the breaking up of the institution as a home. I think those who have no home of their own, or worse than none, are better there than they would be elsewhere. The evils of monastic institutions are now with us reduced to a minimum, and very many of the advantages of family life are given. In the evening they have there educational and religious benefits which they could not have elsewhere. For these reasons, and because it would be a wide departure from the spirit of Heriot's will to make his hospital a mere academy, I should like to see it still continued as a home for boys that are really or practically fatherless. I think, too, we might do a good deal for the higher education; but I do not think that should be done in the way of endowments either for the High School or for the University, believing as I firmly do that George Heriot's great object was to relieve the poor, but rather in the way of bursaries to boys and girls of ability. However, in giving these bursaries, I would not have unrestricted competition, which seems to be so much the order of the day now, because then we would really be diverting the benefit from the poorer classes, and giving it to those who had had great advantages in early life at home. The moment you have unrestricted competition for bursaries, that moment you are really giving a benefit to those who have had early advantages. In that case I would still take into consideration the poverty of the parents, and the advantages or disadvantages of the scholars in early life. With that qualification, however, I am very strongly in favour of doing probably more than we have yet done for the higher education of the poor; and among the poor I would have some bursaries for unrestricted competition.

2617. You do not go so far as to say that admission to all the bursaries should be by selection and not by competition?—I almost go so far as to say, that in regard to the Heriot bursaries there should be the qualification of poverty; that you should not be forced to select the person who makes the best appearance, but that you should consider the advantages or disadvantages they have had up to that point.

2618. In the Provisional Order, where it is proposed to extend the number of bursaries, it is stated in regard to a large number of them that they should be awarded by competitive examinations—'declaring that all these bursaries shall be in connection with the University of Edinburgh, and shall be awarded in all cases except those under "Primo" by competitive examinations.' Do you disapprove of that?—No; I think competitive examination is most important, but I would also take the circumstances of the parents into account. We have a competitive examination for our bursaries at present, but we do not of necessity give a bursary to the person who makes the best appearance. If we find that his parents are perfectly able to maintain him without the bursary, we give the preference to the other.

2619. Then you think these competitive examinations should be modified by the rules of the governors, so as to give them a power of selecting among the competitors those whom they conceive to be best entitled to the bursaries?—Yes, those who they conceive are the most necessitous, if the governors see cause to do so.

2620. *The Earl of Rosebery.*—When you state that you consider that

Heriot's bequest was intended for the poor, do you mean the working classes, or the generally needy?—I think the working classes and the reduced of the lower middle class have a prior claim, but the generally needy in Edinburgh would have a claim also. George Heriot evidently thinks with gratitude of Edinburgh as his native soil, and as a mark of his gratitude he leaves his bequest to relieve the poor connected with Edinburgh. I think the working classes, who now, in my opinion, very much correspond with the burgesses and freemen then, have a special claim. But there are poor in all classes, and I would not except them.

2621. Would you not be inclined to say that first-class artisans are at the present moment much better off than the lower middle class? and how therefore could you draw the line of poverty?—It must always be a difficult matter to draw the line of poverty. We must consider each case as it occurs, and as it is brought before us.

2622. Then you have no absolute definition of the poor?—You cannot have.

2623. *Mr. Parker.*—There are some evening classes taught in connection with Heriot's trust?—There are.

2624. How long have they been in operation?—Only this season.

2625. Are fees taken for the evening classes?—They are proposed to be taken; but it is a question whether we have the power to charge fees, and that question is now, I believe, submitted to counsel.

2626. I believe the question was submitted to counsel whether you could charge fees at the out-door schools?—Yes; and the opinion was that we could not.

2627. Did that not apply to the evening schools as well?—There were differences that made it desirable we should also take the opinion of counsel with regard to the evening classes.

2628. You said there was a resolution to charge fees, if it could be done?—Yes; that resolution was carried by a majority.

2629. By what majority?—I cannot say by what majority; I forget at this moment. I think there was a majority of about four or five, but I know there was a considerable minority against charging fees.

2630. From your knowledge of the parents, can you state that some of them would prefer paying fees?—I believe some of them would.

2631. Especially if you were to remove the restriction as to the number of children that could be sent to the school?—Yes; if that restriction were removed, they could get all the members of their family sent to the same school.

2632. Have you ever considered what sum of money might be brought in by fees from the out-door schools, if fees were charged?—That is a matter of calculation. I believe, as I have already stated, that only about one in five could pay nothing. I think that the others might pay a small sum, but very small. I would not be unwilling to give free education to those whose parents' earnings were altogether under 20s.; and in that case the sum you would get from fees would be very small, because that embraces five out of every six, the average earnings of the parents of all the children admitted to the schools being less than 14s.

2633. When you spoke of the resolution to take fees, was it defined in the resolution from what number of the children fees would be taken?—That was no part of the resolution; we only resolved that we would charge some small fees.

2634. I think you incline to the opinion that a low fee might be charged to perhaps four out of every five?—Yes, or at least to a considerable number of our present scholars; but I am quite willing to do either way. I think that if the fee were fixed at a very low figure, a very

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considerable number might pay something, provided you included books in the fee, but those not having more than 20s. a week could not pay both the fee and the books; and what I mean is, that either you would have to allow those whose earnings were not above 20s. to get in without a fee, and thus there would be only one in five or six who would be able to pay fees, or you would have to make a small fee for all except the very poor, say of a penny or twopence a week,—including books in that.

2635. Which of the two do you think preferable?—As a general rule, I think it is better they should pay a small fee; and I would therefore do that, and include books in it, reserving of course a discretionary power not to charge fees where the parents were really unable to pay them.

2636. Then it would be easy to calculate the amount that would be brought in by charging fees to four children out of five?—Yes.

2637. What fee would you take?—A penny or twopence a week; which would not bring in a large sum, if you included books.

2638. The Heriot schools have not the advantage of the Government grant?—No.

2639. Have they applied for that?—No.

2640. If they received the Government allowance, would that not be a considerable addition to their funds?—Yes.

2641. And as people in Edinburgh pay their share of taxes, would they not be fairly entitled to a share of grants?—Yes; but whether they might apply for it would depend very much upon what was to be done with our surplus. If we are to take part of the Government rate in order to enable us to hand over part of our surplus to some other object, I do not think that would be very fair. It would be asking what we do not need from the Government rate, in order to give away what is our own.

2642. I wish to distinguish between the rate and the tax. The money to which I refer would not come from the rate levied upon Edinburgh?—I understand what you mean. I know the money would come from the imperial tax, and personally I am not opposed to that.

2643. You do not see any difficulty in the way of spending an extra £1000 or £2000, if it were brought in by the Government allowance in that way?—No; not if we could carry out our proposed arrangements by means of it.

2644. Do you propose it as an object to undertake the whole education of the humbler classes of Edinburgh without any rate?—I should like very much if that were possible; but I am perhaps not a sufficiently practical educational man to say whether it is possible or not, although I should like very much to see it done.

2645. You said you would found some new schools, but you would also take advantage of the existing schools?—I would rather take advantage of existing schools where there is no growing population, and found new schools where there is a growing population of the working classes, so as to interfere as little as possible with the schools that already exist and are flourishing.

2646. Another expression you used was to affiliate existing schools. Would you explain exactly what you mean by that?—I mean very much the same thing—to absorb those schools that are already in existence—to take advantage, for instance, of such a school as Bell's School, rather than to set down another school beside it, and to withdraw from it children of the same class, or nearly of the same class, as are already in attendance there.

2647. Then you would send children selected by the Heriot's governors to these schools?—Yes.

2648. And in return for that, you would probably require a certain control over the schools?—Yes.

2649. Would you require the entire control?—That might be matter of arrangement; but I should certainly think that if we undertook the entire responsibility, we might have the entire control, where the funds were wholly contributed by us.

2650. Then you would expend the revenues of the trust chiefly on the needy class?—Yes.

2651. Or entirely?—Yes, almost entirely. I might be inclined, in regard to bursaries for the University of Edinburgh, to give a few for absolutely unrestricted competition; but as to the great bulk of the revenues, I certainly think they are for behoof of the poor.

2652. But you do not think they should be spent wholly on elementary education?—No; I feel very strongly that while they are for the benefit of the poor, and chiefly the poor of Edinburgh, yet these revenues should not be spent for primary education only, but that, for the benefit of girls especially, for whom so little has been done, we should seek to give them something higher than they have. There is no proper arrangement existing for that at present; for, as I have already stated, when they come to be thirteen years of age or so, their struggling parents feel they are more difficult to maintain and clothe, and even a few shillings a week are of great consequence to them. The result is, that at this moment a number of very hopeful scholars I have known in connection with these schools, have gone home, or gone where their education is of no further benefit to them.

2653. To devote funds to higher education is not necessarily to take them from the poor?—No.

2654. It would be a confusion, you think, to take higher education to mean education of higher classes?—I think so.

2655. Do you think it desirable that the Heriot's governors should found schools for that higher education?—I think so.

2656. Rather than take advantage of existing schools?—I do not know any schools that would quite meet our views. For instance, with regard to boys, and indeed also for girls, at this moment I know of no technical school of the kind I should like to see very much in Edinburgh.

2657. Then a technical school would be a special case, and you would propose to found a school of that kind?—I think that technical education should be the chief characteristic of one of the schools that we would found.

2658. Would you specify what you would include in technical education for the poorer classes,—what kind of thing would you teach?—That is a difficult question; but I think the particular sciences with which they have to do in the different arts and trades would be of great consequence, and that a knowledge of chemistry, natural philosophy, arithmetic, mathematics, drawing, and other things would come to be specially appropriate and important.

2659. At what age would you propose they should enter such a school?—When they leave our juvenile schools.

2660. That is, at the age of thirteen?—Yes, or earlier.

2661. If you founded such a technical school, would you admit children of the richer classes upon payment?—Certainly; I think that would be a great advantage to the community, and would probably bring others into Edinburgh for the sake of sharing in that advantage.

2662. Besides a technical school, you would, I suppose, have higher schools for liberal education?—Yes. At the same time I would be willing to have certain bursaries for our present High School, so that those who

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left our schools might, if they wished, go there; but I would also open our present hospital for those connected with our foundation schools who might have superior abilities and were desirous of receiving a liberal professional education, and also for children of a higher class on paying moderately for it. For instance, there are in Edinburgh many widows of professional men, and of persons who have occupied a good position, who would wish to give their sons a liberal education, but cannot. We have good teaching there, and it could be given on payment of a fee; and I think the introduction of that out-door element would of itself do a great deal of good. I know that architecturally there may be difficulties in the way of that being done; but without taking very large classes, I think that an out-door element might be introduced with advantage.

2663. You think the hospital might be made a higher school?—Yes; we have a good staff there which might be made use of, and it might be an advantage to the boys, because there is an element of passiveness in all hospital boys which needs to be somewhat helped on.

2664. Do you think the High School is the only school to which bursaries might be given for your boys?—No, but I think the High School, being mentioned in George Heriot's will, has a special claim on us. I should like in everything to carry out the spirit of his will.

2665. George Heriot distinctly contemplated carrying on a liberal education for those children?—Yes.

2666. And in fact, I think, he named it before the apprenticeships?—Possibly.

2667. The grammar school is mentioned first, and then the apprenticeships?—Yes; and that is exactly what I should do. I would give a higher education to those who really had the capacity, and to the others I would give apprentice fees.

2668. You say that by and by you would look forward to undertaking the whole education, both lower and higher, of the working classes in Edinburgh?—Yes. Our resources are great and considerably increased, and are likely to increase more and more.

2669. Do you consider that the Merchant Company's schools have taken a different line, and would not be in competition with you in any way?—No, I think not. I was one of those who went up at first in connection with the Endowed Institutions Act. I was sent up by the Merchant Company at that time, being a governor there, although I was also a governor of Heriot's Hospital. We talked the matter over then; and our agreement was, that they should provide a thorough education for the middle class, and that we should provide the same for the poorer classes, from the very lowest to the highest branches, setting them down at the gates of the University,—we, as it were, in third-class carriages, and they in second-class carriages.

2670. When you say setting them down at the gates of the University, do you mean you would place them there with the entrance fee?—Undoubtedly.

2671. And you would spend money freely to bring on to the University any boys that you thought specially fitted for it?—Yes, freely. I hold a strong opinion upon that point, although I think it is only a very small percentage that should receive a liberal education; but wherever Providence had so endowed them, I would spend money very freely upon them.

2672. You said you would not have unrestricted competition in your system?—Yes; I am decidedly opposed to that as a rule. As a matter of necessity, I would certainly have competition, but competition, keeping in view the great object of George Heriot, which was to relieve the poor.

2673. That would apply, I suppose, specially to the first entrance only

to your schools?—Yes; in so far as our own bursaries were concerned, it would apply to the entrants, but it would apply to a certain extent to the other bursaries as well, because we contemplate giving bursaries not only to those connected with our own schools, but to others in Edinburgh educational institutions, and to others again all over Scotland, or anywhere.

2674. When boys had remained at the elementary schools up to the age of thirteen, and were about to pass from them to the University or High School, would you still object to unrestricted competition among the boys in your own schools?—I would still reserve a discretionary power on the part of the governors to give a preference to particular boys according to their circumstances. But as a rule, then, I think, competition might be practically unrestricted, because they had all had equal advantages.

2675. Don't you think it would lead to considerable disappointment, if boys who had been brought up together in the primary schools were not allowed to stand on an equal footing, to compete for bursaries there?—I think I have already said with regard to bursaries for our own schools, that I do not think there would be any difficulty in having unrestricted competition. It is only where persons who are not needy apply that the restriction comes in.

2676. In your primary schools the number of children who are well-to-do would be so small, that practically you need not have restriction?—No, unless the circumstances of their parents had very much improved.

2677. Then, passing on to the technical school, you said you would admit children of the upper classes at their own expense?—Yes.

2678. How long would they remain there?—From the age of thirteen, till, probably, about sixteen or seventeen.

2679. Would there be any bursaries for them, to stimulate competition?—I should like that we had bursaries there too, or something that would enable them to travel and see the technical colleges in other countries, which are superior to our own. I would endeavour to give them help in that way.

2680. At the age of seventeen, having had advantages up to that time at the expense of George Heriot, do you think the poorer boys ought to be qualified to compete with other boys in the school?—I think so.

2681. So that to these boys, leaving at seventeen, you might perhaps give the travelling bursaries in competition also?—Yes; but only if they were in needy circumstances, seeing the funds do not belong to boys or girls because they are clever, unless they are also poor.

2682. In the Provisional Order it is proposed to spend a certain sum in bursaries for Edinburgh University?—Yes.

2683. Have you paid any attention to that question?—I would probably leave Bailie Tawse to speak to that, except in a general way.

2684. Are you aware that in the disposition drawn up by George Heriot—not his actual will—he spoke of the whole of Scotland as being partly in his mind, in the case of the failure of his intentions in Edinburgh?—Yes, but observe how anxious he was that this event should not happen. He says—‘that give the saidis Provost and Bailies and Counsell of Edinburgh, or thair successouris, shall failie (as God forbid).’ Then the other was a penalty; and the same with regard to St. Andrews. It was not so much an alternative as a penalty in case of failure of what he was most anxious for. And even with regard to St. Andrews, it was still the poor, for it was ‘puir scholleris’ that were to be helped. Still, so far as I am concerned, I would have no objection to have certain bursaries that might be available for either University, for St. Andrews as well as Edinburgh.

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2685. But instead of failure there has been success?—Yes; and I think it would now be a terrible penalty on Edinburgh, seeing that the managers have done so much to make it valuable, and after others have left so much money to add to the trust—about £8000, because George Heriot was not the only founder; he left £23,000, but others have left £8000 in addition to that,—I say it would be a severe penalty on Edinburgh to take the funds away from it now.

2686. But if, in place of contemplating failure, George Heriot had contemplated success to the extent of the present greatly increased revenues of the trust, do you think he would have had any difficulty about some part of the benefit going to others?—No; and I think the fact that he left ten bursaries open to anybody, shows he was a man of catholic mind.

2687. When he left these ten bursaries, of course he contemplated a definite proportion of his whole means?—These bursaries were only for £5 each, and we have now made them £20; but I think that even in these bursaries he had Edinburgh in view, because he restricted them to Edinburgh University.

2688. I suppose the mere change in the value of money would almost bind you to make the bursaries larger?—Yes; we felt bound to enlarge them on that account.

2689. But besides that, what proportion of the whole he gave to bursaries, and what proportion to other purposes?—Yes; I think, if you ask me, it was a defect in the Act of 1836 that it did not ask power to give some bursaries.

2690. Therefore, in going to Parliament for further powers, you would see no objection to a somewhat liberal extension of these bursaries?—No.

2691. Or to their being, as they are now, open to the whole of Scotland?—I think these should be.

2692. There is one restriction in the Provisional Order, that these bursaries should be open to the rest of Scotland, with the exception of boys educated in endowed schools?—Yes; the reason for that was, that the Merchant Company had asked for a Provisional Order as well as ourselves, and there was no reason why we should be burdened for their relief.

2693. Probably the Merchant Company's schools were chiefly in your view in making that exception?—No doubt they were chiefly in view, for we should never think of refusing the benefit of the bursaries to those schools which have small endowments in other parts of the country.

2694. You think it was not intended to refuse the benefit of these bursaries to other endowed schools in Scotland?—No.

2695. And supposing that, in addition to these university bursaries, the Merchant Company were willing to give their fair share of bursaries, open without restriction to the Heriot schools, and that Heriot's trust were giving a fair share of bursaries, do you think there would be any objection to throwing the two into one, and having them competed for by boys from both schools, so as to bring about freer competition?—I think I should prefer that the Heriot's bursaries should be kept by themselves, and that we should have the control of them.

2696. And that each should mutually exclude the other from their bursaries?—In the particular case of the Merchant Company's schools, where they have very large capital, and are perfectly able to maintain the scholars whom they have, and to carry them forward, I think it would be a pity that they should come to us for assistance; and the classes to be helped are somewhat different.

2697. Do you see any advantage in limiting some of the bursaries to

Edinburgh, and limiting others to schools out of Edinburgh, instead of putting the two into one?—I should like to strengthen the educational institutions of Edinburgh. They have unfortunately suffered a good deal from the Merchant Company's schools, and I should like to offer inducements to parents to send their children to Edinburgh, to the different educational institutions there.

2698. The test of competition with other schools in Edinburgh would be valuable?—It would be.

2699. If what you contemplate came to pass—if the Heriot's governors had in their hands the education of the whole working classes of Edinburgh, including their higher education, how would they stand related to the new School Board, which has come into existence since the Provisional Order was drawn up?—I do not know sufficiently about the matter to say what would be the case with regard to them.

2700. Do you consider the present constitution of the trust of George Heriot to be suited for undertaking the larger duties which you propose they should undertake with regard to education?—There could be nothing more liberal than the present constitution of the trust. There are 41 lay governors, 39 of whom are elected by the very persons who, I think, elect under the new Education Act, and there are the ministers of Edinburgh; so that really there could be few boards that are more thoroughly the exponent of public opinion, and open to popular influences.

2701. When you say the ministers of Edinburgh, you mean the city ministers of the Established Church?—Yes.

2702. The provost, bailies, and council, of course, are elected for many other purposes besides education?—They are.

2703. And with a view to these purposes, gentlemen may be sometimes elected who would not have been elected for educational purposes?—Perhaps not; but sometimes it is an advantage to have persons not specially elected for educational purposes in dealing even with educational questions.

2704. Do you think that conference between the Board of Education in Edinburgh and the Heriot's governors would keep matters straight between them, or do you think there would be some confusion?—I think an arrangement might be made by which there might be no difficulty with regard to that matter. The great object of the board and of ourselves would be to keep down expense, and thoroughly to overtake the education of Edinburgh. Of course, Government inspection would see that the schools were properly conducted, and were on a proper footing.

2705. Do you think there would be any objection to some member or members of the School Board being associated with the governors?—I should not have the slightest objection to that.

2706. Might that not facilitate the maintenance of good relations between the two bodies?—It might.

2707. *Mr. Sellar.*—You have said you would confine the bursaries to your own schools?—No; I said that certain bursaries should be for our own schools, but not all the bursaries.

2708. Why would you not throw them all open to competition?—For this reason, among others, that the children of the poorer classes have not equal advantages with the children of the higher classes, and have not received the same education; and, therefore, if there was unrestricted competition for these bursaries, it would be practically throwing out those who required them most, and those for whom George Heriot specially intended them.

2709. Would not the education of your schools be of such a quality as to bring up the children of the poorer classes to the level of the others?

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—I said, in reply to Mr. Parker, that when the children had the benefit of our schools, I did not see any difficulty with regard to unrestricted competition being introduced among them.

2710. Then I understand you would throw them all open to competition?—I would throw a few of them open to unrestricted competition,—others to competition for poor students anywhere; but some of them I would reserve to scholars connected with our own schools, and I would allow unrestricted competition among them.

2711. I do not yet quite see your reason for not throwing them all open?—Do you mean to have competition on the part of any person from any quarter?

2712. Not as a rule; only among the poor to whom the funds belong. To do otherwise would be to deprive them of their rights?—Supposing that a poor father has a son at a country school where he has no advantages, and wants him to come to Edinburgh to get the benefit of a university education, that boy, although of greater capacity than his fellow-scholars, is not able to make the same appearance in the competition which they can do, because they are boys who have had tutors, and who have been cramming, so to speak, with Latin and Greek, and these boys, although not of the same capacity, will necessarily throw him out.

2713. Could you not devise a system of examination which would keep down cramming?—I do not think they have been able to find out such a system yet. I do not think the system of unrestricted competition has had all the advantages that people expected from it.

2714. Do you not think it creates an educational stimulus throughout the country?—Competition does, but competition always leaving a discretionary power with those who have the right of selection, where the funds have been left for behoof of a particular class.

2715. You mean you would keep the right of selection in the governing body?—Yes.

2716. And that those only would be allowed to compete who were selected by that body?—Yes; I think they should take into consideration the advantages and disadvantages under which the competitors may have laboured before, and generally the circumstances of their parents.

2717. Would not that be a system of close patronage?—It would be a system of privilege, and I would prefer that.

2718. Do you prefer privilege to open competition?—Not always; but I am speaking as a Heriot's Hospital governor. I think George Heriot intended this as a privilege to a certain class, and I would by no means throw it open to everybody, except in a very few cases at the most. To act otherwise, would, I think, be to introduce the communistic principle into the sphere of education.

2719. What class, exactly, do you think George Heriot destined it to?—Heriot speaks of poor freemen's sons being fatherless; and Dr. Balcanquhall states that the object was to relieve the poor of Edinburgh, because he was grateful to it as being his birth-place.

2720. Then you would prevent the poor of Edinburgh from competing for the Heriot bursaries if they were not educated in the Heriot schools?—I would try to educate the poor in the Heriot schools, and thus give them the full advantages of Heriot's bequest.

2721. But you would not admit the poorer children from the public schools of Edinburgh to compete for these Heriot bursaries?—Yes, I would, if we could not overtake the whole education of the poor.

2722. Then you would throw them open to those who were educated in the lower public schools of Edinburgh?—Yes, if they were poor scholars.

2723. Without any limitation?—I would throw a certain number of

them open to those who had had similar advantages. I think it is very desirable to stimulate our own scholars by the hope of bursaries, and therefore I would give bursaries specially to our own schools; but I think it also desirable we should promote the higher education of the poor so far as we can; and if we had funds, I see no objection, first, to have bursaries open to all the Edinburgh educational establishments; and, secondly, to have some bursaries with unrestricted competition from all quarters, always remembering their circumstances.

2724. For instance, would you allow those educated in the Merchant Company's schools to compete with those who had been educated in the Heriot schools?—There is a feeling on the part of the governors—I cannot say I share it strongly—that the Merchant Company have plenty of funds to provide bursaries for themselves; but if the bursaries given by both were open to all, that might be the means of promoting a healthy competition.

2725. Suppose there was a reciprocity between the two bodies—that each threw open its bursaries to boys educated at the other—would not that have the effect of stimulating education in Edinburgh?—I think it would, though that is not the only thing to be thought of.

2726. Would you not carry that further? Would it not help to stimulate education in Edinburgh if you threw open your bursaries to poor boys educated in the public schools of Edinburgh?—I would not object to that, as regards some of them at least.

2727. And would it not still further stimulate education in Edinburgh if you threw your bursaries open to poor boys educated in different parts of Scotland?—Yes; we have provided for all that in the Provisional Order; and I have indicated my willingness even to go further, and to allow a few bursaries to be open for absolutely unrestricted competition.

2728. You said that one reason why you would be inclined to help the Edinburgh educational institutions was because they had suffered from the Merchant Company's schools?—Yes, I think they have.

2729. Is it not probable, if that be the case, that they would suffer still more when your scheme was in operation also?—I dare say they would suffer to some extent, but we would try to make the suffering as light as possible. I do not blame the Merchant Company for what they have done; I merely stated what has been the effect, and the inevitable effect, where there are large educational endowments, of their improvements and changes. I think perhaps they began too abruptly, and with too small notice, and that therefore the evil was greater than it would otherwise have been.

2730. Do you mean the evil to the public or to the teachers?—The evil to the teachers, undoubtedly.

2731. Has there been any evil to the public?—I think that such a school as one containing 1200 young ladies is too large. I think the whole of the pupils cannot be properly attended to in it, and that there must be other disadvantages.

2732. With regard to the technical school: you say you would have a technical school to teach chemistry, natural philosophy, arithmetic, and mathematics. Is mathematics not to be taken up in the primary schools?—No; or, at any rate, nothing except the most elementary.

2733. But arithmetic is?—Yes; but from that I would carry it on to the higher branches—algebra and the higher mathematics.

2734. Would that not be done in the ordinary middle schools, like the High School of Edinburgh? Are not arithmetic and mathematics taught there?—I think there is a want in Edinburgh just now of what may be called a specially technical school. Besides, these middle schools are too expensive for poor scholars.

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2735. In that special technical school, if it was established, would you limit the subjects at all to these four?—No; but I would make these subjects a speciality. I would make it a school for teaching general subjects, with a technical and practical side.

2736. By a practical side, do you mean practical engineering?—That might be embraced; but I mean generally a side specially fitting them for the practical work of life to which they were looking forward.

2737. Do you think there is a demand for that school at present?—I think there is a growing demand, and that it will go on increasing.

2738. Have you thought how you would get teachers to teach these subjects?—If you have the money, you will very soon get teachers.

2739. Would you not have to train them?—Yes.

2740. Your idea is to have a school where engineering, chemistry, natural philosophy, and, I suppose, farming and other things of that kind, should be taught?—Not to teach the trades or arts themselves; but to teach science, and its application to the arts, and its application to manufactures, and to everything else, would be a very important part of it,—to do what the School of Arts, of which I am vice-president, tries to do in the evenings for artisans, and to which in our Provisional Order we took power to give to the extent of £200 a year.

2741. Do you charge fees there?—Yes, very small fees, so that it is not self-supporting; and it would be a great boon if we could get some endowment to help us in our most important work.

2742. Do you know the Merchant Company have power to found such a school?—I believe they have.

2743. And they have not yet found it necessary to put that power into operation?—They have not done so.

2744. That rather indicates, does it not, that there is no demand for such a school in Edinburgh at present?—I think they have their hands pretty full as it is. But I have already said they do not quite meet the class which I think should be met, which is, when boys and girls come to be about twelve or thirteen years of age, and their parents are not able to pay fees and keep them doing nothing for other two or three years, when they should be at school.

2745. *Mr. Lancaster.*—Your notion of improving secondary education would be by enlarging the scope of it?—That would be one thing to be done, but I also feel strongly the necessity of giving a liberal education, as education is ordinarily meant, to the children of the poor.

2746. But my question was, by improving secondary education your idea is to enlarge the scope of it?—Yes; to widen the area of it.

2747. Do you think that would be the form which the improvement of our secondary education might best take in Scotland?—I think that is a very important part of it.

2748. And do you think that would be a legitimate application of George Heriot's funds?—Decidedly.

2749. Then, upon that principle, it would be a legitimate application of the Heriot funds to found an additional chair in the University, would it not?—No; I think you must keep in mind that the object of George Heriot was to be the relief of the poor; and I would rather give the money in the shape of bursaries or scholarships to bursars, than apply it in the way you suggest, which would not benefit the poor directly at all.

2750. If you enlarge the scope of secondary education by getting new teachers in schools, what is the difference in principle between doing that and getting new teachers in universities?—When we have them in schools, we provide by ourselves for the poor children, for the very class

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for which George Heriot intended them; and we would be quite willing to give them help to go to the University, if they require it.

2751. Then your objection to the application of the funds in the way I have suggested—the founding of chairs in universities—is that the teacher so appointed would teach other people besides your own?—It would be because we could do more good to the poor in the one way than in the other. I have no positive objection, if we had very large surplus funds, to help some university endowments to some extent; but I would greatly prefer giving it to the poor scholars, that they might go to the University, to its being used in the way you propose.

2752. But I want to see the difference between the teacher in the one place and the teacher in the other. You say it is a legitimate application of the funds to appoint a teacher in a school of practical engineering, as Mr. Sellar suggested to you. Now, what is the difference between that and appointing a teacher of practical engineering in the University? Is there any difference, except that in the latter case he teaches other people than your own?—The schools are ours, and the University is not.

2753. Is the only difference this, that the people taught are different?—The schools are our own,—that is a very important difference,—and we can regulate them as we please as to scholars and fees.

2754. But is it not the only difference, that the pupils come from a larger class in the one case than in the other?—I think there is a great difference between establishing a Heriot technical school for the special benefit of the poor, and endowing a university chair which would not, of itself, do anything for them.

2755. Do you approve generally of the Provisional Order?—Generally, I do. I was in Rome part of the time it was being prepared, but generally I approve of it.

2756. Then is it your opinion of the Provisional Order that, as a whole, it keeps steadily in view the idea of providing education for the poor?—I think so.

2757. Are you aware that a legal opinion was given about the Provisional Order to the effect that it did not provide education for the poor, and that on that account it was illegal?—I believe that was stated as a ground of its illegality.

2758. Then we may take the idea you have of providing for the education of the poor to be practically worked out in the Provisional Order?—Yes.

2759. And that anything that the Provisional Order authorizes the governors of the hospital to do would, in your opinion, come under the provisions of George Heriot's will?—Yes. At the same time, I may explain that the powers are permissive. We take very large powers, some of which we might not exercise.

2760. I think you said that Dr. Balcanquhal intended not to limit the word 'bairns' to orphans?—Yes; that is my opinion.

2761. Have you considered whether any documents are in existence which gave him any power to do that?—I think that while George Heriot merely speaks of him as having an absolute power with regard to the regulations and the building of the hospital, he must have known pretty well his uncle's views, and that while it was specially an orphanage, and they had the first claim to it, it was not necessarily to be restricted to orphans.

2762. But, so far as any of George Heriot's wishes can be gathered from any documents he has left in writing, he does limit his bequest to orphans very specially. Does he not?—He limits it to fatherless boys, so far as I can see.

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2763. And in the very passage in his will in which he refers to Dr. Balcanquhal he refers to fatherless children?—Yes.

2764. In fact, the only power that is given to Dr. Balcanquhal is to make rules for fatherless children?—He so expressed his pleasure.

2765. And do you think he got any power to throw the foundation open to all children, whether they are fatherless or not?—I think he must have felt he had that power, although I must allow it does not appear in any of George Heriot's writings that he expressly gave it him.

2766. How could he feel that he had that power when it was not given to him?—Because he used it. That is the only way in which I can know it.

2767. Then you think that when any body of people use a power to contravene the will of a founder, the inference is that the founder gave them that power?—I do not see that is quite fair, because in this case the founder was Dr. Balcanquhal's uncle, and he must have often spoken to him about the matter, and told him what his intentions were. Besides, as I said before, he meant it to be on the model of Christ's Hospital, which was not limited to orphans. But even if Heriot's Hospital was intended to be limited to fatherless boys, I think that, looking to the spirit of his trust, when the funds have increased to such a large extent, it is well to come *in loco parentis* towards those who are practically fatherless, from their fathers being disabled, or being poor and unable to provide for their children; and this is what is required of the governors by the Act of 1836.

2768. Do you think that under the present system the statute of Dr. Balcanquhal, that no children are to be admitted if their parents are well and sufficiently able to maintain them, is carried out?—Well, so far as the governors can carry it out, it is done, but we labour under great disadvantages, and have done so since 1846.

2769. Is it not almost impossible to carry that out now-a-days?—None are admitted who are not the children of poor burgesses.

2770. Have not burgesses a right to claim admission?—No, we exercise a right of selection.

2771. But they have a right to claim admission?—They have a right to apply.

2772. And although you exercise a certain selection, that right means something?—Yes. We exercise a right of selection, but it is very hard to do it. I have in my hands a schedule containing the lists of applications. On 19th February there were fourteen applications for resident boys, and six for non-resident. At that time there were eight vacancies for non-resident boys, and only six applications. But we only elected those we considered of the proper class.

2773. Therefore, as you say, it is very hard to carry out that rule?—Yes; and it was for that reason we applied for a Provisional Order.

2774. Are you aware that, in the great foundations in England, it has been found so hard to exercise a discretion, with regard to poverty, that twenty years ago the attempt was entirely given up in the universities?—Duty is always hard, but I would not give it up on that account.

2775. But do you think it can be satisfactorily performed?—It can be performed. We can never do anything so satisfactorily as we would wish.

2776. With regard to the preference for people resident or educated in Edinburgh, you think that should be still kept up now?—I think so.

2777. You are not moved in any way by the fact of the changes that have taken place in society, and in the growth of Edinburgh as compared with the rest of Scotland, and the increase of wealth that has come to the Heriot funds in consequence of that growth?—In what way should that make a difference?

2778. In this way—that a great many people have come to Edinburgh to live here, and have added to the funds of Heriot's Hospital by so doing, but who are not now able to participate in the advantages of the foundation. Does not that make a difference?—If they live in Edinburgh they may get advantage of it.

2779. But not if they are not burgesses?—But they may buy their burgess-ship. Unfortunately, there is no other way of becoming a burgess, because living in Edinburgh will not make a burgess.

2780. Then your answer is, that they can buy a burgess ticket and so get the benefit of George Heriot's Hospital?—Yes; but I think that is a very bad system, because it is very much a speculation.

2781. And that system, you think, is carrying out the idea of the founder?—We are obliged to carry it out in spite of that, by selecting those that are really poor, in accordance with the trust; and when they find that the buying of a burgess ticket does not really admit them although they may apply, they very soon stop, and only the proper class apply for the burgess ticket.

2782. *Mr. Ramsay.*—Would you propose to do away with the burgess qualification?—I would propose to make the burgess qualification a reality at all events; not that persons could buy it, but that only certain persons should be entitled to it. But I would much rather have no burgess qualification, and widen the area by making it consist of those who have been tradesmen or who have carried on business in Edinburgh, or poor persons connected with Edinburgh.

2783. The population of Edinburgh, I understand, is about 200,000. What proportion does the class to which you refer bear to the population of the whole town?—I cannot answer that question with any degree of accuracy.

2784. Would you not require to arrive at some definite estimate of that number before you could decide as to the number of schools you would set down?—Yes.

2785. You think the schools already in existence—I mean the foundation schools—do not provide accommodation for the whole of that class?—They certainly do not.

2786. But you have never considered what the number of the class referred to would be?—I have heard such different accounts of it, that I am not prepared to commit myself to any number, not knowing personally.

2787. Could you ascertain it by the rents of the houses?—Yes, it could easily be ascertained in that way.

2788. But you have not heard any reliable statement on the subject?—I have heard different statements, but I have never made a calculation, and I do not myself know about it.

2789. In your opinion, is there accommodation in the existing schools in Edinburgh for the elementary education of the poor?—Edinburgh is growing very largely, and I think there are some parts of it where the working classes are having houses built for them at a very great rate, and where schools might be advantageously planted, and we should try to do that in any increase or extension we make.

2790. You think there are districts in which these schools are still required?—There are.

2791. *The Chairman.*—What is the Tweeddale Fund to which you referred in an early part of your examination?—Lady Yester was the mother of the first Earl of Tweeddale, and the Tweeddales have always had a gallery in the church. When his Lordship is in town, he sits with us in Lady Yester's church; but he is not able to go up-stairs,

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and he allows us to let his gallery there, and to devote the proceeds to the general and religious education of the young connected with our own parish congregation. It is not a large sum—only £10 or £12 a year,—but, along with two juvenile Heriot schools, and one infant school we have in our own parish, it enables us to overtake our educational requirements for the poor.

2792. You pay the fees of a certain number of children?—Yes.

2793. You said that the grant left by George Heriot was £23,000, and the other bequests were about £8000. It is put at nearly £8000 in the return, and about half of that, I see, was left within the present century?—Yes, a considerable part of it was.

2794. But the principal property was purchased out of George Heriot's money?—Yes.

2795. And it is that property which has increased in such a large proportion?—It has increased in a very large proportion, but still the others have so far increased too.

2796. But you would not say that £23,000 and £8000 represent the present relative values of the two benefactions?—No, it would not be fair to say so.

2797. And it is, in fact, from George Heriot that the principal part of the funds has come?—Certainly.

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2798. *The Chairman.*—You have been for some years a member of the Town Council of Edinburgh?—I have—for six years.

2799. And during that period you have taken a part in the administration of Heriot's Hospital?—I have taken a considerable share in the administration of the hospital, and particularly in the educational department.

2800. Are you one of the Committee of Management?—I am a member of the Education Committee, and I am convener of the committee having charge of the Provisional Order, and matters connected therewith.

2801. You went to London to endeavour to get that Provisional Order passed?—Yes, I was in London on two different occasions in the endeavour to get that Order.

2802. In your capacity as one of the patrons of the hospital, you have taken a great interest in it, and you are well acquainted with the history of its administration?—I have been interested in the hospital both during the time I have been in the Council and also for several years before, and during all that period have come much in contact with the boys, both during their residence in and after they have left the hospital.

2803. Would you state what is, in your opinion, the class for whom the hospital was originally intended, prior to the Reform Act and the Act of 1846 for the abolition of exclusive privileges prevailing in burghs?—The class for whom George Heriot left his benefaction was poor fatherless boys, sons of burgesses and freemen of the city of Edinburgh; but in the statutes the word 'fatherless' was left out. The class intended were, in my opinion, sons of decayed burgesses, and burgesses then comprised those who were carrying on business in Edinburgh. It was necessary that they should be burgesses in order to be members of the guilds and incorporations connected with the business which they carried on, and without which they could not do so.

2804. Was a burges generally a person who was engaged in trade?—All persons carrying on trade required to be burgesses. They might be

burgesses without that, but in order to be members of the incorporated trades, who had the privilege of carrying on business, they had to be burgesses.

2805. Are the terms 'freeman' and 'burgess' convertible?—I think they are convertible terms.

2806. The will of George Heriot says that the hospital is for poor fatherless bairns, and for freemen's sons: you think these mean the same thing?—I believe they do; the words of the statutes are 'children of burgesses and freemen.' By the Act of 1846 the exclusive privileges of trades corporations were done away with, and any one could carry on a business after that time without being a member of these incorporations.

2807. Since then, what change has taken place in the position of the burgesses of the city?—The number of burgesses has considerably decreased; one reason, no doubt, being that that Act took away some of the objects for which parties became burgesses. Regulations have been made from time to time with regard to the conditions for the admission of burgesses, and these have varied. In 1861—I think that was the year—the qualification of burgesses was raised. The payment for admission was raised considerably at that time; and the number, of course, would decrease. Then in 1871 it was restored to what it had been previous to 1861, and it stands in that position now. What is necessary now is that the party admitted should either have carried on business in Edinburgh for one year, or been a householder for three years, paying taxes. The payment is the sum of £5, and 5s. for the stamp duty on the burgess ticket. Recently women—widows carrying on business—have been admitted to the privileges of burgesses.

2808. At present the admission to the hospital is limited to the sons of burgesses?—Yes.

2809. And in consequence of the change you have mentioned, there has been a lowering of the class of applicants for admission?—A lowering of the number of applicants, as may be seen by looking at the list of applications. Previous to 1846 there was probably an average of fifty or sixty every half-year, for perhaps twelve or fifteen vacancies; but as time went on, and the old burgesses have died out, the number has decreased. The outcry against hospitals has also led to a diminution in the applications.

2810. But the class who apply are a lower class than those who were formerly benefited?—In my opinion, they are in many cases a class lower than those whom George Heriot intended to benefit.

2811. What, in your opinion, was the class that George Heriot intended to receive benefit?—I think he very much intended to benefit the class of persons who had occupied his own position, and carried on business, but who had fallen back in their circumstances. I think, when you read the whole tenor of his will and instructions as to the kind of education to be provided, you are driven to the conclusion that the poor he referred to were those in reduced circumstances, and who had fallen back from their original position in life.

2812. It was proposed to train the boys for the grammar school of the burgh, and for the University?—Yes. His object evidently was to give them a liberal education—as liberal as could be had at that time.

2813. And that, you think, ought to be kept in view in any changes in the administration of the hospital?—Yes.

2814. Are you of opinion that it should be confined to fatherless bairns, as stated in his will?—Personally, I am in favour of it being confined to fatherless bairns, because I think in that way you prevent evils which may arise by admitting others; and I think, by extending the class so as to in-

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clude those who really would have come under it in George Heriot's day, you would have an ample number of applicants from whom to select, and to whom you would be doing real benefit by giving them that education.

2815. And it would assist very much to the administration of the hospital, if you merely look to the condition of the child as regards his parents, rather than if you have to consider what the circumstances of his family are?—A fatherless boy is, of course, one who requires help and training more than one who has a father to look after him.

2816. But to extend it to those who may be in indigent circumstances is attended with considerable difficulty in the selection?—Of course it is attended with more difficulty, because parties may vary in opinion as to what constitutes indigence.

2817. You would, no doubt, find a sufficient number of fatherless children in Edinburgh who would take advantage of the benefit of the hospital?—From the number of parties who have waited on myself with the view of getting the benefit of the hospital, but who could not get it on account of their fathers not having been burgesses, I have no doubt there is a large number in Edinburgh to whom it would be very beneficial.

2818. That is to say, if you were to extend the qualification?—Yes; I am always speaking of that extension being made, to take in the class which I think George Heriot intended to benefit.

2819. With regard to the out-door schools, would you state the circumstances connected with their erection?—For some years there had been 180 boys in the hospital—as many as it would contain; and from the increase in the revenues, there remained a considerable surplus after maintaining the hospital. That sum in 1835 amounted, I think, to about £3000. And the question then arose how the surplus revenue should be employed—whether George Heriot's will should be given effect to by building another hospital for burgesses' sons, or whether it should be applied in another way. An Act of Parliament was then applied for to allow the governors to give an out-door education, but primarily, I think, from the provisions of the Act, for the children of burgesses who could not get admission to the hospital, of which there was at that time a very considerable number. The Act provided not only for giving these burgesses' children education, but, if necessary, to give them a sum for maintenance and for apprentice fees, the same as they had in the hospital, showing, I think, what was the primary object of the Act. The Act further provided that any room not occupied by burgesses' children should be filled by the children of poor citizens or inhabitants of Edinburgh.

2820. Under that system the education has been gratuitous?—It has been gratuitous.

2821. Do you concur with the last witness in thinking that fees should be taken?—I have always had a very decided opinion in favour of charging fees,—provision, of course, being made that the education should be given gratuitously to those unable to pay for it.

2822. Except where the circumstances of the relations of the children are such that they are unable to pay them?—I think it would be absolutely necessary, and in fact it has been found in other schools that it is necessary, that you should provide the means of gratuitous education for those who cannot pay; and I think there would always be a certain number of that class in Edinburgh.

2823. Would you state what proportion of those who are now attending the schools are able to pay fees?—A very large proportion are able to pay a small fee.

2824. What amount of fee do you contemplate?—I contemplate a

small fee. I cannot say that I have quite made up my mind; but on the passing of the Endowed Institutions (Scotland) Act in 1869, I turned my attention to it with the view of proposing a plan for extending Heriot's Hospital, and I see that I then calculated 6d. a month as the fee which might be taken from a very large number of the children in the schools.

2825. Did you ever calculate what amount of revenue you would get from that?—I find I calculated that getting 6d. a month from 3000 children would give us above £800 a year.

2826. That would enable you to make use of a large portion of your funds for other purposes?—Yes. I may mention, however, with regard to the fees, that while my own individual opinion on the subject is very strong, some of the governors entertain the opposite view, and think that the education should be gratuitous.

2827. But it may be a question, in the working of the Provisional Order, whether the majority of the governors would charge fees or not?—We believed we had the power to charge fees, but to prevent any question there was a provision put into the Provisional Order specially giving that power; and during the last year the governors resolved to charge fees.

2828. The majority of the governors might, however, determine it otherwise in the course of a few years?—They might; and since the governors resolved to charge fees in the schools, we have obtained an opinion from counsel that we have at present no power to charge fees in our day schools.

2829. But you have no doubt in your own mind that it would be both valuable, as enabling you to extend your operations, and also that it would be a very proper thing, that the parents who are able to pay should do so?—I believe that it would be a very proper thing.

2830. And would be well received by those who are to derive the benefit?—I believe it would to a large extent. I believe it would work beneficially; and I think the objections which are supposed to exist to it are unfounded, because they are quite contrary to the experience of the schools in Edinburgh, where the plan is carried out, and where there are gratuitously-taught children and paying children taught in the same school.

2831. With regard to the Provisional Order, some of the proposals included in it, such as extension, you have powers for already?—Yes.

2832. But it contemplated a variety of different provisions for a change in the hospital, and an extension of school accommodation of various kinds?—It did.

2833. With regard to the first important change,—that is, as to the extension of the benefits of the hospital,—section 6 proposed to extend the qualification, so as to include the sons of persons who have carried on business in Edinburgh on their own account?—Yes.

2834. That would be in conformity with what you have just said as to the intention of George Heriot to provide for decayed persons of his own class?—Yes. The object in view in the Provisional Order was to make the alterations that we thought were required from the change of circumstances, at the same time keeping as nearly as possible to the letter and spirit of George Heriot's will.

2835. What do you understand by 'carrying on business?' What limitation would that imply?—I would, of course, be inclined to interpret that very liberally. I believe it was put in very much as a sort of definition of those whom George Heriot really intended to benefit, keeping it as much as possible to the class he intended; but it would include a very large class, for there are a good many persons in Edinburgh carrying on business on their own account, such as superior tradesmen and superior

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mechanics, who, having fallen back in the world, have left their children without proper provision.

2836. But, in the definition of persons carrying on business, you would not include those who earned their livelihood by manual labour;—they would have to belong to the trading class, would they not?—No. I think it would go beyond the trading class, and embrace a class of which the members were burghesses in George Heriot's time.

2837. Then what latitude of interpretation would you allow? Would that clause enable the governors to admit the sons of a person who had been engaged in mechanical labour only, and who had been in receipt of wages?—No; I don't think that what is stated here would include those who were merely labouring for other people at a weekly wage.

2838. Then it would be necessary for them to have carried on some trade?—Yes, to have carried it on in some way or other.

2839. In short, to be an employer of labour?—He might not in one sense be an employer of labour, and yet carry on business on his own account.

2840. It was proposed by the Provisional Order to limit the number who should be admitted to the hospital?—It was. With reference to clause 5, which proposed to effect that purpose, I may mention that it was altered from the form in which it was originally. The proposal was to have power to reduce the number to sixty. That was very much in the form in which the Merchant Company's Order was originally, but in London their clause was altered, so as to make a reduction compulsory; and as we were informed that such a clause would be insisted on, clause 5 was to meet that, worded as it now is.

2841. I understand you are now speaking of clause 5?—Yes. Personally, I thought that sixty was too small a number if we got the extension of the class to select from; and now, seeing the Merchant Company's Hospitals have really been done away with for a class that George Heriot's Hospital would be open to, I think the number might advantageously not be reduced to so small a limit, if indeed reduced at all below 120 resident foundationers.

2842. A considerable latitude would, of course, have been left to the governors as to the degree in which they would limit that clause, or extend the operations of their scheme in the direction of the day schools?—Yes; I think it would be very advisable to leave some discretion, because, of course, circumstances might alter, which might require a larger or smaller number to be admitted to the hospital, and difficulties have arisen from no discretion being left to the governors to deal with altered circumstances.

2843. Then, by clause 8, the governors were to have power to elect and receive scholars into the hospital upon payment of fees?—Yes.

2844. That was intended to be regulated by selection?—It was.

2845. Were the governors to be at liberty to admit scholars from all classes, or was it intended that the class from which the selection was to be made should be restricted?—The first class that would have to be attended to would be children of the same class as the resident foundationers, who could not be taken into the house.

2846. The class would be practically determined by the amount of fees that would have been charged?—It would.

2847. Was anything determined as to the amount that you proposed to charge the children, as an indication of the intention of the Order?—There were some conversations upon that point, but nothing definitely settled. £1 or £2 a year were sums that were mentioned.

2848. But the object of that would be to admit a similar class to those who would have been admitted into the foundation?—Yes.

2849. In addition to that, it was proposed, in clause 9, to have power to found new schools—intermediate, higher, or secondary schools?—Yes.

2850. In that case, I suppose the existing hospital school would have been for the higher middle-class education, and those intermediate schools would have been for a lower class?—The idea was very much that the present schools would give a primary education; then that the children in them who were able to receive a higher education would be advanced to the middle schools, and get the higher branches there; and then that those from that school who were fitted for it, and who were being trained with the view of going to college, might go to the hospital itself, and receive the training there which would fit them for going to the University.

2851. That is what I mean—that the hospital school would have taken the highest grade?—It would have received the highest class, perhaps, for classical instruction for the University.

2852. Did you contemplate that the number of out-door pupils paying fees in the hospital were to be in any large proportion to the foundationers?—There would be at least an equal number—the number would depend on circumstances.

2853. So that that would make a school of considerable size?—It would make a school of from 200 to 250.

2854. Is that including the foundationers?—Yes.

2855. Were the middle schools to be free from the lower schools?—The children from our primary schools would have the preference for admission; but my own idea, which I believe was very much sympathised in by the governors, was that they would also be fed from the other schools in Edinburgh of the same class. We have, for instance, our sessional schools in Edinburgh, where they pay a small fee; and I thought that children of capacity, who could pass the necessary examination, might be admitted from these schools. I thought it would even include what the Merchant Company's schools, as at present arranged, do not provide for. They provide no higher education for the class of children who are at Gillespie's Hospital, unless for the small number that become foundationers and get the bursaries, because the fees at their other schools are so high that I think the class who are attending Gillespie's Hospital would have difficulty in paying them.

2856. Do you consider there is a want of schools of that kind in Edinburgh?—I consider there is a great want of such schools.

2857. And it is not sufficiently met by any private schools?—It cannot be met by private schools for that class, because the children cannot pay the amount of fees which would make a school of that kind a remunerative one.

2858. Are you now speaking of the middle secondary school?—Yes. I am referring to a school of that class.

2859. You propose to admit some to that school on payment of a fee?—Yes, I would propose a fee, but that fee would not be of sufficient amount to maintain the school.

2860. But you say there is not sufficient provision, under the present system in Edinburgh, for the class who would benefit by that school?—I hold there is no provision at all, because the children cannot pay the fees which are necessary to make such schools remunerative.

2861. What amount of fee would you contemplate?—A very small fee, because they would get the benefit of the foundation just in the same way as our primary schools would.

2862. Were they to be admitted to the foundation school from these middle schools?—The middle school would be, in the first place, for those admitted from our foundation primary schools; and then there are those

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other schools in Edinburgh which are giving a primary education to a similar class of children; and for the higher or foundation school those who had attended our middle school and passed the necessary examination would have a preference next in order to the foundationers.

2863. Had the plan been sufficiently matured, so as to form a scale of the number of schools that would have been built, and the probable expense of them?—Of course that just depended on the amount of our funds, and the demand requiring to be met.

2864. You had not gone so far as to decide upon the details of your scheme?—No, we had not decided on details. The first object, of course, was to get our powers.

2865. You laid down generally the manner in which you would extend the thing?—Our scheme was one which we thought we might not be able to carry out all at once, but that it would be carried out as our funds became larger.

2866. But in carrying it out, the patrons might have varied their plan, and carried it out more in one direction than another?—It would have been possible for them to do so.

2867. And it would depend upon the patrons whether they extended it in the direction of middle schools or primary schools? So far as that was concerned, they would have been guided very much by what they considered was the want of the day, and the money which they had in hand for carrying out their purpose?—Yes; of course the money would always require to be considered.

2868. By this plan you also proposed to establish some additional female schools?—Yes; we proposed to give a higher education for the females too.

2869. That is to say, you were to have special establishments for girls?—We took power to have them, as it might be necessary to have a separate kind of training for them in the higher branches.

2870. Was that in the middle school?—Yes, it might be.

2871. At present your foundation schools are mixed schools?—They are.

2872. You did not contemplate working these schools in connection with the Privy Council system?—We did not; we have never been connected with it.

2873. Have you any objections to it?—We had funds to meet our own expenditure, and to keep the schools under our own control.

2874. With regard to the bursaries: you proposed to continue the existing bursaries, and extend them to many new ones?—Yes.

2875. What were the new bursaries you proposed to establish?—The new bursaries under section 22 were those in the second head for the non-resident foundationers, and in the third head the twelve new bursaries for schools in Edinburgh. The bursaries under the first head for the resident foundationers are provided for in George Heriot's will. The ten bursaries under the fourth head are provided for by the codicil to his will. The bursaries under the other two heads were new. We also proposed certain fellowships and educational allowances.

2876. That is to say, you proposed to establish a certain number of new bursaries in connection with your own foundations, and a number in connection with other educational establishments in Edinburgh?—Yes.

2877. Were you to confine them to those who were educated in Edinburgh?—That was the opinion of the majority of the governors in adjusting the Order, with reference to the twelve new bursaries; but it really gave the country also the advantage in reference to the ten to be con-

tinued, by withdrawing from them those educated in Edinburgh, who were provided for by the new bursaries.

2878. Were they to be open to competition?—They were. I may say that I am not in favour of bursaries being decided solely by competition, because, from the experience I have had of them, I think I have seen many instances in which, by the pure competitive plan, evil would have been done to lads of good promise, and who have turned out very good scholars, but who would have been deprived of the means of going to college if the bursaries had merely been given by competition.

2879. What sort of cases do you speak of?—I speak with reference to the ten bursaries connected with the hospital, where we have an examination of competency, and also to the Town Council bursaries, where until the last two years we had no examination. I think we were always bound to have an examination, to test the competency of a youth to go to college at all; but it is not fair to put those who have not had the same educational advantages in their youth on a level with those who had been trained in some of our public schools.

2880. When a number of scholars come up for examination, how can you take the measure of the advantages they have had, and give an inclination to one or to another?—I think that can easily be done. If you see a lad who, by his examination, shows really that he has in him the elements of making a good scholar, but who has had disadvantages in his previous training, and is in more needy circumstances than the others, I think you would be doing him an injury if you were passing him over because he did not happen to be at the top of the competition list.

2881. Would you leave it to the examiner so far to judge of the capacity that such a youth had shown, in proportion to his means, or would you leave that to be determined by other authorities?—In our present mode of dealing with our bursaries, we have an examination, which is reported upon exactly as if it were a competitive examination, along with the circumstances of the boys, and it is left to the governors to elect. I believe, as a general rule, they have pretty nearly given effect to the result of the competition, but on some occasions they have not, and I think very wisely so.

2882. Would you propose to continue that system?—I would.

2883. And by the power given under the terms and conditions which are referred to in section 22 of the Order, would there be some rules by which you would be able to give some advantage to those who you thought deserved it, on account of their poor circumstances?—Yes, and I think that would be proper, because I might find some who came under the class that George Heriot intended to benefit, who were decayed or were reduced in circumstances from the death of their father.

2884. Are the bursaries in connection with the University decided by competition?—Do you mean those in charge of the Senatus?

2885. I mean those under the codicil of George Heriot's will?—They are decided in the way I have already described. I was speaking of those contained in the codicil.

2886. You do not propose to extend them or increase their number?—The majority of the governors put the extension in the way it is done there. My own view was in favour of merely making a certain number of bursaries; but, as I have said, the number was practically extended.

2887. That is additional bursaries?—I had no objections to extend them, and I rather proposed, when they made the twelve for Edinburgh, that they should extend the general ones to an equal number; but the majority of the governors did not agree with me, and of course the Order was put in that way.

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2888. The proposal in George Heriot's will, to have bursaries in connection with the University, was as much part of his scheme and intention as the proposal to found an hospital, was it not?—I don't think so.

2889. Why not?—It was an after-thought; it was put into a codicil.

2890. Is not a codicil of equal value with the original will?—It is of equal value.

2891. And was not Dr. Balcanquhal's extension of the scheme to all persons in distress also an after-thought?—No doubt.

2892. But if we go to George Heriot's wishes, they are surely to be interpreted equally by the codicil as by the will. Do you think the universities have not a fair claim in the way of bursaries to some portion of the great increase of the revenues of the hospital?—That I thought Edinburgh University should be considered in that way, is shown by the fact that I proposed that we should extend the number of bursaries by our Provisional Order.

2893. You have lately established some evening classes?—We have.

2894. Were they only established recently?—Just this winter. The subjects that have been taught in them are writing, arithmetic, English grammar and literature, mathematics, architectural and mechanical drawing, natural philosophy, chemistry, French, and German.

2895. Are they for adults?—They are for apprentices, and young men of that class.

2896. Do you charge fees?—We do. We had begun to charge them before we got the opinion of counsel that we had no right to charge fees in our day schools. I don't know whether the evening classes are included under that opinion or not, but we had charged the fees and obtained them before we got the opinion. The fee charged is 5s. per class, or 7s. 6d. if they attend two—the same fees as they charge at the School of Arts. We did not wish to interfere with that school.

2897. To what extent have these classes been established? Have you established more than one school?—Yes. We resolved to open one school in the Old Town and one in the New; but the numbers increased so much, that we have had to open others, and they are now carried on in four different schools. Of course there are not the same classes in each school. One school is confined to drawing, and natural philosophy, and chemistry; but we have writing and arithmetic in three schools.

2898. Is this the same kind of school as those established in the School of Arts?—The School of Arts has classes for mathematics, and French and English literature, and architectural drawing.

2899. Not elementary teaching?—No.

2900. And in your schools there is no elementary teaching?—There is not. I was very anxious that we should have at least one of our schools for elementary teaching, but our schools had been occupied for some years by Mr. Hope's evening classes, and the governors did not wish to interfere with him, and they prevented us from giving elementary instruction this winter.

2901. Is there any restriction on the parties who are admitted to these evening classes?—This year was a sort of trial year, and we had no expectation that the numbers attending would have been so great. Indeed, we thought we should have had some difficulty in carrying them on this winter, and did not think the applications would have been so many as they have been.

2902. But you don't propose to place any restriction on the admission as connecting them with your existing schools?—No. They are not to be connected with these schools at all. They are for those who are engaged during the day, and who cannot get instruction except in the evenings.

2903. The teaching in these classes is, I understand, by salaried teachers?—Our plan was to have given the teacher a small salary and a capitation fee; but they got such short notice, that we thought it would not be fair this winter to make them dependent upon that, and we paid them by a salary.

2904. You say the numbers who have been admitted to these evening classes are very great?—Yes.

2905. How long have they been open?—They were opened in the beginning of November, and there are now 811 attending them.

2906. With a prospect of further extension?—We could have admitted another hundred for writing and arithmetic, if we had had room for them.

2907. Then there evidently was a great want in Edinburgh of some educational establishment of the kind?—I think our experience has shown that.

2908. I presume the object of these schools is to carry on the education of those who have had to leave school when young and imperfectly educated?—It is.

2909. In these schools do you propose to carry out any technical education?—We are desirous to increase it.

2910. As connected with these evening classes, or as connected with your ordinary schools?—We would do it in both ways if we found there was need for it and they were taken advantage of.

2911. And with the experience of these evening classes, I presume you could extend them very largely?—I think we could extend our classes very largely. I think, if we had room for some of the primary elementary studies, we would get a very large number, judging from our experience of the number applying for simple writing.

2912. And the patrons, I suppose, are anxious to make that extension?—I think now they would be universally so, after the experience we have had. Some of them doubted the propriety of these evening classes, as they thought there was no room for them; but I think they are all now convinced that there is a want for such education in Edinburgh.

2913. Was there doubt as to the want for such a school, or as to whether the carrying on of such a school came under their powers?—Some of them had doubt as to the want, and others as to whether it came under our powers; and I think there was a third class who thought we would be interfering with, and perhaps destroying, the School of Arts; but the fact has not been so.

2914. The School of Arts has not suffered?—I believe there were about eighty fewer there, but their classes were too large, and both the young men and the teachers complained as to the large numbers, because in some of the classes that prevented the teachers from being able to teach efficiently.

2915. Is the teaching in the School of Arts conducted by salaried teachers?—I believe they have a small salary and get the fees.

2916. Was it instituted chiefly for the benefit of the working classes, or was it intended to be taken advantage of more generally?—It was intended for the benefit of the working classes, but it is open to all.

2917. Your evening classes are also open to all?—Our classes are just on the same footing as those in the School of Arts, and attended very much by the same class.

2918. Are they principally the working classes who avail themselves of them?—They are the working classes, and also a number of clerks and apprentices in shops.

2919. With regard to technical education, I believe you wish to give more scope to that end for both sexes?—Yes.

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2920. Do you wish to combine it with the elementary schools?—We would either combine it with the elementary schools, or carry it on by a separate school, or both, just as we found most convenient and there was a demand for it.

2921. But you have formed no plan of establishing any new school for that?—When our Order was prepared, we proposed to carry it on by evening classes at first, and in our secondary and higher schools. We also asked power, if we found it expedient, to aid the School of Arts by a grant.

2922. Was it for both sexes? Were you to have mixed teaching, or a different kind of technical education for girls than for boys?—It was, I think, for both sexes, but our idea was for separate classes for the two sexes.

2923. Is there any other statement you would wish to make with reference to the objects of this Commission?—I may mention that in addition to the bursaries, we propose by the Provisional Order to give scholarships and also educational allowances to the University, for those brought up in our own schools, and who wished to carry on their technical education. We also wished power to give bursaries for more than four years to our foundationers to enable them to carry on their professional studies at the University, the want of this power having necessitated many of our boys to give up their professional views after taking their course so far.

2924. *Mr. Parker.*—You stated that the governors, in their scheme, desired to recognise the change of circumstances from George Heriot's time to the present day?—Yes, such circumstances as the change in the burghship, which had taken place in consequence of the alterations made by legislation; and also to provide technical education, which of course was a matter which George Heriot did not think of in his day, but as he intended to provide higher education, we thought we were quite warranted in extending the scheme in that direction.

2925. But you said that under the changed circumstances you desired to keep as nearly as possible to the letter and spirit of George Heriot's will?—Yes.

2926. Do you say that for yourself only, or generally of the governors?—I think it was the general feeling of the governors.

2927. Looking first to the letter of George Heriot's will, I suppose under the word will you would include the codicil?—Yes.

2928. I should like to be certain upon that point, because you spoke of the codicil as an after-thought?—What I meant by speaking of it as an after-thought was, that he first made his will, and then for some reason or other he added the codicil, and among the provisions in it was one providing for these bursaries. It was not part of his original scheme, but an addition made afterwards; that was all I meant by the observation.

2929. But the codicil, although made after his will, was before his death?—Yes.

2930. And an after-thought before a testator's death takes as much effect as his first thought?—Yes.

2931. May the History of Heriot's Hospital, which has been published, and which I have here, be taken as an accurate account of all matters referred to in it? may I rely upon it as correct?—Of course I cannot speak as to that, but I believe that generally it will be found to be correct.

2932. The History says of the bursaries, 'George Heriot declared it his pleasure that ten exhibitioners or bursars in the College of Edinburgh should in all time coming receive such an annual sum as the funds of this

charity will permit.' But the actual provision is in his codicil, and must be taken from it?—I think £5 was the sum provided in his codicil for the bursaries.

2933. When it is said, 'such annual sums as the funds will permit,' that is a loose statement?—It is, but I have no doubt that it has been put in, in consequence of the change from £5 to £20.

2934. The words in the codicil are—'sall manteine and keepe ten busseris in the Colledge of Edinburgh for ever allowing yerlie fyve pundis sterling into eiche ane of thame.' I suppose that 'busseris' does not mean bursaries, but bursars?—It is the same thing, as if there are bursars, there must be bursaries.

2935. It makes a difference in the annual sum that he is devoting to that purpose whether it is held that there were ten bursaries or ten bursars?—No; it does not make any difference, because he fixes the sum at £5, and there are to be ten.

2936. But a bursary is held for more than one year; and therefore, if there were only ten bursaries, there would not be ten bursars at one time, would there?—There would be ten bursaries and ten bursars at one time.

2937. But not ten elected every year?—I don't think it is necessary that they should be elected in each year.

2938. Then the sum intended to be spent was £50 per annum?—Yes.

2939. Have you formed any estimate of what that would be in the present day?—I cannot say. It might, probably, not be very far off what we are giving. Probably it may have been a little less, but I don't know. I cannot speak positively on that point.

2940. Do you know what the total revenue was in the first years of the trust, or what George Heriot contemplated as the total revenue?—I cannot say what he contemplated.

2941. The capital sum actually left was about £23,000?—Yes, and the hospital had to be built out of that; but as it was not built for some years, the sum would of course accumulate.

2942. Then I suppose the whole annual income at that time would hardly be more than £1000?—George Heriot's direction was that his funds were to be expended in the purchase of land; and of course he might fairly expect some advance in the revenue in the course of time.

2943. But speaking roughly, do you think he had in contemplation immediately a total revenue of more than £1000 a year?—I cannot say.

2944. Suppose we take it, for argument's sake, at £1000 a year, £50 would be a twentieth part of it?—Yes; £50 is a twentieth part of £1000.

2945. What is the present revenue?—I suppose the present revenue is about £18,000.

2946. And by the time that any Provisional Order can take effect, it will probably be at least £20,000?—I cannot say. I see that the treasurer estimates it now at about £18,000.

2947. But by the time the Provisional Order would take effect, have you not reason to think, from the treasurer's evidence, that it would be at least £20,000?—The treasurer estimates that in 1875 it would amount to about £20,000.

2948. Then, if we take the proportion which the bursaries originally bore to the total income, we have about £1000 a year for bursaries?—I don't think it is a fair principle to take it in that way; but I have no objection to an increase in the bursaries, and the Provisional Order carried this out. As I said before, I always contemplated that it was only fair we should increase them. But even supposing that was a proper method of looking at it, you must take the Act of 1836, and give a proportion to the schools as well.

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2949. The Act of 1836 was a departure from the letter, though not from the spirit of the bequest?—It was a departure from the letter of it—so much so that the University of St. Andrews opposed the Act, and claimed the fund on that ground; but their contention was not given effect to by Parliament.

2950. But you would put the letter of the codicil at least on the same footing as the Act of 1836, would you not? You would attach as much importance to the letter of the codicil to his will as to the Act?—We have always attached importance to the letter of the codicil, because we have always given the ten bursaries.

2951. But if you take the spirit as well as the letter of it, your own opinion is that something more than the original £50 a year should be given?—Certainly, and the governors have increased the sum now to £200.

2952. In the scheme of the governors there are four classes of bursaries. There are, first, bursaries of £30 a year for hopeful scholars?—Yes.

2953. These are under the will rather than under the codicil?—Yes.

2954. Therefore, we may set them aside in interpreting the codicil. Then there are three other classes of bursaries: sixteen of £25 per annum, limited to non-resident foundationers; twelve of £20 per annum; and the ten provided for in the codicil?—Yes; the scheme provided these additional bursaries.

2955. The total sum to be expended in bursaries, leaving out those hopeful scholars, is, I think, £840. Comparing that sum of £840 expended on bursaries with the expenditure on out-door schools, it bears a very small proportion, does it not, to that out-door expenditure?—No, I don't think it bears a small proportion to it, but in any view we proposed also fellowships.

2956. What is the average expenditure in the primary schools under the Act of 1836?—It varies from year to year. I believe last year it was about £4000 or £5000; and it will be more this year, because the salaries have been increased.

2957. That is hardly within the letter of George Heriot's will, but is under the Act of Parliament?—It is under the Act of Parliament. Under the letter of the will you would require to have built another hospital.

2958. Then you are spending, or proposing to spend, more than £4000 or £5000 a year under the Act of Parliament, and only £840 in bursaries corresponding at all to the codicil?—Not exactly. We proposed £840 of new bursaries, three fellowships of £100 each a year in addition to the £150 we are now giving for bursaries, over and above the sum in the codicil; so that altogether we would have been giving £1290 a year additional for bursaries, independent of the other allowances we proposed.

2959. Do you think the fellowships may fairly be counted as coming within the spirit of George Heriot's intention as to bursaries?—Yes, if you are to increase them at all.

2960. Although the funds are so ample, I suppose you are of opinion that they should be economized as carefully as possible, and not wasted?—They have increased by careful administration.

2961. And even although they have increased, you would continue to keep down any useless expenditure?—I think the trustees are bound to administer the funds as carefully as possible.

2962. Then applying that to the Heriot out-door schools, do you think that fees ought to be taken from those parents who are able to afford them?—I am in favour of taking fees, but not with the main object of providing additional revenue. That would not be my object; but where

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the parents of children are able to pay for education, it is good for the children and the parents that they should pay a certain sum.

2963. But if it is in itself a desirable thing to charge fees, you would of course be glad that there should be an additional income from them?—Yes. My remark only was, that I was not in favour of it with the view of increasing the revenue, but of course the effect of it would be that.

2964. And you think 6d. a month for those children who did pay would be about a fair fee?—I did not say, of course, that some of those now attending are not able to pay more, because in schools of a similar kind they are paying more; but I think that while they should pay a small fee, they should also get the benefit of the foundation.

2965. And charging them 6d. a month would give them as much benefit from the foundation as they required?—I believe they would be getting the benefit, and at the same time be getting advantage for themselves in keeping up their independence by paying a small sum.

2966. If they paid 6d. a month, should you give them the books as at present, or make them pay for them?—I would give them the books; and I think that is an advantage, because the governors can have what books they like, and change them whenever they think proper.

2967. Sixpence a month from 3000 children would be about £900 a year?—£825 for the school session of 11 months.

2968. I think you said £800 a year before?—I was just giving a general sum.

2969. The Heriot schools are all examined by Government inspectors?—They are, and the pupil-teachers in that way get the benefit of their apprenticeships and the Government examinations.

2970. You find that examination to be an advantage, and you approve of it?—I quite approve of it. We get a report as to the state of the schools from a person unconnected with the trust.

2971. Since they are inspected by the Government inspectors, do you see any reason why you should not have the benefit of £900 a year from the Government to meet the £900 in fees from the parents?—If we could get £900 a year, keeping our schools on the same terms as they are now, there might be no objection to it; but if these schools were put under Government inspection, that would be a different matter, because we would be under the control of the Privy Council, and their Code may be, and in point of fact is, altered from time to time, and we don't know what restriction they might put upon us.

2972. But under the present Code you would be content?—I should certainly not be content under the Code, as I think it must be made, in order to work out the Education Act for Scotland, where religion is ignored. At present we are not affected by the Code in our management.

2973. You are aware that you could withdraw the scholars again from Government inspection at any time?—Yes.

2974. Then, should you think it undesirable, as you have Government inspection at present, to draw £900 a year from Government to meet the £900 of fees, so long as you are content with the system?—I suppose nobody would have any objection to get £900 a year additional on their own terms.

2975. Looking at it in the interest of Edinburgh, would it be good economy on the part of the trust to abstain from drawing £900 a year from the Government which they can fairly claim?—If we found that it was for our substantial benefit to take the grant, and no evil was to result to the schools, then I think we might perhaps take it if necessary.

2976. And if evil were likely to result to the schools, you could always withdraw from taking the grant?—Yes; I suppose so.

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2977. Therefore, in the meantime, do you think it would be a wise step to take advantage of the grant?—That is a matter which has never been under the consideration of the governors.

2978. But do you not think it deserving of their consideration?—I think everything is deserving of consideration which would tend to increase the benefits of the trust.

2979. Suppose you had £900 a year from fees, and £900 a year from the Government grant at the existing Heriot out-door schools, that would add £1800 a year to the hospital funds?—Yes.

2980. And that £1800 a year would enable you, if you liked, to treble the amount of bursaries that are proposed to be given, would it not?—I don't think we should take the children's pence to found bursaries with.

2981. But it might be looked at in this way, that you were not taking the children's pence for the bursaries, but you were simply abstaining from spending on the out-door schools funds that were not required there?—I don't think it would be a sufficient reason for the governors taking the Government grant or charging fees, merely that they might set free funds which were not to be devoted to the benefit of Edinburgh and the class for which the trust is held.

2982. But the bursaries are for the benefit of Edinburgh?—To some extent they are, but not for the persons selected to be benefited by George Heriot.

2983. Are they not, speaking generally, entirely for the benefit of Edinburgh?—They are for the benefit of the University of Edinburgh.

2984. And that is a part of Edinburgh, is it not?—Yes, it is a part of Edinburgh.

2985. And has a fair claim with other parts of Edinburgh to get its share of the benefits derived from the trust?—It may; but you are not to charge the children for their primary education for the purpose of providing funds for the benefit of the University of Edinburgh.

2986. But if you are already spending so large a proportion of the funds on primary education and so very small a proportion on what the founder intended, viz. bursaries, is it not proper that the primary education, so far as it can, should be self-supporting?—The founder only intended £50 a year to be spent in bursaries.

2987. But £50 out of £1000 a year?—Fifty pounds a year out of any revenue there might be.

2988. Do you think, looking to the spirit and not merely to the letter of the codicil, that he merely meant to leave £50 a year for bursaries, and that, although the revenue has greatly increased, that sum should not be enlarged?—The terms of George Heriot's will are, that as many fatherless boys should be maintained and educated as the funds would permit of; and the limitation made by the codicil was, that there might be taken out of that fund £50 for bursaries at the University of Edinburgh.

2989. Then fatherless boys would have a prior claim to the bursaries?—Yes.

2990. But when all the fatherless boys had been provided for, do you think any one else, who does not come under the class of fatherless boys, has a prior claim to the bursaries?—Yes, under Balcanquhal's statute and the Act of Parliament, they certainly have.

2991. Do you think Dr. Balcanquhal's statute, with his loose interpretation of his uncle's will, and the Act of Parliament can take precedence of the codicil?—I am not entitled to suppose that Dr. Balcanquhal executed such a solemn and important duty as framing the statutes for the hospital without very good and sufficient reasons for the way in which he worded them.

2992. But you think that, having solemnly considered it, and having solemnly departed from the words of his uncle's will, his statutes should have more effect than his uncle's words in the codicil?—That has no bearing upon the point at all. The will of the founder provided that the administration of the hospital was to be in accordance with statutes to be prepared by himself, or, failing him, by Dr. Balcanquhal.

2993. It has this bearing, that the codicil distinctly sets apart a sum for bursaries, and neither the will nor the codicil sets apart any moneys for boys who are not fatherless?—It sets aside the whole funds, with the exception of the bursaries, for the hospital; and, according to the decision of the Court of Session and the Act of Parliament, the hospital is for other than fatherless boys. That is the interpretation given both to the statutes and to the will.

2994. You are not of opinion yourself that this provision of bursaries is as liberal as might have been made?—I have already said I proposed the extension of the bursaries by the Provisional Order, and I should have made no objection that they should have been a little more increased.

2995. Of these bursaries, there are ten to be open to all Scotland?—Yes.

2996. But, according to the Provisional Order, every school is to be excepted that came in any way under the 'Endowed Institutions Act'?—Yes. The reason for that was, that it was thought George Heriot's Hospital should not be called upon to provide bursaries for those who had the powers and means to provide them for themselves.

2997. But to go back to the letter of the codicil, George Heriot put no such restriction on his ten bursaries?—The ten bursaries, according to the codicil, are left without any reference to such institutions; but in George Heriot's time there were no endowments. The endowments have been made since.

2998. Do you think, when George Heriot left ten bursaries open without any kind of restriction, the fact of other endowed schools having been founded since, entitles you to depart from his will and to make a restriction that no endowed schools should participate in them?—If I am asked to found additional bursaries, I am certainly entitled to require that they should be reserved for those who need them, and that they shall not be for the benefit of those who do not apply their funds in that way, but who might do so.

2999. But suppose a boy who had been taught in an endowed school elsewhere did need them?—These endowed institutions could take power to provide bursaries of their own.

3000. All of them?—They may do so if they have funds with which bursaries can be established. That provision may have been inserted in too general terms from our ignorance of the extent to which there were very small endowments throughout the country; and it may have been so framed as to deprive of the benefit some parties whom we had no intention of thus cutting off.

3001. Probably you had in view those that had ample endowments of their own?—I certainly had in view those who had large endowments and who were able to give bursaries of their own.

3002. These ten bursaries are each tenable for four years?—Practically they are. They are given for one year, but practically they are held for four years, because they are renewed.

3003. I suppose four years was fixed upon as being the limit of the course?—Yes, for the Arts course.

3004. Even suppose a student could get through his curriculum, as I believe he can now, in less than four years, would he retain the bursary for

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four years?—He would only get it during his attendance at the classes in the Arts course. If he finished his course in three years, he would only get the bursary for three years.

3005. Then having ten bursaries, each tenable for three or four years how many does that give each year for all Scotland?—That depends on the years in which they are first obtained by the bursar.

3006. Probably there would be two or three per annum?—Our usual vacancies are three or four.

3007. Is it your opinion that three or four bursaries per annum over all Scotland is a liberal interpretation of George Heriot's codicil, by which he provided £50 a year applicable to that purpose?—The Provisional Order increases them to twenty-two,—twelve to Edinburgh, and ten beyond Edinburgh.

3008. But when you limit any of them to Edinburgh, you cannot properly bring them under the codicil, which left them open without any restriction: you are not fulfilling the codicil in giving more than ten?—We are asking for additional powers; but even to the ten we give £200 instead of £50. As I have already said, the twelve bursaries to Edinburgh leaves the whole ten to other parts, instead of dividing them with Edinburgh, as now, and thus practically increases the number of what you call open bursaries.

3009. Then I ask you whether ten bursaries of £20 a year now, is a liberal interpretation of a codicil which provided ten bursaries of £5 a year in George Heriot's time?—There is a great variety of opinion as to liberality in these matters. Some of the governors think it very liberal.

3010. You say you would approve of a more liberal provision: perhaps you would rather not say to what extent you would be prepared to go?—I am not prepared to say, because, of course, when this was settled, that was the end of it, so far as the Provisional Order was concerned.

3011. But don't you think, when £1800 a year can be saved by a mere change of policy which is in other respects desirable in the out-door schools,—when your monetary transactions are on that large scale,—that £840 a year altogether for bursaries is a somewhat narrow provision?—I have already explained that I would not take the children's pence for this purpose, and that there is £1290 given by the Provisional Order for bursaries, independent of the other provisions which are made; but of course, in the question of liberality, it is a matter of opinion whether that is a liberal provision or not.

3012. In the out-door schools the salaries are higher, are they not, than in ordinary schools of the same kind?—Yes.

3013. Do you find the effect of that to be good?—We command the best teachers.

3014. Do you think that is due to your offering higher salaries?—Not entirely, but I have no doubt it is due to that to some extent.

3015. Do you think it good policy to pay more than the ordinary remuneration for teachers?—I think they should be very liberally paid. I don't say that I quite agree personally with the extent to which their salaries were increased last year.

3016. Suppose you were founding any higher schools under Heriot's governors, should you pitch the scale of salaries there below those that other schools of the same class pay?—I certainly should not put them below.

3017. Have you heard the scale of salaries in the Merchant Company's schools?—I have heard a considerable number of them.

3018. Are you aware whether they are below the ordinary standard for teachers of that class?—If the information I have is correct, I think the salaries of some of the teachers are below what they should be.

3019. Do you agree with Dr. Gray, that Heriot's governors should aim at undertaking by and by the whole education of the working classes in Edinburgh?—I think, if they could do it, it would be a very good thing.

3020. So far as they have to do with higher schools, do you think they should use existing schools, or set up schools of their own?—I don't see any advantage in using existing schools. You are not educating any more children if you only take schools that are already well conducted; you are doing no benefit to Edinburgh; you are not overtaking the uneducated masses.

3021. If you were to give bursaries in existing schools to scholars from among the poorer classes, you would then be adding to the number of those who were receiving a higher education, would you not?—Bursaries in what way?

3022. Such as Dr. Gray proposed, bursaries at your own elementary schools, to bring a boy on from them to the High School?—Do you mean to give bursaries to children from those other schools, and enable them to go to the High School?

3023. Would you approve of giving bursaries to the more hopeful pupils in Heriot's out-door schools to carry them to some higher school, such as the High School?—I would give them bursaries to carry them to our own higher schools. I would either do it in that way, or I would give them the education of the higher schools at the same fee that they had paid for the lower. I certainly think they would be entitled to that advantage.

3024. Do you think it is in accordance with the letter of George Heriot's will to send them to schools erected by yourselves, instead of sending them to the High School?—In accordance with the will and Act of Parliament.

3025. What did he mean by the words 'grammar schole' in his will?—He gave us power to send them to the grammar school. He did not limit us to the education that we were to give in our own schools, and specially the Act of Parliament does not limit us.

3026. But did he give you power to erect any new schools whatever, except the hospital?—He gave us power to give such education as was proper at the hospital.

3027. But only for boys resident in the hospital?—But if you are to speak of the out-door schools, you must take the Act of 1836, and read it as part of the will. You have no right to take the will only, because the governors have no power under the will to have out-door schools at all.

3028. Does the Act of 1836 entitle you to have any higher schools?—Yes, I think it does, but we asked powers to remove any possible doubt.

3029. A school giving the same kind of education as is given in the High School?—I see no restriction in the Act of 1836 as to the kind of education we are to give, if we find it necessary; and we are acting under the Act of 1836.

3030. But in acting under the Act of 1836, are you setting aside the letter of George Heriot's will, which mentioned the grammar school as the proper place to which to send the children?—The Act of 1836 provides for the out-door schools, and not for the hospital at all, except in this way, that it makes the first and primary purpose of the trust that we shall have in the hospital all such masters and others as we find necessary for the education of the boys.

3031. Would you object entirely to sending the Heriot's boys to the High School, or to the grammar school, as Heriot called it?—That has been tried, and it has not succeeded.

3032. Then it is because you think it is not likely to succeed that you

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would not send them there?—It is because it has not succeeded, and because we have the means of carrying out their higher education in the hospital itself with better effect.

3033. What means have you of carrying it out in the hospital?—We train boys for the University, and send them from the hospital to the University.

3034. These are resident boys?—Yes.

3035. *Mr. Lancaster.*—Supposing the governors of Heriot's Hospital were to erect a school exactly the same as the High School of Edinburgh out of their funds, and send their boys to it, would you think that a violation of the will of the founder, or not?—I cannot separate the outdoor schools from the Act of Parliament of 1836, and I don't think you should ask me to do so. With your legal knowledge, you should know that the Act of Parliament must be read as part and parcel of the will, codicil, and statutes, in defining the powers of the governors.

3036. I am not asking the question in the least degree as a matter of legal knowledge: it is not, I think, a legal question?—It certainly is. You ask me whether the opening of a school would be a violation of the will, knowing that it is opened under an Act of Parliament, which is thus added to the will, codicil, and statutes, as part of our instructions.

3037. I am not saying that it would not be in accordance with the Act of Parliament; I simply want to know whether you think it would be in accordance with the original will of the founder?—The will of the founder was to establish an hospital.

3038. Then is the establishment of schools in accordance with the will of the founder?—The Act of Parliament says it is an adjunct to it.

3039. It is quite in accordance with the Act of Parliament of 1836?—Certainly.

3040. Was the Act of Parliament of 1836 in accordance with the will of the founder?—Parliament said it was no violation of it when they found that the University of St. Andrews had no claim to the funds, which claim they made because they said that what was proposed by the Act was a violation of the will of the founder.

3041. Parliament did not say, so far as I can read the Act, whether it was or was not a violation of the will of the founder?—The University of St. Andrews opposed the granting of the Act as a violation of the will of the founder; and Parliament decided against their contention, and passed the Act.

3042. *The Chairman.*—Was it an opposed bill?—It was.

3043. *Mr. Lancaster.*—It was opposed by St. Andrews on the ground that St. Andrews had an interest under the will of the founder?—That it was a violation of the will, and that, therefore, the funds should go to them in terms of the provisions of the will, to the effect that in case there was malversation of the funds they should go to St. Andrews.

3044. Then Parliament passed the Act of 1836?—Yes.

3045. In your opinion, is the Act of 1836 in accordance with the will of the founder or not?—I have nothing to do with whether it is in accordance with the will or not. Parliament have given me that as part of the powers under which I am to act.

3046. No doubt you are acting rightly under them; but would you rather not express any opinion as to whether that Act was in violation of the will of the founder or not?—Of course, if founding a school instead of an hospital was not strictly in accordance with the will of the founder, no man would say that it was; but at the same time Parliament authorized it as a carrying out of his will, and it certainly does so in almost all particulars.

3047. The purpose of the trust was, in point of fact, to educate as

many boys as possible in an hospital?—Yes, sons of burgesses; and the Act of 1836 was to provide an education for sons of burgesses who could not be admitted to the hospital; and further, to keep as nearly as possible, I think, to the will, it provides that it shall be legal also to give these burgesses' sons a sum for maintenance and apprentice fees as in the hospital.

3048. The original purpose of the trust, however, was to found an hospital after the model of Christ's Hospital in London?—Certainly.

3049. You heard a question I put to the last witness with regard to the statute of Dr. Balcanquhal, whether it was not in violation of the will of the founder: what is your opinion?—If you call omitting the word 'fatherless' a direct violation, it would be so; but we don't know what George Heriot had said to him as to the framing of the statutes.

3050. Is not that rather a serious change?—It is a great change, of course; but George Heriot directed him to frame the statutes for the hospital if he did not do so himself.

3051. I understood you to say that the present administration was not, in your opinion, in exact accordance with the will of the founder?—No; I said that our burgesses now were not the burgesses of George Heriot's time, except to a small extent, and therefore not the class that he intended to benefit; but the administration is in accordance with his will.

3052. But the class benefited is not the class intended to be benefited?—I think that, to a large extent, it is not; it differs from it, and is very much more limited in extent.

3053. Then, if the benefits of the hospital were extended so as to include poor people, not only in Edinburgh, but over all Scotland, that would merely be a difference in degree from the violation which exists now?—I think it would be a very bad thing to extend it so as to include the poor over the whole country,—it would be a thing altogether contrary to his will,—very different, as I think, from an extension so that the scheme would include all the poor of Edinburgh, for George Heriot intended to benefit Edinburgh. The poor that George Heriot meant, as I explained before, and as I read his will, were those who had been in better circumstances, but were reduced.

3054. Would you propose to return to that now?—I do propose to return to it; and my opinion is, that you will do so if you return to fatherless boys of the class mentioned in the Provisional Order. Personally, I should prefer to go back upon that.

3055. But there is nothing of that sort in the Provisional Order?—Yes, but it is made wider; and it was made wider upon this idea,—which I think Dr. Gray so far expressed,—that there might be children whose fathers were alive, but who really, from the conduct of their fathers, were in as bad a position as if their fathers were dead, or perhaps worse,—I mean if their fathers were criminal, or from bad behaviour were unable to keep their children.

3056. But there is nothing in the Provisional Order which in the slightest degree comes up to your idea of going back to the literal provisions of the founder's will?—The Provisional Order does not restrict it to fatherless boys, but it gives them a preference. The governors thought this better; but I believe that, practically, it would work in the same way, for with the extension proposed, there would always be 120 fatherless boys requiring the benefits of the foundation and hospital.

3057. How long did the governors continue to pay the bursaries which the founder left at the rate of £5 a year?—I don't know.

3058. Do you know whether there have always been ten bursaries, in terms of the founder's will, since the foundation first existed?—I believe there have always been ten bursaries since there were sufficient funds

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to meet them. There were not ten bursaries for many years, because there were not sufficient funds; but since then, I believe, the ten bursaries have always been kept up.

3059. I think their history says that there were only five bursaries down to 1818?—I don't know about that exactly; but I know there were some years that there were not ten.

3060. Do you know how it came to pass that down to 1818 there were only sufficient funds to found five of the bursaries, and that at the rate of £5 per annum from 1623?—There were not 180 boys in the hospital at that time, and therefore there were not the number of boys in the hospital that it was able to contain.

3061. Then you think the idea was, that they were to fill the hospital until it could hold no more boys, before they proceeded to deal with the bursaries?—The primary purpose of the trust was for founding the hospital.

3062. You say that the bursaries which you examine for are given after competition by the governing body, and that they allow other considerations to come in?—Yes.

3063. What sort of considerations are these?—Poverty.

3064. Anything else?—Of course what I have mentioned already, the circumstances in which the person is placed. I may give an instance of that. Some years ago there was a considerable number of applicants for our vacant bursaries, and one lad got one who would not have stood first at a competitive examination; but he had been training himself for the University under very peculiar and trying circumstances, and it would have been totally unfair to have put him into competition with, say, the dux of the High School, who had had all the advantages of education at that institution. In that case I think the governors acted very wisely. So far as I know, he was the only one of those who got bursaries that year who has taken his degree, but he would not have got a bursary if decided by competitive examination.

3065. Are these instances where you don't prefer those who stand first in the competitive examination of frequent occurrence?—I can recollect of several.

3066. What proportion do they bear to the general course of proceeding?—I don't know that they are of very frequent occurrence. This year, I believe, the bursaries were given very much in the order in which the competitors were at the examination, with this exception, that in one case there were two lads who were pretty near each other,—the one had a small bursary already, and the other had not, and I think the lower one was preferred as requiring it more. Of course, only one of them could get it. It is right to mention that many do not apply for our bursaries now because they do not need the money from their circumstances, but who would apply if they were given by pure competition, irrespective of the pecuniary circumstances of the applicant.

3067. Would you propose, as the last witness did, to devote any portion of the funds to the development of the higher education in Edinburgh?—In what way?

3068. You heard the way in which Dr. Gray proposed to do it?—I would propose to devote a portion of the funds to the higher education in our own higher schools, and for the class who cannot get it now.

3069. Then the way in which you would carry out the idea would be by founding higher schools and endowing them with new branches of education?—Yes, for higher than primary education, and for carrying on the education of those requiring it.

3070. Would you endow teachers for these schools?—We would pay the teachers by salaries, as we do at present in our other schools.

3071. Can you draw any distinction in principle between applying funds in that way and applying funds to the creation of a new chair in the University?—These schools would be for more elementary instruction than they would get at the University, and for the benefit of a different class of persons altogether.

3072. These schools would not be for elementary education?—They would be for a different class of people, and would give elementary as well as higher education in technical subjects.

3073. But not necessarily for a different character of instruction than the pupils might get in the University?—They have always been in the habit, in the universities in Scotland, of giving what is called higher education; but in our schools that education would not be so, or at least exclusively; it would be a different kind of instruction, and for a different class, and it would be given at a small fee, not, as in the University, at three guineas, or perhaps more, for five or six months' tuition.

3074. The teaching in the school, you say, would be applicable to a different class from the University, but it would be of the same kind?—It might be so, to the extent of dealing with the same kind of subjects, but in a different way and to a different class.

3075. Then the difference in principle is that the professor, besides teaching Heriot's boys, would also teach others?—Not at all; the professor is not put in the University for the purpose of teaching those who are reduced in circumstances, and not able to get their education otherwise from the expense of it; and in our schools we would have the control of the subjects, so as to vary them from time to time as circumstances required it.

3076. But he might be able very easily, under a bursary system, or any such system as that, to give instruction to those who were reduced in their circumstances?—That might be done to a very limited extent by bursaries, but not by endowing a professorship.

3077. But thus people who were reduced in their circumstances might get the benefit of the instruction of a person teaching in the college, just as well as of the instruction of a person teaching in one of your schools?—No, certainly not; they could not pay for it at college.

3078. You think it could not be said in any sense that the foundation of a chair in the University upon some important branch of secondary education, now neglected, would be a benefit to the class that George Heriot intended to benefit?—I don't think that would be under his will at all, nor any benefit to the class he intended to favour.

3079. Generally speaking, may we take it as your opinion, that in foundations such as this, restrictions to certain localities should always be observed?—I think you are bound to give as much weight as possible to the will of the founder; and if he gives his fund for a special locality, I think that locality is entitled to it, just the same as an individual to whom a legacy is left is entitled to have it.

3080. You would say the same, I presume, about restrictions by a founder in favour of his own kin?—I think that is a condition which a man may legitimately make.

3081. And which people are bound to respect just in the same way?—I think so.

3082. Would you say the same about restrictions to people of particular names?—I think that begins to introduce another element.

3083. If he left a will saying that a preference is to be given to people who could claim kindred with him, or that it is to be given to people with a particular name, what is the difference?—I don't suppose you would ever put your own kindred in the same category as a person who happened to bear your name.

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3084. Has not that often been done?—Yes; but I don't consider people bearing the same name to be in the same position at all as the kindred of the founder.

3085. But what is the difference?—George Heriot left his funds for the benefit of Edinburgh,—a locality and place in which he was interested,—and he left them with a preference to his kinsmen. He may naturally be supposed to have had some favour towards his kinsmen as well as to the place where he carried on his work, and he himself expressly states his feelings towards Edinburgh; but that does not imply that he had the same preference or feeling towards those who happened to have his own name. Mr. Smith may have a preference for his own relations, but that is a different thing from supposing that Mr. Smith has any preference for all people of the name of Smith all over the world. They are not in the same category as his relations at all.

3086. Then you think that a founder who left instructions in his will that his charity should be administered with a preference to people of a particular name imposed a restriction which you would not enforce?—I don't say that, but I say that it would stand in a different position from the other.

3087. Can you form an opinion as to whether you would regard that restriction as one to be enforced or disregarded?—I consider that no restriction and no terms in any man's will are to be interfered with, except on very strong grounds. I think it is a very dangerous principle if we are to interfere with wills or other deeds left by parties.

3088. That is a general answer; but the particular restriction which I have given you an instance of, you don't express any opinion about?—No, I don't express any particular opinion, because I hold so strongly the general principle that a man's will is sacred, and not to be interfered with except for very weighty reasons.

3089. You don't say whether you would regard it or not, but you are quite clear that restrictions to the kin of the founder or to a particular place of birth must in all cases be observed?—I think it would require very strong reasons indeed to disregard any restrictions; it would be a very dangerous principle.

3090. I suppose you are aware that they have been disregarded in England, in the great universities there?—I should be sorry to take England as our pattern in all matters.

3091. Your opinion then is, that the throwing open of the foundations in the English universities, without reference to the place of birth or other such provision in the founder's will, was a very wrong thing?—I think it is wrong to interfere, if one can avoid it, with settlements which have been left by parties.

3092. You say that you give your boys in the hospital means of instruction to go to the universities: do many go to the universities from the hospital?—A fair number, considering the position of life from which the lads are taken, and that we cannot give them bursaries for all their university course.

3093. Do they as a class distinguish themselves at the universities?—Some of them do.

3094. As a rule, do they gain honours in the universities?—Probably in the same proportion as the same number of any other class.

3095. *Mr. Sellar.*—You said you considered that those who ought to receive the benefit of the foundation were those who were in Heriot's line of life, but who had fallen back in circumstances?—Those who were sons of those carrying on business, but who had fallen back in their circumstances.

3096. Do you mean the humbler middle class?—I mean, for instance, a shopkeeper or merchant, who by his death or misfortune left his family, it might be, destitute.

3097. Would you consider such a man to belong to the humble middle class?—Of course he might have been of a higher class than that, and yet his family might have been left destitute.

3098. I understood you to say that the object of the Provisional Order was to give higher education to the poorer classes, because no provision was made for such classes by the Merchant Company's schools, their fees being too high?—I said that our Provisional Order provided a higher education for a class who were not overtaken by any existing machinery in Edinburgh.

3099. And you propose, while taking lower fees, to give the same education as the Merchant Company?—Not necessarily.

3100. What difference would there be?—I don't say whether that would be so or not, and am not much concerned in the matter; it is the providing the necessary education for those who cannot get it otherwise that we are anxious for; but I think there are some branches which we might overtake which the Merchant Company do not teach at present.

3101. Did I not understand you to say that you would give higher education to the poorer classes, because there was no provision made for such classes, owing to the fees being too high?—I did say that,—at least I said there was no provision made for these classes; and I further said that even the Merchant Company did not overtake the higher education for all in their own primary schools, because the fees were so high that the parents of the children who were at Gillespie's school could not afford to pay the fees for the higher education.

3102. And you propose to give a higher education similar to that of the Merchant Company, but to the poorer children, at the lower fees?—I did not say a similar education, but a higher education that would be suitable for the children in our primary schools, and also for the children in their primary institution at Gillespie's Hospital, totally irrespective of whether it was the same as the Merchant Company's or not.

3103. Did you not tell me just now that the children of Gillespie's school could not get the higher education from the Merchant Company because of the high fees?—I did; but I did not say whether I would give the same education as was given by the Merchant Company or not. I said I would give them the higher education which they required.

3104. And which these children could not get because they were too poor to pay the fees?—I say that they cannot get it just now, because there is no place where it is given to them at a fee which they can pay.

3105. Would you take any of the children of Gillespie's school into your higher class school?—I believe we would, on their being found fit for it, although the Company have raised the fees this year higher than they were last year; and if they continue to raise the fees, I think they would get a class beyond what we would provide schools for.

3106. Then, assuming that the Merchant Company give secondary education for children of the class of Gillespie's Hospital, what difference would you propose to make in your schools upon the character of the education?—The Merchant Company cannot by any possibility overtake both the class which they are now educating and the class who would come to our schools.

3107. But assuming that the Merchant Company gave higher education for the class of children such as are in Gillespie's school, what difference would you make in the character of the education in your schools from that given in the Merchant Company's?—You ask me to

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tell you what I would do with our funds, assuming that the whole funds belonging to other parties which are now applied to one set of particular objects were applied to other objects, or were sufficient to do what is impossible.

3108. I ask you to answer my question?—That is the only answer I can give you, for you ask me what I would do in an event which cannot happen without a total change of policy on the part of other parties, and, indeed, possibly not even then.

3109. Assuming that you acquiesced in the petitions that were presented, you say on page 3 of the Statement, 'The wish and intention of the governors is to carry out a thoroughly graduated system of schools by adding two or three primary middle and higher schools where a classical, commercial, and technical education can be obtained, and at such a moderate fee as to enable children of ability of the industrious labouring classes to obtain the education they are capable of benefiting by'?—Yes, and I say so still.

3110. Then you propose to give a classical, commercial, and technical education to the working classes at a moderate fee?—Yes, a classical, commercial, or technical education to that class.

3111. Is it not the object of the Merchant Company to do precisely the same thing?—It is utterly impossible for the Merchant Company to overtake the education of all classes.

3112. But did not the Merchant Company propose to give a classical, commercial, and technical education to the industrious labouring classes for a moderate fee?—No, that is not what they proposed, or at least it is not what they are doing.

3113. What did they propose to do?—They are giving the higher education for a class altogether above that, as is shown by the amount of fees they are charging; and they state that they are doing what they intended to do when they asked and obtained the Provisional Orders.

3114. Then they are not educating the industrious labouring classes?—No; they are educating those above them. Their education in those schools costs from £5 to £7 a year, without books.

3115. Have you thought what your fees would be?—Probably not more than one or two pounds a year, with books.

3116. Then you consider the result of your scheme being carried out would not be to undersell the Merchant Company's schools?—I do not, for it would be for a different class than they are educating.

3117. There are two schemes in these papers, are there not? or at least a modification of your first scheme?—There was an alteration or modification made on the first scheme at the request of the Home Secretary.

3118. What was the character of the alteration?—It was taking out what he said were the points that he could not grant us as being illegal. At the second interview we had with him he said he was in favour of our scheme, and was inclined to grant us our Order if we modified it by taking out those powers, which he had been advised he could not legally grant to us, though he had granted them to others. We agreed to do as he asked, and to send him the altered Order the next day, which was done. It was the powers to board out and to reduce the foundationers that were taken out. I think these were the only points, but I have not the altered print with me at present. We did not by this admit the correctness of the opinion he had obtained on a case we have not seen. The modified Order was, notwithstanding what had been said, not given us.

3119. Then you still have power to found the three fellowships at £100 a year in the University?—We would have had that power under the Order.

3120. That is, in the modified Order?—Yes; but there was no order given.

3121. Were these fellowships to be open to competition?—The provision of the Order is, that ‘such fellowships shall only be granted after a competitive examination, and provided the examiners are of opinion that those applying for the same possess sufficient merit; and shall also be granted subject to such other terms and conditions as shall from time to time be fixed by the governors.’

3122. To what class of scholars is the competition open?—The terms of the Order are: ‘With a view to aid students of promise and merit in the prosecution of their professional studies in any department of science, art, or literature, whether in this country or abroad, who have attended at George Heriot’s grammar or other school, and thereafter have attended the University of Edinburgh for at least two sessions, or who have held one of the bursaries sanctioned by this Order.’

3123. Then you confine the competition to George Heriot’s scholars?—Yes, and to the bursars.

3124. *Mr. Parker.*—Including bursars from all Scotland?—Yes, all the bursaries granted under the Act.

3125. *Mr. Lancaster.*—That would include the ten bursaries?—Yes, and the twelve.

3126. But it would include the ten all over Scotland?—Yes, it would include the whole bursaries.

3127. *Mr. Sellar.*—But the fellowships are confined to Heriot’s scholars and Heriot’s bursars?—Yes.

3128. In preparing the Provisional Order, did you take any steps to ascertain the educational wants of Edinburgh?—During the negotiations with the Lord Advocate, he, as you are aware, asked for information and statistics on various points of the nature indicated. These were supplied from the parliamentary blue books. We gave them as such, but of course we don’t say whether they are correct or not.

3129. You took no steps to ascertain what exactly was the want of education in Edinburgh by any inspection or any return from schools in Edinburgh?—Not formally.

3130. Then, assuming for a moment that there is sufficient school accommodation in Edinburgh both for primary and for secondary education, would you still be inclined to carry out your scheme?—I don’t know that there is sufficient accommodation. I believe there is not.

3131. But assume that there is?—You are asking me to assume that if the whole purposes we propose to carry out were already fulfilled, then what would we do with the fund. That is a question which I don’t think you are entitled to ask me, and which I think you cannot expect me to answer, because you ask me to speak to a state of things which does not exist, and which never will exist, except it be by the aid of our scheme.

3132. Suppose I prove to you that there is sufficient accommodation in both classes of schools in Edinburgh, would you modify your recent answer?—I know that there are districts in Edinburgh where there are not sufficient accommodation.

3133. Which districts are these?—I may mention one down at Abbey-hill and Norton Place,—that is in the east end of the town.

3134. Do you know what amount of accommodation there is required there?—I know that there are schools there which are full to overflowing, and which cannot take in all that are offered. Supposing there were school accommodation in Edinburgh for the whole population, it does not follow that even in that case schools are not required, because the existing schools may be in wrong localities, and not where the population is.

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3135. Have you taken any steps to ascertain the amount of school accommodation in the different districts?—We ascertain that as to a district when we are to plant a school. We see that there is a necessity for it; and I know there is a want of accommodation in the district I have mentioned.

3136. Is there any other district in which there is a want of school accommodation?—I am informed that there is about Fountainbridge; but I don't speak of it from my own personal knowledge, as I did about the other.

3137. Can you tell the population in the district which you call Fountainbridge?—I cannot; but I got my information from parties whom I have reason to believe knew the circumstances. One of my informants about it, I may mention, was Mr. Gordon, one of Her Majesty's Inspectors; and other parties, who know about the education of Edinburgh, have also informed me about it.

3138. What proportion of a population do you think ought to be at school; or rather, what proportion of a population should there be school accommodation for?—Your own educational returns will tell you that, I suppose, as well as the general educational returns and statistics.

3139. But I should like to know your opinion upon it. Do you agree with the educational returns, that there ought to be accommodation for one in six of the population?—Of course, in these matters I take the opinion of those whose business it is to tell us about them.

3140. Are you aware that, taking that proportion in Edinburgh, there is accommodation there for 33,000 children?—I am not aware of it; but it does not alter the remark I made a little while ago, that it is quite possible there may be school accommodation, and yet that accommodation be not available for the children, from being in the wrong localities.

3141. You mentioned one locality in which you know there is a want of accommodation, and another in which you understand there is: can you mention any other locality in which there is such a want?—These are the two to which I have directed my attention most particularly, because these are the two localities where it was proposed that our two first schools should be established, but there probably are others.

3142. In the first locality you have mentioned, do you consider that one new school would be sufficient?—We would only put down one school there in the meantime.

3143. But would that be sufficient to supply the want?—It was sufficient for my purpose to know that there was ample room for another school in the locality, in order to justify us in having one there; but it is a growing locality; and supposing one school were sufficient this year, it might not be sufficient in the years to come, because it is a place where there is an immense number of new houses going up, and an increasing population.

3144. In the other localities, how many schools would you put up?—We would only put up one school in each district.

3145. You stated in your petition that the scheme was submitted to the Principal of the University of Edinburgh, to the Rector of the High School of Edinburgh, to Mr. Gordon, Her Majesty's Inspector of Schools, and others, and it met with their general approval. Had you any evidence of their general approval?—I had, and I adhere to the statement.

3146. I may tell you that one at least of these gentlemen has repudiated his approval?—Which of them?

3147. I cannot say, but he repudiates it?—The statement is correct, whatever they say now. When we had difficulties in getting our Order, two of the gentlemen then wanted to get a share of our funds for the institutions with which they are connected.

3148. Have you anything to produce to us which indicated their approval?—I had at the time, but I do not know whether I have still or not. A proof of the Order was sent to each of these gentlemen and others for their opinion and remarks. I know I had letters from the Principal of the University of Edinburgh expressing his general approval, if not something beyond that; and I had meetings with the Rector of the High School and Mr. Gordon, and they expressed their approval. I am not sure that I had letters from Mr. Gordon or the Rector, but I know that I had letters from the Principal and meetings with the others, and that the statement made was a correct statement.

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Bailie DAVID LEWIS, examined.

3149. *The Chairman.*—You are a member of the Town Council of Edinburgh?—I am.

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3150. And, as such, you are one of the patrons of Heriot's Hospital?—Yes.

3151. I believe you have taken a great interest in the administration of the hospital?—I have devoted a considerable amount of interest to it.

3152. Have you been a member of the Education Committee?—I have not. I have been a member of the special committee for dealing with the question now under discussion,—the Endowed Hospitals Committee,—but not of the standing committee on education.

3153. You are not a member of the committee that has charge of the scheme?—Yes; but that is a separate and special committee. I should explain that we have a standing Education Committee apart from that special committee.

3154. You have given a considerable amount of attention to the question of the foundation of Heriot's Hospital, and the changes which, in your opinion, it admits of?—Yes, I have given a considerable amount of attention to that.

3155. One of the proposals in the recent scheme was to alter the condition of admission to the hospital?—Yes; that was proposed under the Provisional Order.

3156. Formerly the right of admission was limited to those who were burgesses?—Yes.

3157. And it was then proposed that that should be extended to other classes,—to the trading classes generally?—Yes. The Provisional Order was intended to enlarge the scheme, and make it less exclusive than it has been.

3158. Is it your opinion that that was a necessary change under the circumstances?—Decidedly. I think the changes which have taken place in the whole condition of society and the surroundings of the people necessitated a very decided change in the constitution and administration of the hospital.

3159. You think it would be impossible to have kept it to the old system, and confined to the children of burgesses?—I believe it would be utterly impossible to expend the revenues under any circumstances, if we were to maintain it on its exclusive foundation.

3160. I am now speaking of the hospital?—Yes, the foundation. For a great many years there was accommodation in it for something like 180, but that number has been during the last two or three years gradually reduced to something like 120.

3161. Do you approve of that part of the change which was contemplated by the scheme?—Certainly. My impression is, that we were begin-

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ning to find difficulties in getting really suitable candidates for admission ; and, further, my views have been very decided that the monastic system of the hospital was not so beneficial for the inmates as it was desirable it should be.

3162. With regard to the future scheme of admission, you think it should be extended to the trading classes generally, that is, to those who were engaged in trade?—My impression is, that we should have limited, in so far as it was compatible with existing statutes, the in-door scholars, and that the surplus funds should be more and more expended upon the out-door schools. I have had a very decided opinion that the benefits communicated to the population through the out-door schools infinitely transcended the benefits communicated to those who were inmates of the hospital itself.

3163. Do you think, under ordinary circumstances, that you are bound to take a broad view of the expediency of the changes in order to do the greatest possible benefit?—Distinctly.

3164. And with a view to that, you wish to give an extension to the out-door schools?—Precisely. That is my view exactly.

3165. At present the education in these schools is given wholly gratuitously?—Yes. We supply books, paper, pens, ink, and education, all gratuitously.

3166. Would you continue that?—I think so.

3167. You would object to taking any fees?—Yes. I have felt it my duty to oppose the proposal to take fees.

3168. Have you maintained that opinion in any discussions which have taken place?—Yes. I have invariably felt it my duty to dissent from the proposal. That was one of the very few matters in the Provisional Order that I did not concur in,—giving powers to the governors to charge fees.

3169. I suppose that was not from any doubt in your mind that many of those whose children attend the hospital schools are able to pay fees?—I believe there are a number whose children have attended those schools who might have paid a small fee, but certainly not very many. I think there is an idea that occupies many minds, that many of our working men may be able to pay fees ; but after a close examination into the matter, I find that they really are not able. The increase of house rents, the very considerably increased taxation, the high price of provisions and various necessaries of life, especially coal and lighting, have become so great, that if you make a deduction of these from the wages of a workman, with perhaps four or five children, you will find that the amount left for supplying him with food and clothing is exceedingly small. In short, as one who has had a little to do with looking to the interests of working people, I am astonished that working men, even with provident wives, should be able to get both ends to meet so well as they do.

3170. Do you think the expenses of living have increased in a greater proportion than the rise of wages?—I do. I think the present rise of wages we hear so much about is more imaginary than real.

3171. Then the present class who are admitted to the schools are the children of the poorer class of workmen?—Yes.

3172. And, according to the scheme that was submitted to the Home Secretary, the schools would have been extended so as to embrace a larger number of that class?—Yes ; we wished to have the out-door schools considerably increased in number ; and instead of merely spending our surplus revenue upon the out-door schools, we were desirous of getting powers to have diverted a considerable amount of the revenues from the maintaining of the foundation,—that is, the hospital,—and having them expended upon the out-door schools.

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3173. Then are you opposed to any establishment of middle schools, as contemplated in the Provisional Order?—No; I quite approve of that. My impression is, in a sentence, that the purpose of the institution,—that is, the promotion of the education of the humbler classes of the people,—could be best promoted by going even lower down than we have done. We proposed then to have industrial schools,—that is, gathering in even a lower class than we have ever been dealing with; and then we proposed to have the present system extended; and again there was a proposal, in which I perfectly concurred, to have a superior class of schools, and to draft to them from the general schools those who have superior talents, and who, by nature and otherwise, gave indications that they might be more useful members of society. Then it was still further proposed—and I fully concurred in that idea also—that those who had distinguished themselves after passing through the hospital itself, where they have all the elements of a superior education, might be made bursars, and fitted for the University, and carried through in that way; so that, in short, we might have the University open for the very humblest of the population, provided that they so distinguished themselves as to warrant that expenditure of money upon their education.

3174. But if you extended the foundation schools in the way you propose, would it not necessarily have the effect of taking away the poorer of the children from the existing schools, and ultimately throwing the whole charge of the education of the working classes into your hands?—I believe, if we properly expended our revenues, amounting, as the Commission will be aware, to something approximating to £18,000 or £20,000, they would go very far towards accomplishing that purpose. If we had the hospital itself abolished as a boarding institution,—and by that I don't think any one would suffer,—if we were to go that length, our funds would go a great way in educating the children of those parents who have a difficulty in educating them themselves.

3175. And then, if you were a member of the Town Council, and one of the patrons of the hospital, when the question as to the application of the funds came to be discussed, would you have reduced the number in the hospital as far as possible, and extended the day schools as much as you could?—Certainly I would.

3176. And in that way you would have acquired funds to extend your education to all the working classes of Edinburgh?—Precisely, so far as that could be undertaken.

3177. Do you think that would be consistent with the intentions of the founder?—I think it would, keeping in view that the conditions of society have very materially changed since the time of George Heriot.

3178. Are you prepared to say that, if George Heriot could have seen the extent to which his property was to extend, and the changes which were to take place in society, you think he would have employed the whole or part of the funds purely for elementary education and not for higher instruction?—I believe, so far as I am able to form an opinion, that the design of the founder of the institution was to aid and to educate the children of the humbler classes; that is, always keeping in view the orphan children, who were the special objects of his care; and that next to them were the children of burgesses and freemen, of whom at that time the whole industrial population of the city might be said to consist. At the time when George Heriot lived, instead of having large works as we now have, with large masses of skilled artisans and mechanics employed in them as journeymen, I find that almost every working man, especially every skilled artisan, was just a tradesman manufacturing his own smallwares, and having perhaps one or two of his sons working along with him. Since then, the changes in society have been so very great, that I think the fair con-

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struction of the testamentary deed of the founder is, that at the time it was prepared it would have applied to the great body of skilled artisans or working men.

3179. Are you keeping in view that the declared intention of the founder was to send children from the hospital to the grammar school, which was a higher school than an elementary one, as well as to the University?—Yes; I am keeping in view that he made provision for the application of surplus, or for a given amount, after the primary ends of his will had been accomplished. There was the founding of the ten bursaries, which is, I suppose, what you refer to.

3180. I don't refer to the bursaries particularly, but to the fact that he made provision for sending children from the hospital to the grammar school. Are you not aware of that provision?—It is not present to my mind just now.

3181. But there is such a provision in the will?—That must have been overlooked by me, or is not present to my mind in the meantime.

3182. Would your opinion be altered at all if you found that he had expressed his intention to do that?—I think that would rather be an argument in favour of the idea which I have, of having a superior school for those whose talents would warrant such an expenditure of money upon their education.

3183. Do I understand that your idea in establishing such a school would be to allow those only to benefit by it who had been educated in one of the elementary schools in the first place?—Yes; I would be disposed to take that view of it.

3184. In point of fact, there have been among yourselves and your colleagues leanings in different ways as to the manner in which the fund should be applied?—Certainly.

3185. Your view may be entertained by some, but there are a great number who differ from you?—Yes. I know that upon the question of fees, and one or two matters of detail, I differ from, I believe, the majority of the governors.

3186. On the matter of fees for elementary education, I believe the majority differ from you?—Yes. We have had that question very fully discussed in committee within the last few weeks, and, as I have indicated, I always dissented from the Legislature giving power to charge fees. We came lately to have the matter fully discussed at the board; and I believe the probability is, that I would have lost my motion had it not been that one of the reasons why I objected was, that we had not legal powers to charge fees in the existing statutes. The opinion of counsel was taken upon that point, and, fortunately for my view of the case, it was found illegal to charge fees, and that has settled the controversy; but I feel bound to say that I believe if the opinion of counsel had been that we were at liberty to charge them, the majority would have decided differently from what I could have wished.

3187. But it is quite possible that, with such a fluctuating body as the Town Council, you might in the course of a few years find yourself in the majority upon that matter?—I have no doubt that if we look outside the board, and take the expression of the opinions of the citizens, as they have been brought out during the late election, it would be found that there is a very strong majority outside who take the view I do. I think the reports of our late ward meetings would sustain that view.

3188. And in administering the trust, it is possible that the views of the Town Council might vary from time to time?—Yes; I would expect that.

3189. They might also vary with regard to the proportion of the

funds that should be given to elementary as well as to higher education?

—Yes; I think it is quite likely.

3190. Do you think it is desirable that the trust should be administered on such an uncertain footing as that?—I think all public boards are liable to vacillation along with public opinion, especially where the public mind is being stirred and shaken up for the first time on any particular matter. That is a contingency that may arise upon any public question whatever.

3191. But with regard to education, is it desirable that the funds should be administered in an uncertain way? Would you not be of opinion that, if any plan was sanctioned by Parliament, there should be something definite as to the manner in which it was to be applied, and the proportion in which the funds were to be applied to different objects?—I could understand that we might have a fixed, definite, and apparently permanent plan, but it might be found that in the course of a very few years, notwithstanding a legislative act upon the subject, there might still be some liability to change in public opinion. I would rather be disposed to think that it is a matter which should be left very much in the hands of the governors as to how these funds are to be administered, always keeping in view that it is the duty of the Legislature to see that there shall be no misapplication of the funds, and no perversion of them from their original design.

3192. But you would give a very large discretion to the trustees in administering the funds?—I think I would, so long as they kept strictly in conformity with the spirit, and I would almost say with the terms, of the existing statutes. Keeping that in view, I would be an advocate for giving a discretionary power, as in all municipal administrations.

3193. But under the recent Act of Parliament as to elementary education, such a large discretion has not been given to the School Boards. They are very limited as to the manner in which they shall administer the funds?—Do you refer to the Education Act?

3194. I refer to the question as to the administration of the burgh and elementary schools. While the Boards are at liberty to tax the ratepayers for one purpose, they are not at liberty to tax them for another?—I can quite understand and concur in that.

3195. But you would give a larger power to your own body in administering these funds than Parliament has thought proper to give to the School Boards in the administration of the schools under their charge?—Yes. I would be disposed to give somewhat more discretion upon the ground that this is a local benefit. It may be said to be locally the property of the people; but where we are dealing with anything that is national, I must take precisely the view that has been taken in the Education Act.

3196. Do you think there is a considerable want of elementary education in Edinburgh at present?—I believe that Edinburgh is perhaps as well off for schools as most cities; at the same time, I feel certain that there is a very considerable lack of accommodation and education of the right sort for the very class of people that we are now dealing with. Perhaps the best evidence I could give of that is the overwhelming applications we have for admission into these schools. We have something like 3500 scholars in them; and the number of applications that are made by parents to get their children into these schools is almost incredible,—so much so, that I am not unfrequently waited upon by parties who have made application, and whose schedules may have been two, three, or four months before the committee, and who come to urge that I would use my personal influence with the view of getting their children

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admitted. I have no doubt that my brother councillors have also had a somewhat similar experience.

3197. Those people have children in some other school at present, have they not?—I should say that there are numbers of them who may have, but at the same time there are numbers who have not.

3198. But where there are a great number of schools in which fees are required, there would be fewer applications to them than to those schools in which the education was gratuitous?—Yes.

3199. Therefore a great number of the applications for admission to the Heriot schools is in order that they may have the benefit of the gratuitous education?—Yes; that is the case with some of them. Some of them have their children at other schools, but a considerable number have not.

3200. But your idea is not to have an increase in the number of schools in order to meet a deficiency in the means of education, but to increase the number of free schools in Edinburgh?—Yes. I believe we could afford to have a very considerable addition to our free schools, and that no one would suffer pecuniarily by extending the benefits of education to those who are unable to educate their own children. At the same time, I think it right to state that the governors of this institution are specially careful to get proper teachers,—that is, not merely good teachers, but those who are enthusiastic, if I may say so, in their profession. Since I went into the Board many years ago, I have been specially struck with the desirability of getting first-class teachers, and we have from time to time advanced their salaries. I think, when I went in, their salaries would be something like £150 or £160, but now we have got them increased to about £220; and it must be admitted that we have got a superior class of education in consequence of these teachers, which may be, and no doubt is, an inducement for parents to prefer that their children should be in these schools rather than in some of the other schools in the city.

3201. *The Earl of Rosebery.*—Is it your conviction that an artisan, as a rule, cannot pay school fees out of his wages?—I have no hesitation in saying that in very many cases, as matters now stand in Edinburgh, they are not able to do so. Hundreds of them really are not; and I would ask you to look at it in this light. It was when I began to put the matter down in detail that it flashed upon my mind in a different light from what I had previously seen it. Take, for instance, a mechanic or working man, with 22s. or 23s., or say 24s. a week. Some of them have more than that; but if you take into view the loss arising to many of them in consequence of lost time in changing situations, and occasionally a week's illness, the average wage is somewhat less. Take him with, say, four or five children. He requires to have a house to keep his family comfortably; and in Edinburgh that will not be obtained by a man with that number of children under £9, 10s. or £10 a year. Then there are his rates upon that, and also his firing and gas. I have gone into the matter in detail even so particularly as to know the quantity of coals they burn in a year. And after making allowance for all these, I find that many a man, with his wife and five children, have left for sustenance and clothing only 1s. 10½d. a week on an average. The workman has to go forth daily and toil for the maintenance of his family upon an allowance for his subsistence of 1s. 10½d. a week; his wife, working at her household duties, and washing, cleaning, and so on, has just the same; and the children have also the same. That allowance of 1s. 10½d. is merely for food and clothing for each person.

3202. *Mr. Ramsay.*—How many persons do you include in the family?—I have been taking five children, and the man and his wife.

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3203. That is seven persons in all?—Yes. But even if you make it six, it makes the allowance very little more. I had occasion to notice an important fact the other week, in discussing a matter in connection with our parochial board. We were considering a petition from Colinton parish as to our maintaining their paupers in Craiglockhart poorhouse, and I learnt that each of our in-door poor cost us 2s. 9d. a week, exclusive of rent, medical relief, and management, which shows that the working man and his wife and his children have something like 9d. less than the cost at which we are sustaining the pauper population.

3204. *The Earl of Rosebery*.—Fully 10d. less?—Yes; you are right. Permit me here to correct myself by saying that this sum will be reduced to 5d., if we deduct fire and light included in the 2s. 9d. referred to.

3205. Is that the rule, or is it the majority that you are speaking of?—There are a great number of our mechanics and tradesmen who have 25s. and 28s. a week. Some of them, I know, have 30s., and a few perhaps have more; but there are a great many whose wages are only about £1 or £1, 1s., or 22s.; and if you make the deductions to which I refer for lost time and change of employment, you will find the state of matters, as a rule, very much as I have described. I was very much struck with it at the time, and I tried it again and again.

3206. Do you suppose that the working classes in Edinburgh are in a worse condition in that respect than in any other large town?—I don't know that they are. I think wages are a little better in Glasgow, but certainly not very much.

3207. With regard to George Heriot's will, I suppose you would consider that the lapse of time which has taken place since the founder's death, and the change of circumstances since then, allow you to take a very broad view of the intentions expressed in the will?—Yes, I am disposed to do that.

3208. You would take the trust, in fact, to be a general educational boon for the poorer classes of Edinburgh?—Yes; that is just as I would take it, and just as I would wish to have it expressed.

3209. Would you make it a local boon or a national one?—Considering the interest which George Heriot manifestly took in Edinburgh as being the place of his residence and where he made his fortune, I should be disposed to view it locally. There is another consideration also which would weigh very much with me. I fear that if we were to make it national, that would have a very prejudicial effect upon gentlemen who might in the future be disposed to leave foundations for the benefit of those in their immediate neighbourhood. I find that this is a consideration which has influenced benevolent gentlemen very much in the past; and I think that if we were to destroy the local character of such a bequest as this, it would have a very prejudicial effect in the future.

3210. But if, by making Edinburgh an educational centre for Scotland, you were actually improving its position, would you then concede that you were carrying out George Heriot's wishes for benefiting the city?—Unquestionably. We could not attract a population to Edinburgh for the purposes of education without benefiting the city.

3211. And the country too?—Yes, and the surrounding country. At the same time, I fear that that would be running somewhat against the spirit of the trust.

3212. You would stop short at that point in interpreting the spirit of the will?—I think the matter is very fairly set forth in the proposed Provisional Order, where we have certain bursaries—I think ten—peculiar to the hospital. Then I think we had sixteen for the city generally; and then there were something like twelve, I think, for the country generally.

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I should by no means be disposed to draw a hard and fast line, but that would be somewhat like the proportions in which I think the bursaries should be given.

3213. You would not throw open all the bursaries?—No, I should not be disposed to do that.

3214. Should you be disposed, in the interests of the poorer classes of Edinburgh whom George Heriot wished to benefit, to give anything out of his funds for technical education?—Yes; I believe we could with very great propriety, and in perfect keeping with the spirit of the will, contribute very freely for the purposes of technical education.

3215. Can you give us any definite views on that subject?—It was proposed, with my full concurrence, that the School of Arts, for example,—which is an institution that has been of immense benefit for working men, and a sort of miniature college for them, where technical education has been taught,—should receive a certain sum from the trust—I think something like £200 per annum. Even if that was considerably increased I should raise no objection to it, but think it would be a very proper expenditure of the revenue.

3216. Therefore your general view of a proper expenditure of these revenues would be the opening of as many free schools as would meet the whole education of the poorer population of Edinburgh, and to do as much more as you could for technical education?—Distinctly. Having looked into our education questions pretty closely, I have got the idea that if we had a proper economical administration of the whole revenues of the city of Edinburgh, we would be able to educate the great mass of the children without any school rate whatever; and I have the idea,—it is pretty much without *data*, but I have it,—that the result of this Commission will be to arrive very much at that conclusion; at least I shall be very much mistaken if it is not so.

3217. What are the general views of your constituents with regard to Heriot's Hospital and its endowments?—I should state that the constituency which I represent is to a very large extent composed of the working population; and without question,—I don't know any exceptions out of a constituency of nearly 3000,—they all entertain views very much the same as those I have now been expressing.

3218. These views, you think, express the views of the working classes of Edinburgh?—I am certain of it.

3219. *Mr. Sellar*.—Suppose a threepenny rate: that, upon a rent of £10, would be 2s. 6d. a year?—Yes.

3220. Do you think that artisans generally would find 2s. 6d. a year a great tax upon them for education?—Looking at it merely by itself, 2s. 6d. would not be a heavy tax; but taken along with other taxes which they have to pay, it would come to be considerable. I have no hesitation in saying that many of the working people are already burdened up to the extreme limit.

3221. Would they not get the very best education for that rate?—Yes.

3222. But do you think 2s. 6d. would be a serious burden upon them?—I think it would, simply because their expenditure is already so close upon their income, that any addition, from whatever source and however small, would be a serious one.

3223. In putting the rate at 3d., I was taking the outside of what was probable: what do you say to a penny rate, half being paid by the owner and half by the occupier?—It would be a great relief. I know there is an idea prevalent,—and we hear a good deal about it, with much plausibility and truth,—that if men would give up smoking tobacco

and give up liquor, they would be a great deal better. That is all perfectly true, and we know that a good deal of money is spent in that way, but I am pretty certain that it is not because they can afford to do it without injury to themselves and families. I know the view which is entertained by many, that the working classes are not by any means run to such extremities that a few coppers would make much difference. There is still another argument. Working men have got the idea that these schools are to a large extent schools where their children should get their education free, and I fear that the levying of a school rate, while the working men of Edinburgh are, I should say, most unlikely to be unreasonable, would yet be attended with difficulty, inasmuch as they consider that their children have a right to be educated in these schools without such a rate.

3224. *Mr. Parker.*—You think that the endowments for education in Edinburgh, if economically and wisely administered, would be about sufficient to meet the whole educational wants of Edinburgh?—I do; that is my firm conviction.

3225. You include in that, first, elementary schools for all who choose to use them?—Yes.

3226. Then middle schools?—Yes.

3227. And evening classes?—No, I should not be disposed to include evening classes where the higher branches of education are taught.

3228. But industrial schools?—Yes, I think they should be included; and I think that industrial schools are a thing which we very much want in Edinburgh. It would change our social condition very materially if we had them instituted.

3229. Do you include any provision for higher education, such as is given in the grammar school?—No; I speak merely of the wants of the great mass of the people. Whenever you get into the higher branches of education, I think it would be necessary that you should look elsewhere for revenues for that purpose.

3230. You would not propose to have free schools for the higher branches of education?—No; I think, whenever you get into a superior high class education, that ought to be supported from a different source.

3231. I suppose, however, you would wish some of the working classes to go to schools where they might get that higher education?—Yes.

3232. You think those who are specially qualified should do so?—Yes; I think it would be an important point to keep in view their natural gifts and qualifications, as I am certain that many of them would be able to take advantage of it; but you might extend the means too far, without getting any corresponding benefit.

3233. Would you effect the giving of that higher education by bursaries or allowances from the elementary schools to children of that class, in order to enable them to go to the higher schools?—I think bursaries would be a very useful institution, and a good means of extending a helping hand to such children.

3234. Or would you pay the fees at the higher schools for any who had shown special capacity in the elementary schools?—Certainly; and if this Commission do not see their way to recommend, and the Legislature do not give us the power to establish, a higher branch institution, I certainly would recommend that the funds should be expended in educating such a class at some grammar school, or other similar place; but I think it would be preferable if we had such an institution in connection with the foundation.

3235. Would you consider it an open question, whether it is better to

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send your boys to existing schools for that purpose, or to found schools specially for them?—I should prefer that we had them directly in connection with the foundation.

3236. Would it suffice that the trustees should have the control over them, say at the High School, by being able to withdraw the bursaries at any time, or to control them in some other way?—I don't think that system of giving bursaries and sending boys to the High School would be objectionable at all, but at the same time the present system works admirably. You have probably been informed that we have boys between seven and fourteen in the institution; but those who are superior boys are allowed to go there for two years, from fourteen to sixteen, and they get the benefit of the superior education in the hospital. We find that works exceedingly well,—better, I dare say, than if the boys had been sent to the High School. But in the event of there not being a higher class school in connection with the institution, I should by no means object to those who might be worthy of it being sent to the High School.

3237. And for those boys of capacity you would not draw the line short of the University. Would you also enable them to enter the University?—Certainly; wherever we find them sufficiently distinguished, I would certainly send them to the University.

3238. You would found as many bursaries as would provide for boys who showed capacity of that sort?—Precisely.

3239. Do you think that would be carrying out the spirit of George Heriot's will?—I think it would.

3240. Then, when you said that the general intention of the will was to benefit the poorer classes of Edinburgh, you did not confine it to the lower class of education, but only to those who were in need of assistance?—Yes; but, as I have already said, it would only be to those who had really distinguished themselves that I would recommend or feel justified in giving anything like a university education. It would only be in very exceptional circumstances.

3241. Should you think it an advantage for a boy of moderate capacity?—No, I certainly would not. I think, where you have boys of moderate capacity, if they get a sufficient education to enable them to discharge their duties as citizens, it would be much better to give them such an education than to hold out any inducement for them to leave the position in life to which they have been assigned. I believe much mischief might result from that.

3242. Then, if the boys had had the advantage of that education for some years, you would choose them for the grammar school or the University very much by competition?—Certainly. I would have competitive examinations, but never losing sight of this, that the facilities which they have at home for being aided in their studies should be carefully looked to. I have known some very clever and even first-rate boys who had very superior talents, but neither their father nor their mother was competent to aid them personally, or to pay any one to come in for an hour in the evening to assist them, who, if put to a competitive examination with an inferior boy who had facilities at home, either from his parents or from some one who might be engaged to give him a lift, would go to the wall in an examination. It appears to me that the home influence and assistance are a most important feature to keep in view in a competitive examination.

3243. But the longer the boys were attending your schools, if they were good schools, they would be the better able to enter upon such examinations?—Yes.

3244. Would there not be a great difficulty in entering into these

questions about the assistance which a boy had got at home? Do you think that is a matter which could be easily ascertained?—I have no doubt that two or three questions to the teacher would bring out the matter. They are all acquainted with the circumstances in which the boys are placed at home, more especially those who give any evidence that they have superior attainments.

3245. But by the time they were competing to enter the University it would probably be hardly necessary to take into account the home advantages of the boys?—Perhaps not; still I would not lose sight of them.

3246. I don't know exactly how you would take that into account: in whose hands would you place the matter?—It would have to be found out at the examination.

3247. Suppose the examiners were instructed to report the boys in order of merit, and that you then proceeded to consider whether a boy who was higher on the list was to have it, or whether another was to have it on the ground of less advantages at home, how would you do?—I would still leave a good deal of discretionary power in the hands of the patrons of the hospital with regard to that matter. An examiner would necessarily be precluded from enjoying some advantages in forming an opinion which the more immediate patrons would have.

3248. But I want to get as definite a notion as possible of the way in which they would exercise the power, because, of course, you might give the power with one intention, and it might be exercised with a different result?—That is true; but I think our present system works very satisfactorily. Up till about three years ago, I think, we had not a competitive examination in connection with the hospital; but we now have competitive examinations, and all these elements are kept steadily in view, the home influence and circumstances of the boys, as well as their talents; and of course it is for the sub-committee, aided very much by the governor, who knows all these matters of detail, to settle how the bursaries are to be given; and it is wonderful how accurately and how satisfactorily they arrive at their decisions.

3249. I suppose it would be rather an exception with the boys competing for the University to depart from the order of merit?—It would be more usual to follow the order of merit. I think the present system works exceedingly well, and I think it would be found to work equally well in almost any circumstances.

3250. Would it not cause somewhat bitter disappointment to the boys themselves to find that, although placed high enough by examination to get the bursary, they had been passed over on account of some home circumstances which were supposed to exist in the case of another boy?—It might, and I have no doubt would, have such an effect; but if they were informed as to the conditions, they would be shrewd enough to see and know that they had enjoyed privileges and advantages which the successful boy might not have. I can easily see the difficulty which you indicate. At the same time, boys are sufficiently sharp at once to understand such a matter if it were put fairly before them.

3251. But it must be a very definite case before such a preference can be given: it must not be a mere impression that the boy had not had the same chance?—No; that is just one of those rules which you will not find to be of universal application without a difficulty. Assuming that we put out of sight altogether the home influence of the boy, and just take the hard and fast line of the results of the examination, that, I think, would be most unfair, and the boys themselves would discover it to be unfair; so that there is a difficulty in accepting either alternative.

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3252. Do you know, as matter of fact, in what proportion of cases there has been a departure from the order of merit in these competitions?—I cannot say.

3253. I believe they have been comparatively rare?—I should think they have been very rare.

3254. In order to make the funds go far enough to effect all the purposes you have mentioned, a very good organization, I suppose, would be required?—I think so.

3255. Of course you include in your view the large funds which the Merchant Company possess?—Yes; but I am scarcely in a position to speak concerning them. My attention has been exclusively directed to the Heriot foundation. I have not been upon any of the Merchant Company committees, although the Town Council hold some of the patronage in connection with them; so that my remarks must be understood to apply exclusively to the Heriot foundation.

3256. But taking, as you are doing, a broad view of the education of the whole city of Edinburgh, you would think it necessary that there should be a good deal of adjustment between the Merchant Company's and Heriot's funds, so as to prevent their waste?—I think there is something in that; but the Merchant Company's schools are dealing with a different class, generally speaking, from what we are. They embrace a great many of the commercial class, and not a few of the professional class. Now the Heriot trustees are dealing with a class below them; so that I think you are quite right in suggesting that there should be great care taken that the two classes did not come into contact. There might be mischief done in that direction.

3257. Taking the Merchant Company's schools as they are organized already, and your schools pretty much as proposed in the Provisional Order, what would there be to determine one class to go to the Merchant Company's schools and the other class to go to your schools?—There would be this: our Provisional Order is constructed upon the principle of free schools, although there is that clause in the Order, to which I took exception, craving power from the Legislature to allow the governors to charge fees. Our old schools have been based upon the principle of free education; and in that Provisional Order we were dropping down still further, and getting hold not merely of the industrial classes, but of a class below them, and educating the children of the lowest class in the community; whereas the whole tendency of the Merchant Company's schools has been to go upwards. Still, I don't think the line of demarcation is naturally so distinct that, unless proper care is taken, we might not come into collision.

3258. If you had power to charge fees or not at your option, I suppose that probably in no case would any very high fee be charged at the Heriot schools?—I do not think so. The fee they proposed to charge was very small, almost nominal. It was not fixed, but it was spoken of as a very reasonable sum, certainly not an oppressive one.

3259. I think, with regard to the out-door schools, that 6d. a month was mentioned?—I think so. Although nothing definite was fixed upon, I should think that that sum was pretty much what was in the minds of the governors.

3260. If you were to found a middle school of your own, would the governors charge a lower fee there than the Merchant Company are charging?—If they had the power of charging fees, I think it is very probable they would. I may say, in justice to the governors, that while it was certainly in their view to raise some money with the view of extending the number of schools, I think it was not their intention at all to charge

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such a fee as would be oppressive. I think the amount they would have charged would not have been at all likely to be so much as is charged by the Merchant Company.

3261. Your own opinion against charging fees, I understand, is founded chiefly on a consideration of what the income of a working man is?—No. One of my objections is, that seeing they have had these schools as free schools since 1836, I believe that if we were to draw a line of demarcation, and charge fees to some and not to others, the effect would necessarily be unfavourable upon the minds of those who were not charged. For example, if you had some children whose parents were paying something, it did not matter how little, and you had other children sitting, it may be, on the same form, whose parents were not charged anything at all, the effect upon the minds of those who were not charged would, I think, be prejudicial and discouraging.

3262. I believe there has been a proposal in some cases to remit the fees, and not to let it be known?—That was proposed; but assuming I had no other objection to it, my difficulty then would have been, that it would have been impossible, where you have so many children, to have so arranged a system that the fact of the fees being remitted would not have been known to the children in some way or other. Children are very shrewd, and it would be very difficult to arrange a system under which they would not have the means of ascertaining such a fact, either at home or in the schools.

3263. You have, no doubt, considered the same question in its bearing upon other towns in the country where there are free schools?—I have; but I confess there is a special objection which might not apply to other parts of the country, and that is the idea that these revenues really belong to the industrial or tradesmen class of the city, and, such being the case, that the governors have no right to make a charge,—that we are merely acting as trustees for these parties, and that we are going beyond our province when we propose to exact fees from them for receiving that which is really their own, having been left to them as a legacy by the founder of this institution. As I stated in my argument before the Board, it appears to me somewhat as if a benevolent person had left a house to a tradesman, that house being left in trust; and that it seemed right and proper in the minds of the trustees that they should charge a small nominal rent for the house. The answer of the person in occupation would naturally be, 'No, you are my trustees, but the house is really my own; and I must object to your claiming any rent from me, however small.' Unquestionably, whether rightly or wrongly, that is the feeling which pervades the industrial classes of the city in regard to this magnificent bequest of George Heriot.

3264. Might it not be replied, that if the trustees spend the whole of the money for the benefit of that class, but ask them to spend something themselves in order to meet that, they are really getting the benefit of the whole trust money, and that at the same time the education might be made better in consequence of some more money being brought in?—Their answer to that would be, that, as things now stand, we are not spending the whole money for that purpose, but that we could spend a great deal more if we had the power; and assuming we had got the powers asked for in the Provisional Order, we could have made the benefits far more extensive than they really have been. Then with regard to the proposal to raise a fee from certain parties, there are a great number who are willing to pay a fee; but, unfortunately, to accept that fee from these parties would, to my mind, be to accept a premium for a right which belongs not to them, but to those who are unable to pay.

3265. To use your own illustration, if a house were left in trust for

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certain persons, to be occupied by them without rent, but if by getting a little rent you could make it a better house, would it be a violation of the trust to enter into such a bargain?—No; if it could be shown that the house really was out of repair, and uninhabitable, I think it would be perfectly right. If there was no other way of getting the house repaired than by levying a rent upon the tenants, I think it would, in that alternative, be perfectly justifiable.

3266. You said you did not wish to see any diversion of the funds from their original design?—Yes, keeping in view the changes which have taken place in the whole social institutions of the country.

3267. You are taking rather a free view of that?—Yes; I am decidedly of the opinion that the exclusiveness of the trust could be very much modified, and that we could take a much more broad and comprehensive view of the design of the founder without any one suffering, and in that way we could make it much more beneficial.

3268. I suppose you quite admit, that in the original design, George Heriot certainly had in view a somewhat higher class than the very poorest?—Yes; and that is one thing we have always been very careful of. The poverty-stricken, the pauperized class, have never been the recipients of this trust.

3269. Still, taking a broad view of the matter, you would be willing to have industrial schools, or otherwise to include them?—Yes; and in view of what has been done by the Merchant Company, and the great increase of education, and with the view of making it more accessible, I think it would be a fair and proper thing for the Legislature to interfere, and to give powers to the governors of this trust to go down among the poverty-stricken, and in the industrial schools to give them education and clothing, and even food where necessary.

3270. Have you ever considered this question since the recent Act of Parliament makes it necessary that there should be a School Board for Edinburgh?—Yes, I have looked at it, and it is beset, to my mind, with considerable difficulty and complication. I presume that in Edinburgh the School Board will have difficulties to encounter which will exist perhaps nowhere else, at least not in Scotland. We have such an immense amount of educational revenues, and we have so many institutions, that I apprehend it will be a very difficult thing for the School Board to know where to draw the line of demarcation, and to bring the schools directly under the control of that Board.

3271. In a city having no endowments, the School Board, of course, will be the most powerful body for educational purposes?—Unquestionably.

3272. It will have the power of rating, and of disposing of the rates?—Yes; and that will make it one of the most powerful bodies. I presume, in the present state of our country, it will also be one of the most useful, and I think it will be one of the most popular, boards we could have. It is clamantly called for; and, I presume, will give us a new start in the matter of education.

3273. But then, when you come to the case of Edinburgh, you have already existing two bodies with the control of much larger funds than the School Board will have to deal with?—Yes.

3274. Therefore, when the School Board under the Act of Parliament is set to work, they will find, you may say, two bodies more powerful than themselves?—Yes; I apprehend the Board will find difficulties here that they will find nowhere else, there are so many conflicting interests. I have no doubt the Board will be able and competent to keep its own place; but I am sure it will require their most anxious consideration to get it to work satisfactorily.

3275. You think, as between the Merchant Company and Heriot's Hospital, difficulties may arise?—Yes.

3276. And when a third body, such as the School Board, is introduced, you think it will be a very delicate question?—I think it will. With such a board as we have got, I think they will be perfectly competent to cope with the matter; but it will require very great consideration.

3277. It is stated in the Provisional Order that the present governors of Heriot's Hospital are a body nearly corresponding to the English School Boards: is that correct?—Yes; it consists of the 41 members of the corporation, with 13 of the city clergymen, who occupy our national churches, all of whom take a great interest in education; and it is difficult to conceive any board better constructed.

3278. In the English School Board there would be no corresponding element to the 13 clergymen?—No; and, of course, we have no *ex officio* element in the construction of our School Board.

3279. But among Heriot's governors you have 13 members sitting as the Established clergy?—Yes, and 41 members of the corporation, making a very popular body. Unless it were proposed to admit some of the Dissenting clergymen into it, I do not think it could be more popular, neither could it work better than it does.

3280. Do you think there would be any feeling about the admission of some Dissenting clergymen, or some representatives of that class, into the trust?—I don't think so. I think the Established clergy are exceedingly tolerant; and their conception of justice is so great, that I don't think they would raise any objection.

3281. I suppose some of the Town Council don't take so much interest in the trust as others?—No. I must say that they all discharge their duty efficiently, but I have no doubt, as in all boards, there are a few who take especial interest in a question of this kind.

3282. Do you not think that gentlemen elected by the same constituent body, but elected specially for the School Board, would probably all be persons who were interested in education?—I should think so.

3283. To that extent, therefore, the School Board would perhaps be more competent to deal with educational questions than the Town Council?—If you have a board specially elected for one specific object, I think it is natural to expect, and we are almost forced to the conclusion, that it would be better adapted for that purpose than a board which has a considerable number of other objects to attend to, more especially where they have public duties to perform in connection with the government of such a city as this.

3284. Do you think there would be any feeling against one or two of the members of the School Board sitting as assessors with Heriot's governors, so as to be cognizant of all their proceedings, and to keep the School Board in friendly relations with them?—I don't see what objections there could be to that. Certainly I should have none.

3285. Then, so far as your opinion goes, you think there might be a widening of the trust both by admitting representatives of the Dissenting clergy, and also some representatives of the School Board?—I should certainly have no objection, and I do not think there could be any well-founded objection to that.

3286. And it would probably tend to promote a good understanding between the different bodies?—Possibly it might. I think it is right and proper at all these public boards that they should be as free and open as possible. I think that all exclusiveness in matters of that sort is to be deprecated.

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3287. *Mr. Lancaster.*—You have never seen any reason to lead you specially to desire a change in the constitution of the Board?—No.

3288. And you think the School Board can look after its own affairs?—I think so.

3289. With referenee to the question of fees:—You contemplate at least as a possibility having what we will call middle schools, and also technical schools?—Yes.

3290. Could you do without fees in these schools?—I think that if we had the revenues loosed from the hospital, we could to a very considerable extent get along without charging any fees even in these schools. If you consider that our revenues are at present between £18,000 and £19,000, and by recent additions and feuing out ground they may in the course of two or three years amount to £22,000 or £23,000, you will see that there is a considerable sum of money to expend.

3291. At all events, I understand your position to be this, that even if you could not provide middle and technical schools gratuitously, you might meet your inability to do that by sending your best pupils to existing schools of that character, and paying their fees for them?—Distinetly.

3292. That would be the way you would work the thing out?—Yes, if it was found that our revenues could do that.

3293. With regard to the very poor classes, there are two ways of benefiting them educationally. One would be to devote a certain sum of money, and so to spend it as to give them the means of rising to the middle schools; and finally, to give those who were worthy of it a university education?—Yes.

3294. The other way would be by giving an elementary education and nothing more, but of course to a very much larger circle, with the same sum of money?—Yes.

3295. Of these two ways, you would prefer the former?—Yes; keeping in view that it would only be in very exceptional cases that I would propose to expend the money for giving them a high class education.

3296. But you would, on the whole, prefer the former system; that is to say, you would not propose to devote Heriot's money simply to giving a primary education and nothing more, under any circumstances, to the very poor?—No; but as a general rule I would have all the funds expended upon elementary education, and make it exceptional where money was expended upon a high class education. That would only be done where it was found desirable, after a thorough investigation.

3297. It would only be done when it was considered to be for the benefit of the boy and the community that he should be so started in life?—Yes; and while I say that, I am satisfied that great mischief could be done by expending money where there was little or no mental material to work upon.

3298. That is to say, you would not regard mere moral qualities as being a reason for giving a university education?—Quite so.

3299. A boy would require to vindicate by his brains the preference that was given to him?—Yes. Where there was an absence of brain power, I think it would be a misapplication of the funds altogether.

3300. And the boy would be better without it?—He would.

3301. Then the extent to which these middle or technical schools would be required could be ascertained very much by the results of bursaries in the schools which already exist?—It could. We have eight schools, and we are to have other four; and out of say 6000 children I have no doubt we could get as many properly qualified pupils as would supply a school of a better class. I think we could certainly maintain one school of that kind. I would be no advocate for more than one.

3302. That is to say, your idea of middle and technical schools is limited by the views you have just expressed as to the expediency of raising to them boys who were able to take advantage of the instruction there given?—Yes.

3303. In that system of selection, would you propose to proceed very much in the same sort of way as in your bursary examinations at present?—Yes.

3304. That is, reserving a right to choose?—Yes.

3305. But trying if possible that that exceptional right to choose should be exercised very exceptionally?—Yes.

3306. Do you think human nature may be trusted to do that?—I think so. We don't generally form very perfect ideas of human nature; but I think they may be trusted in such a case as a rule.

3307. Has such a right not been at times abused?—I don't know.

3308. You are aware that in the University of Oxford, where such a power of selection had grown up, or been given by the founders, the Commissioners of 1852 found that that power had been abused in such a way, that they had to abolish it and substitute competitive examination?—I know that in connection with some of the English institutions there were great abuses; but I don't think, with all due deference, you could establish a case of that kind in our city. Certainly there have not been many. There may have been some. We are by no means perfect in Edinburgh; but I think, taking us all in all, we would be found to stand a pretty fair comparison with regard to being free from venality.

3309. You think the risk of that would be very small?—I think so. I think that perhaps we have a very good illustration of the way in which such matters have been managed in Edinburgh with reference to the University. While we as a corporation had the patronage of the University, I think all our appointments were very satisfactory.

3310. But these appointments are made more in the view of the public than the election of a bursar?—Yes; but my impression is, that all these things should be subjected to the light of day, and that public opinion should act as a check.

3311. However, I understand your opinion to be that excellence in the examination is to be the rule of election?—Certainly.

3312. And so far your system will give a stimulus to education over the country, as competitive examination is calculated to do?—Yes.

3313. To recur for a moment to the question of fees, the view you have stated of what you desire for the poorer classes is an extended system of education in the elementary branches, and a power to rise by means of bursaries, and so on. If schools charge a small fee, they get a Government grant?—Yes.

3314. If they do not charge any fee, they do not get the grant?—No.

3315. Don't you think, with the view of carrying out the system of education which you have described, that a small fee, so exigible, would come to be a good investment on behalf of the poor; because we should get the Government grant, and so have more money to spend upon the system?—Personally I should rather retain our independence and freedom. With regard to the Government grants, I may say that in my place in the Town Council, when the Education Act was discussed, I was one of those who were adverse to taking money out of the national funds for the purposes of education. My idea was, that every locality should by local assessment educate its own population, and that we ought not to have any Government control over scholastic institutions. But I quite see the force of the Lord Advocate's argument, which was reasonable and just, that when you have money out of the national funds,

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the Privy Council must have some control in the expending of it. As one who opposed the Privy Council having control over our Scotch educational institutions, I certainly preferred that we should have done without any Government grant; but the difficulty, as the Commissioners are aware, is, that where we are working nationally and grants have been given,—and I dare say there are places in Scotland where they become an actual necessity,—it is necessary that the Government should have some control.

3316. Let me ask you for a moment to lay aside your own preference on that matter, and to take the law as it now is. Don't you think, in the light in which I put it to you before, that it might be a good investment for the poor that a small fee should be paid in order to allow more money to be spent out of your funds for bursaries, or in extending education in some way which they might benefit by?—It might in one sense be viewed as a fair investment; but I should prefer to have local independence in educational matters rather than have the Government grant, although it is advantageous.

3317. You said something as to your idea about what burgesses were in 1623. I presume Heriot himself would have been a burghess in 1623; but I rather understood that Heriot was a man having men working under him?—Yes; I think you must assume that.

3318. Would these working men have been burgesses or freemen at that date, in terms of the will?—It is difficult to say. There were exceptional cases; but I am disposed to think that Heriot had in his view to embrace all those who were tradesmen generally speaking. I don't know if it has been laid before the Commission, but I have with me a report of the Town Council as far back as 1837, in which I find a paragraph which appears to show that they had that idea at that time, and it throws some light on this very question. At that time there was a proposal to lower the burghess fee. There were strangers being admitted at that time as burgesses. I think the maximum rate was £16; then there was a modified rate of £8 for the sons of burgesses, and in some cases it was as low as £6. The committee to whom the matter had been remitted reported in favour of a reduction of the burgesses, and in their report this passage occurs:—'If these recommendations (that is, to reduce the burghess fees) shall be agreed to, the committee are of opinion that all persons admitted as simple burgesses should really be citizens of Edinburgh in the proper sense of the term,—*bona fide* residents as householders, or carrying on business as masters, in some part of the ancient or extended royalty of the city, and consequently bearing some share of the city burdens, or, as it is technically called, paying "scot and lot."'

3319. And that is your idea of what would be an accurate definition?—Yes. Then one sentence more:—'The committee are of opinion that the very lowest residence (they were speaking against strangers coming into the town for the purpose merely of entering as burgesses for the sake of obtaining the advantages of that position) which can be required within the royalty of the city, either by carrying on business as masters, or by the occupation of dwelling-houses as proprietors or tenants, should be for masters uninterrupted occupancy for one year, and for householders uninterrupted occupancy for three years, at the date of admission.'

3320. Then the English of the whole matter is, that however we interpret George Heriot's will, we are certainly not carrying it out now?—We certainly are not.

3321. And you would be prepared, acting up to the doctrines which are generally recognised now, to disregard the letter of the will so far as to abolish the hospital itself?—We have departed from the letter of the

will. The out-door schools were totally foreign to the will; and with regard to the hospital itself, I would have no hesitation in having it divested of every boarder in it. I believe it could be shown that the practice of keeping children, more especially those whose parents are alive and in good circumstances, in that hospital, leading a sort of half prison life, has been very prejudicial in many cases.

3322. We have had a good deal of evidence from various people strongly condemnatory of the hospital system, in which condemnation you concur?—Yes. I may mention that there was what was known by the name of Bailie Johnston's resolution passed by the Town Council in 1861, which I think was most objectionable, that no individual should be eligible to have his children in the hospital unless he had been carrying on business for three years, or a householder for six years, residing in a house of not less than £15 rental. The effect of that resolution was this,—and I can conceive nothing more calculated to shut out the very poor people whom George Heriot meant to benefit,—that the class whose children could be admitted to the hospital was considerably raised. A house of £15 rent ten years ago contained three or four apartments; and when you had a man who had three or four boys, his boys were not unfrequently put into the hospital by reason of local influence, and then he put boarders into the rooms which were so vacated, and made a commercial speculation out of the benefit which he derived from the hospital.

3323. Did that system last long?—It lasted until very recently. For some years I tried to get it subverted, but it was only last year that I was able to carry a resolution restoring matters to their former condition, and providing that whoever carried on business for one year, or occupied a house for three years, whatever the rental was, should be eligible to have his children admitted. Incredible as it may appear, it was only then that that resolution was carried and the previous most obnoxious one abolished.

3324. You have told us that your idea of administering this charity would be to go lower down, as it were, than the founder intended?—Yes.

3325. And of course you justify that by instancing the manner in which other endowments, such as those of the Merchant Company, have been dealt with, and the change which has taken place in society?—Yes; in short, if we were to go up in the class that are to be benefited, we would require to go out of Edinburgh.

3326. Would not the same principle which justifies you in going lower, justify you in going a little wider?—Yes, provided you embraced those within our parliamentary boundaries.

3327. But I am speaking of an area beyond that,—I mean, in Scotland generally?—I say that if you can embrace all within our parliamentary boundaries, and have them brought properly under the influence of this institution and well educated, then as a matter of course further extension would be an advantage; and I would have no objection to see the expenditure of our revenues so extended, providing that all within our local area were in the first place included.

3328. Do you think, in the first place, that the people of Edinburgh are entitled to have a preference?—I think so.

3329. But don't you think the benefit to the people of Edinburgh themselves would be very great if a stimulus was given to the education of the whole country?—I am supposing it would be a benefit to Edinburgh, for this obvious reason, that Edinburgh is to a large extent made up and increased not so much by a native population as by those who are brought in from other parts of the country.

3330. My idea was this, that if by means of this charity you could draw from the poorer classes all over the country, it would, in the first place,

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be a national benefit by getting a much wider area on which to work; and, in the second place, it would be a benefit to Edinburgh itself indirectly, by raising the standard of education throughout the country, and directly, by making it a great educational centre?—It must be admitted that it would be a benefit, but I have great difficulty in divesting my mind of the idea of locality. As I have indicated, George Heriot, like all others, appeared to have a special interest in the locality where he resided; and I fear that were we to lose sight of that, we would not only be getting away from the spirit of the testamentary deed, but we would be removing a very strong motive which might actuate benevolent gentlemen of large property in the future.

3331. You know, of course, that George Heriot in his will does refer to Scotland?—Yes.

3332. Therefore he had in view his native country at large as well as Edinburgh?—Yes.

3333. And he referred specially to St. Andrews?—Yes.

3334. As to that question of locality, has not the force and meaning of preference for localities changed very much since 1623?—Yes. The railway system has done very much to break down that; I freely admit that.

3335. You still think that the preference should be maintained, but you concede that it is a consideration carefully to be kept in view whether the effect of locality has not changed?—Quite so. I am free to say that, by reason of our postal system and our railway communication, those differences betwixt localities, and even betwixt the various parts of the kingdom, have to a great extent been abrogated.

3336. *Mr. Sellar.*—Suppose the locality of Edinburgh was already sufficiently supplied with schools of the class you want, would you then have any objection to increase the area?—None whatever, if the funds were confined to education.

3337. Do you know if any steps were taken to ascertain the amount of school accommodation in Edinburgh before the Provisional Order was prepared?—No. I believe there was a sort of rough estimate got, but I am not sure if it was gone into minutely; I don't think it was.

3338. There was no education census made by the trustees?—No; anything we had was a mere approximation.

3339. And if it should turn out to be the case that Edinburgh is already supplied with the class of schools you want, you have no objection to have the benefits of the trust extended to other localities outside of Edinburgh?—No; but I am perfectly satisfied that we are not only not supplied now, but that there is an immense lack of education among the masses of the people. I have occasion to mingle very largely in a variety of ways amongst not merely the inhabitants of the slums of the city, but amongst the working people,—not those certainly of the most virtuous and provident kind; I don't refer to them,—but I find an immense want of education in the city of Edinburgh.

3340. That may be partly remedied by the compulsory clauses of the Education Act?—I am sure it will; and if that Act had not contained any other clause than the compulsory clause, I think it would be one of the most beneficent measures ever introduced into any country. In my position as a magistrate, one of the first things that struck me was the large number of young men who, when they had enlisted for soldiers and were brought up before me, could not sign their names.

3341. Were they Scotchmen?—Yes. I used to think, in my ignorance, that this class was confined more to the Irish population; but I sometimes asked them where they were born, and they would tell me in

Edinburgh. What part of the city? Canongate, or Cowgate, or Fountainbridge, or Stockbridge. It is perfectly surprising the number of people born in Scotland and Edinburgh who cannot sign their own names.

3342. Is there anything else you wish to state to the Commission?—There is only one remark I should like to make, and it is pretty much in the way of correcting what I believe to be a misconception upon the question of fees. We hear it frequently stated that free schools have a tendency to pauperize the population. Now I should like to refer to the whole thirty-six years' experience of these free schools in Edinburgh. I am sure the most strenuous advocate for fees would not hesitate to admit that there could be no case found where the tendency of these schools has been to pauperize. They have been most beneficially conducted, and the Government Inspector has reported most favourably upon them.

3343. Are they under Government inspection?—Yes.

3344. In your former evidence you said you were afraid of Government inspection, as it might interfere with the local governing bodies?—I did not mean Government inspection; I have always been an advocate for that. I hold that, wherever we have educational institutions, they ought to be free to the inspection of the Government. It is Government control I fear, not Government inspection.

[Adjourned.]

SATURDAY, 18th January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman*.

THE EARL OF ROSEBERY.

SIR W. STIRLING MAXWELL.

C. S. PARKER, Esq., M.P.

JOHN RAMSAY, Esq.

HENRY H. LANCASTER, Esq.

A. C. SELLAR, Esq.

Dr. LYON PLAYFAIR, M.P., examined.

3345. *The Chairman*.—You have given much attention to the endowments of Scotland applicable to education, and to the hospital system in particular?—Some years ago I did, but I have not thought much of the question lately, and therefore my information cannot be taken very much on points of detail.

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3346. With regard to the system on which education is given in the hospitals, have you formed any opinion as to the advantages or disadvantages of the system?—When I formerly looked closely into the system, I formed a very strong opinion against the hospital system, both as regards the parents who sent their children, and the children who were sent.

3347. With reference to the amendments of which the system is sus-

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ceptible, do you think it is a system the revenue of which should be entirely applied in another direction, or that the aim should be to improve it so as to retain any of its features?—My opinion was that the first thing was to break up what is called the monastic system, by which the children were taken away from their parents, and immured in these hospitals; because that produced a paralyzing effect on the children, and a pauperizing effect on the parents; and I thought the destruction of that was quite necessary in any scheme of reform.

3348. And that it would not be sufficient merely to give powers to introduce changes, but that there should be authority to insist on that?—Unless there was some general authority to insist upon it, the interests of the public as a whole would be apt to be sacrificed to the interests of classes, and to the interests of localities.

3349. Are you speaking with reference to any particular locality, or any special institutions, or generally?—I am thinking more especially of Edinburgh, where by far the wealthiest endowments exist. I think that Edinburgh derives its educational position, so far as endowments are concerned, very much from being the capital of Scotland, and that it ought, as the capital of Scotland, to extend its educational benefits to the country. I don't mean to say that Edinburgh should not be the educational metropolis of Scotland, but that there should be a connection by which the educational institutions in Edinburgh might extend their benefits to provincial schools.

3350. And that the existing hospitals ought to be administered so as to confer larger benefits on the public outside of the city?—That if you have special and higher schools in Edinburgh, these special and higher schools should be available to the skilled students of provincial schools.

3351. In what way would you propose to do so?—By means of competitive scholarships.

3352. That the hospitals should be, to a considerable extent, fed by scholars introduced by competition from schools outside Edinburgh?—Yes.

3353. That is to say, whether they are outside or within Edinburgh?—Whether outside or within; that there should be no preferences either to classes or to the fact of residence in the city of Edinburgh.

3354. Are you speaking specially with reference to Heriot's Hospital in making that observation, or generally?—Of course, Heriot's Hospital is the one which, at the present moment, requires more thorough reform; but I have little sympathy with any endowments of classes by benefactors who lived at a former period, and who probably would have been the first to change had they lived now. Therefore I speak of all endowments.

3355. Would you not make an exception in favour of endowments specially for cases of orphans?—That might be so, and very properly; but I would not make the orphans the orphans of Edinburgh in such a case, if meritorious orphans came from other parts of the country.

3356. But with reference to those in favour of the poor,—the children of persons in distressed circumstances,—you would endeavour to throw them open more generally, by making the conditions of admission determined by competition rather than by selection?—Certainly. I think no condition was more favourably received by Parliament when the Endowed Schools Act passed through Parliament, than that all schools should be open to competition and to merit, and not to patronage.

3357. Was that expressly stated in the Act, or was it stated generally by Mr. Forster as the principle on which it must be carried out?—It was only stated as the principle; but that principle was admitted in all

the discussions, and the objections to that principle have only arisen in localities where reforms have been attempted.

3358. There were very strong recommendations to that effect in the report of the Schools Inquiry Commission?—There were.

3359. And Mr. Forster expressed his opinion that this should be the principle on which these endowments should in future be administered?—That was so.

3360. Have you any other remark to make with reference to Heriot's Hospital?—I have a good many remarks to make about Heriot's Hospital if we consider it specially just now—I mean upon principle; but I have not visited Heriot's Hospital for a long time, and therefore I cannot give you evidence as to its specific state.

3361. With reference to Heriot's Hospital as well as the others, you would wish that the condition of admission should be by competition, and not by selection?—I would. Speaking generally, Heriot's Hospital consists of two parts,—the school on the hospital system, and the out-of-door elementary schools, and now, I believe, the evening schools. I think that the mere elementary schools are altogether wrong in principle. George Heriot's purpose was to raise the education above the standard which existed when he became the benefactor of Edinburgh; and I believe, if he had lived just now, he would have still attempted to arrange his benefaction so as to raise that standard. The elementary schools are good elementary schools in their way,—excellent, I believe, as common elementary schools; but they are relieving the ratepayers of duties which the State now imposes on them, and I think it would be of great importance that they should be first-class elementary schools if they are to be kept as out-door schools; that it would be a great object to get into them through merit; that they should not be simply good elementary schools, but that they should be a very high class of elementary schools, carrying education up to the highest point to which it is carried in any elementary school in Scotland. In that way you could make admission to them by merit from the lower elementary schools supported by the ratepayers; but merely to relieve the ratepayers by giving elementary schools for the poor is not, as I conceive, the purpose to which a public endowment should be given.

3362. Would you state what you mean by higher elementary schools, and to what limit you would give the admission to them in point of qualification?—I would take, for instance, the first-class parish schools as you find them in the north, under the influences of the Dick and other bequests; and the education should be made quite as high as you could get it in these parish schools, and of a better kind; for I think that the character of the parish schools, even where the higher education is given, is still much with reference to the ministry, and perhaps to other professions, and therefore I would introduce more modern subjects into those better class schools than exist now in the parish schools.

3363. In that case would there be in these schools any elementary teaching of the very young, or would you have children of a certain age to be admitted to them?—I think, for example, you could with great propriety say that standard six should be the condition for passing in, and that you should begin where the miserable amount of education which the elementary schools now give ends. Anything under standard five, according to the reports of the inspectors, does not give a child such instruction as stands the wear and tear of life—it vanishes from him. If you were to take such a standard as that, you would be doing great good to the population, and you would be using such schools as feeders for the higher schools, into which, I think, Heriot's Hospital should be converted.

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3364. You would maintain Heriot's Hospital as a school for foundationers chiefly; would you have them entirely admitted by competitive examination?—If I had my own way, I would say entirely; but you are obliged to make compromises on these subjects in all schemes that you bring forward, and a certain number of foundationers from privileged classes may be necessary as a compromise. In regard to my own opinion, I don't think there should be.

3365. As regards the condition in Heriot's will, that the school is to be for fatherless bairns, you would not object to a certain portion of the funds being so applied?—Certainly not. As to a certain portion of them, but by no means the whole, I think it would be desirable to do so. But what strikes me as wanted very much in this country, and as wanted in Edinburgh, is a first-class trade and commercial school, such as you will find in almost all cities of the Continent,—a school of a high class,—not what is understood here by a commercial school, but a school where the sciences bearing upon trade, and the sciences bearing upon commerce, are thoroughly taught in a systematic manner, up to about seventeen years of age.

3366. Are you speaking now of the application of any surplus that might arise out of the Heriot fund in that way, or do you mean that the Heriot school should be converted into such a school?—That the Heriot school should be converted into such a school. I think that would carry out the principle for which Heriot left his money, which was to advance the education of his country bearing upon trade and industry.

3367. Do you think that by that means the whole of the Heriot funds would be absorbed in a school of that kind, together with the higher elementary schools which you spoke of?—I don't know the exact amount of the Heriot funds, but such a school would cost a good deal of money if it were carried out in the large and full way that these schools are conducted on the Continent, where large sums are expended in the proper organization of such schools; and especially if you also connected that school by means of scholarships with other districts in Scotland so as to feed it from these districts, and if you also connected it, as you ought to do, with the universities of Scotland, I think you would find that even large funds would be required.

3368. Are the trade and commercial schools of which you speak, schools that we have any examples of in this country at present?—You have none upon the full organization that there should be. There is a commencement of one, which has gone on with considerable success for some years—the Trades School of Bristol; but the Trades School of Bristol, which is the best example, is by no means so fully organized as the schools I mean, and nothing comparable to the schools which you will find at Stuttgart, or in almost every capital town, and indeed every large town in Germany, and also in the chief towns of Holland. There is an incipient one at Keighley, following in the steps of the Bristol school; but there is no such school as Heriot's, with its large funds, might become, if fully equipped and properly organized.

3369. In the original scheme for Heriot's Hospital there is provision for sending a certain portion of the boys to the University by means of bursaries. Would you do away with that?—On the contrary, I think unless you complete your steps from the lower elementary schools to the upper elementary schools of Heriot's Hospital, and through the out-door schools to Heriot's Hospital itself, and then to the universities, you don't make a graded system worthy of a large endowment like Heriot's Hospital.

3370. Then the commercial school would admit of different classes of instruction being carried on at the same time, both for those whose aim

was trade, and those who were aiming at scholastic education?—Exactly; and if I might be allowed to explain myself a little further as to that, I would say that universities originally arose out of the wants of professions. The earliest universities were generally created by single professions. For instance, the University of Salerno was created for medicine; the University of Bologna was created for law; the University of Paris was created for theology; and other faculties gradually came round them. The universities originally were the great liberalizers of professions; but they have ceased to maintain their connection with trades and professions, and have forgotten their purpose of being the liberalizers of professions. My own impression is, that there is a movement in the Scottish universities which will very quickly establish them in their original intention of being the great liberalizers of professions and trades; and I think Heriot's Hospital might work in that direction, by preparing many classes of students, such as medical students, for the scientific basis of their profession, and giving to law students, engineers, architects, manufacturers, merchants, and others, that scientific basis which is necessary now for the practice of any profession in a liberal way.

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3371. You would introduce into these schools something more of physical science?—A good deal of natural and physical science, of physical, commercial, and political geography, of modern history, of modern languages, and all things connected with trade and commerce,—the principles which lie at the basis of trade and commerce.

3372. In the event of there being any surplus after providing for schools of this kind, have you considered in what other mode it might be most beneficially applied?—Not in the large sense in which you ask the question; because I don't know what is the surplus. I know that such a scheme as I have given you will absorb a large amount of money. But I may be allowed to say, as a member for the University of St. Andrews, that I think St. Andrews has an equitable claim on your consideration from the terms of George Heriot's will, in which, if his purposes were not fulfilled, he provided that his funds were to be devoted to the University of St. Andrews. Now there is one profession which, curiously enough, was created by universities, and yet has parted altogether from universities. Originally the graduates of universities were simply teachers. The graduates were professional teachers; and one great object of the universities was the creation of these professional teachers. Now there is a strong tendency, as shown by the Education Act for Scotland, which allows the degrees of universities to count for examination, to revert to that old plan of the universities; and I think St. Andrews is well fitted for taking up that profession, viz. the training of teachers. I think also it would be an equitable and just thing for Heriot's Hospital to found a professorship of teaching in St. Andrews, as Edinburgh, from some other endowments, is likely to get a professorship of teaching.

3373. You speak of a professorship of teaching for elementary as well as secondary schools?—I mean a professorship for the ugly word 'pedagogy;' we have not a better word.

3374. Are you acquainted with the systems in use abroad for that purpose?—I am acquainted with the systems for the lower class schools abroad.

3375. I mean in regard to the special training of teachers?—Yes. I am not aware that for a very high class school, such as our Rugbys or Etons, there is any such system.

3376. There are for the middle class, are there not?—I have not seen them. I may state that had I been in London last week, I was to have presided at a large meeting called for the purpose of trying to organize

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middle-class teachers into a profession; but the purpose of that meeting was to allow them to study at the universities, and to give them a state licence by examination. I do not think it was the purpose of that meeting to establish training colleges.

3377. You think the object would be better attained by being part of the instruction of a university than by having a special college for the purpose?—I do; for this reason, that though strongly advocating for many years technological education, I have always had a doubt of the wisdom of special schools for professions, because I think, though these give length, they want breadth, and they do not give that mental training which can be got better at the universities than at any separate institutions.

3378. Do you think that St. Andrews is better fitted for that than the other universities?—I think so; for this reason, that St. Andrews is a retired town, where there is a considerable economy of living for the students, and where there are none of the more active professions, such as medicine and the law, with richer students, to interfere with the poor class of students, who, especially for elementary teachers, would like to go to a university of more moderate habits.

3379. And if it was taken up as you suppose, they would be likely to feed a large portion of Scotland?—I think they would. A university never can teach all that is necessary for the training of students. It cannot teach the practice of teaching, and a few other things which the teacher requires; but that could be easily provided by external arrangements outside the university. In St. Andrews it could be admirably done through the Madras College, where there is a large teaching school, in which the teachers might obtain a practical acquaintance with their art.

3380. They would visit these schools?—To practise in teaching.

3381. You have given attention to technical instruction?—Yes, very much.

3382. And you have visited some of the technical schools abroad?—I have visited most capitals in Europe, and examined the technical schools in them, and also the chief provincial towns on the Continent.

3383. Suggestions have been made to us that more should be done in this country for technical education. We should be glad to have the advantage of your opinion on that subject, from your experience abroad?—There is so much difference in the meaning of the words, that if you will allow me, I would like to explain that there is technical education, meaning education in the sciences bearing upon industries; and there is technological education, in which you teach a man the profession of his industry. I found abroad sometimes, that where there were technological schools, they dwarfed the universities of the countries, and made them insignificant, diminishing much the breadth of culture in the places where they occurred. For example, at Zurich, there is a technological institution, with a building as large as Buckingham Palace, and a magnificent museum, crowded by the students of all nations, and the University of Zurich close beside it is dwarfed and insignificant. You find that occurring where you give a preponderance to technological instruction in the professions, and you are apt in that way to separate them from general culture. I confess that in this country I should more like to see technical institutions laying the basis of the sciences necessary for the application to industry. These would suffice, especially in Scotland, where you have four universities quite willing to extend their instruction in connection with the professions and in connection with industries also, as these industries rise into importance. For example, Glasgow and Edinburgh have professorships of engineering;

Edinburgh has a professorship of agriculture: and I think you may carry on the sciences of professional training directed to the profession itself, with better results to the whole public, in the universities than in separate technological institutions. Therefore I am more inclined to advocate in this country technical institutions than technological institutions.

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3384. What branches of industry do you think would require to be treated in the universities besides agriculture and engineering?—You cannot teach in either of these the actual practical part of the professions. For instance, in Edinburgh we give a degree in engineering; but we require a man to get the practice of engineering outside of the University, and to produce certificates that he has got his practice elsewhere. He is taught in the University mechanical drawing, and the sciences bearing on engineering, and the application of these sciences to engineering itself; but the practice of it must be learned elsewhere. And so the technical schools should be confined to the sciences bearing upon different industries, and their applications to these.

3385. The technical instruction which you contemplate would be given on the completion of a university education, when the student is going to be launched into the world?—Yes; the higher technical instruction, when made a development of the university system.

3386. You do not suppose that it could be introduced with effect into the elementary schools, or the secondary schools?—I think that, with great advantage, you could introduce into the secondary schools much more of the sciences bearing on industries and on common life than is now done.

3387. But not as professional education?—No.

3388. You think the scientific education is not sufficiently developed in our schools at present?—I think it does not exist at all, except in rare instances. It scarcely exists in the provinces, and is only beginning to have a small development even in the capitals.

3389. Are you speaking of experimental physics?—Theoretical and experimental physics, and theoretical and experimental chemistry; and also natural history. But there is a strong tendency everywhere just now to supplement instruction in all the sciences by a manipulative and practical acquaintance with them. I may give an illustration of what I mean. The other day I visited Professor Huxley's class at South Kensington, and I found between thirty and forty persons,—and among them a Scotch schoolmistress,—with thirty or forty pigeons before them, engaged in dissection. I found that they had been occupied for some weeks in dissecting a frog; so that not only are we having chemical and physical laboratories, but natural history laboratories.

3390. Mere observation in the sciences is actually conveyed in the elementary schools; but you are speaking of the higher experimental sciences in the secondary schools?—I know very few elementary schools throughout the country where instruction even in the sciences of observation is given.

3391. They give what is found in the text-books?—That is miserable. I do not know any case where scientific instruction is given as it is on the Continent in elementary schools.

3392. What sort of instruction do you refer to?—For instance, I was lately in the Black Forest, and went to some of the schools there, and I found that the upper boys had the elements of chemistry, physics, and natural history taught them, even in the little villages of Baden. If I met a boy in the Forest of Baden, he generally could tell me the botanical names of the trees and plants, and he was well drilled in the elements of the sciences.

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3393. Of what age were these boys?—Perhaps ten to twelve.

3394. Was it part of their special training?—It was part of their special training in the schools which I visited.

3395. Would you make it part of the regular course of education that they should receive such training in the elementary schools?—Yes, in the elements; and be able to carry them on in the secondary schools. I would, for instance, wish that every boy should know what was the nature of the air he breathed, what was the nature of the water he drank, what was the nature of the food he ate, and somewhat of the physiology of his own body. I think these are things that ought to be taught in every school; and if these things are taught well, pupils are taught a great deal of science.

3396. To arrive at that, the schoolmasters would require to be taught in the first instance?—They would.

3397. A higher teaching would require special teachers?—You must make it part of the schoolmaster's certificate to require a knowledge of such elementary science. I think our country has gone much backwards in that respect. A few years ago it was being developed pretty fast in our schools; but since the Revised Code the conditions for it have disappeared, and the qualifications of our teachers have much receded.

3398. Was experimental physics taught in the schools?—It was beginning to be taught. Grants for apparatus were given by the Privy Council; and it was taught not unfrequently, when the Revised Code came and struck it all away.

3399. Do you think it could be made the subject of the same intellectual training as education in languages or mathematics?—It does not train the same faculties, but it trains other faculties which are of great importance. It trains the faculties of observation, and it also teaches good induction. It trains many faculties which it is desirable to train.

3400. Can it be put to students to the same effect in the way of testing them, as a passage in a foreign language, or a problem in mathematics?—Yes; if the schoolmaster is trained, and can do it. The week before last, I took a chance class of girls in a Derbyshire school, which I happened to visit, and I tried the experiment of giving them a lesson on water, and made them find out the problems by what I said, and I found that had an admirable effect in developing their notions.

3401. Is there any other remark on that branch of the subject which you wish to make to us?—No, I think not.

3402. Is there any other suggestion you wish to make to us with reference to the subject of our inquiry?—I do not know that there is any other, unless it may arise on the examination.

3403. *The Earl of Rosebery*.—You said you would like to apply the funds of Heriot's Hospital to a trade and commercial school. Can you give us some more definite idea what you meant, because you said it was not what is ordinarily meant by a commercial school?—I published, a good many years ago,—I think so long ago as 1853,—an account of the chief industrial schools on the Continent, and I gave the curriculum followed in each of these schools. If the Commission would, through their secretary, get a copy of that pamphlet, you would find very clearly what is done in continental schools in carrying out such a scheme.

3404. *Mr. Ramsay*.—What was its title?—Industrial Education on the Continent. The pamphlet is out of print, but you will find it in the volume of the records of the School of Mines. Generally these schools embrace such subjects as modern languages, natural history, chemistry, physics, political economy, physical geography, commercial geography, history, bookkeeping, and such subjects.

3405. *The Earl of Rosebery*.—Would you not be met with the preliminary difficulty of finding teachers for such a school?—No doubt you would. Such schools have not existed in this country, and you would have that difficulty; but if you pay, you will find men. If you offer inducements, there are men to be had in this country. I could myself point out qualified men who could be had in different parts of the country. There are not many, but there are quite sufficient to establish a good technical school at present, and it would do as a model school for others.

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3406. What is the Bristol school?—It is simply a trade school. It arose out of a diocesan school, and chiefly through the efforts of the Rev. Canon Mosely, who asked my aid at the time, and we converted the school into a trade school, which has been singularly successful; but it has limited funds, and it is only a trade school to the degree to which they have teachers.

3407. It is not a self-supporting school?—Very nearly. It has some small endowments, and it wins a great deal from the Government grants by its scientific examinations.

3408. If it is nearly a self-supporting school, such a school would not nearly occupy the Heriot funds?—The Merchant Company schools have been so successful, that if it is as successful in proportion to them, you would have a good deal of self-support from it, and still large surplus funds to deal with.

3409. You would propose, I suppose, in this school, to educate teachers of trades as well as men for their own trades?—No, I don't view it as a school for teachers, but simply as a school for boys, of whom a certain proportion will go on to the University, and a certain proportion will go into trades without going to the University. Take even the best schools in the country, only one-fifth of the boys go to the University, and four-fifths of them go into trade and commerce. Therefore you must prepare them for both.

3410. You said it would be connected with the universities. How would you propose to do that?—By scholarships open competition.

3411. In these particular subjects?—In these particular subjects.

3412. I do not clearly understand why you preferred technical to technological instruction for Scotland?—Because you have universities of the people in Scotland. Your universities are not universities for the rich, but they are open and available to the people; and I think you have got in your universities the means of extending professional education, and at the same time of connecting that professional education with general culture.

3413. Would your school be a technological school, and your professorship a technological professorship?—My school would not be a technological school, but a technical school, teaching only the sciences bearing on the trades and industries, and not attempting to teach the trades and industries themselves.

3414. You make no provision, then, for technological teaching?—Not in such a school, except as giving the principles bearing on the sciences connected with the trades and industries. You might have a workshop with advantage; you would certainly have mechanical drawing, and chemical laboratories—all that bears on technology, because all these things are necessary for technology. But you would not teach the industries themselves. You would not teach a man there to be an engineer, or a carpenter, or a mason, though you would teach him to use tools. You would not teach him to be a chemical manufacturer, though you would teach him chemistry. If you had large surplus funds,

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it would be an extremely good thing to use them for the development of teachers with such scientific knowledge, through other institutions; but I do not view that as a place for training teachers at all, except inasmuch as all large schools are places for training teachers, by giving lower teachers the chance of rising into other places.

3415. Your wish to introduce scientific instruction in the ordinary schools, and also to furnish a commercial school in Edinburgh, would give rise to an enormous demand for a class of new teachers?—Yes; and that you would have to provide elsewhere, but not in a commercial school.

3416. Do you see a very imminent danger for our manufactures in the want of scientific knowledge?—I see a great danger; because every day our advantages in regard to raw material are vanishing with the improvement of communications. Skill becomes the most important factor in industry; whereas formerly the raw materials were the most important factor in industry. For example, you have Switzerland competing with Coventry; the town of Basle competes with Coventry in the same class of goods; and yet Switzerland has to import its silk over the mountains, and all its coal from Belgium and Germany. But notwithstanding these obstacles, the high class of technological persons who are supplied by the technological school at Zurich, enables it to compete by means of knowledge and skill with other countries which have the advantage of the raw material. Unless you improve the sciences bearing on industries in this country, we are likely to suffer, as indeed we do now.

3417. So that the Swiss artisan is immeasurably superior to the English artisan?—Very greatly, in point of scientific and artistic skill and knowledge.

3418. Could that danger be put so clearly to the commercial classes who defend these hospitals, as to make such a proposal popular among them?—Some years ago, when coming back from the Exhibition of 1867, I had a conversation with Lord Taunton, the President of the Endowed Schools Commission, upon the subject of the scientific education given to artisans and other people in continental countries, and the great effect it was having on our industries. Lord Taunton requested me to put what I had said in writing, and it was sent to all the jurors who had been at the Exhibition in France, and had seen the effects on the industries of the different countries; and there is a blue-book in which all of them express, in the strongest way, their entire concurrence with my fears; but although that blue-book was published as part of the Report of the Endowed Schools Commission—and no stronger documents exist anywhere on the subject, or express such strong alarm by so many influential people—it has had no effect. Perhaps it may succeed in another generation in convincing commercial people, but commercial people and manufacturers are very difficult to convince.

3419. The shoe has not pinched them yet?—It does pinch them; but they have a number of foreign draughtsmen and foreign chemists. A great many are German chemists, and foreign talent is imported by English capital.

3420. We have no such supply ourselves?—We are gradually getting up a better supply of chemists, but in technically trained men in other branches of knowledge we are considerably in the rear.

3421. *The Chairman.*—In regard to technical instruction, do you contemplate instruction for adults?—I think some of the surplus funds, especially of Heriot's Hospital, could be applied with the greatest advantage more to the technological instruction of artisans. For example, I think it was in August last year that I published two letters in the *Scotsman*, which it might be useful for you to refer to, giving an account

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of a semi-official visit which I paid to Stuttgart, to examine the educational institutions there. The Government of Stuttgart invited me to see their institutions; and I gave, though not under my own signature, an account of my visit there, in which you will find that in the town of Stuttgart they have one place in which, if I recollect right, there are 700 artisans of the building trades taught. It is a palace which was built for the building trades. If you will look at these letters, you will find stated the kind of instruction given in these technological institutions; and I think that now, particularly in Edinburgh, such a school would be of importance. I had placed in my hands yesterday a proposal for converting Heriot's Hospital into such a school for the building trades by Mr. Cousin, the architect. He gives very well there the character of instruction that should be given in such an institution. (Witness hands it in.) Now I think that such might be given in evening classes with great advantage to trades connected with the city of Edinburgh; and that might make the surplus practically available.

3422. By opening evening classes for this special object for adults?—Yes. I may mention that in Stuttgart I found 700 of the building trades coming from all parts of Wurtemberg to that school, and they find the education so advantageous, that they get places readily afterwards. Therefore the school exerted its influence on the whole kingdom, and not on the town of Stuttgart alone.

3423. *Mr. Lancaster.*—Those commercial schools abroad—of which you give Stuttgart as one leading example,—what are their relations to the German universities?—They have no such relations; they are altogether independent of the universities, and very often rivals.

3424. Do many students go from them to the universities?—None. On the contrary, they are apt to dwarf the universities.

3425. Are you speaking of the technological schools?—Yes.

3426. I speak of the commercial schools, such as you spoke of at Stuttgart?—There are several at Stuttgart. They are both technological and *reale* schools, which are more of the character of technical schools. They are very rich in technical schools in Stuttgart, as well as technological ones.

3427. You spoke with reference to what you would establish here,—in the first place commercial schools, and in the second place a technical school?—No. What I meant was, that I would have a high class of what the Germans call by the name of *reale* schools, where the realities as against the classics and other subjects of the gymnasia are taught. Such schools would lay the basis of the sciences both for trade and for commerce.

3428. If you spoke of commercial schools and technical schools, in using these words, you meant to imply the same thing, and something different from technological schools?—Yes; I meant that the school should be a first class school for teaching the sciences involved in trade and commerce.

3429. If boys in Scotland remained at such schools up to the age of seventeen, would that not have a dwarfing effect on our universities?—I have in the press, just now, a pamphlet on the relations of universities to the professions; and in that pamphlet I advocate a reconstruction of the lower degrees in arts,—not by one curriculum, but by various roads leading up to the lower degree of arts, each of which should be a distinct preparation for a profession; and if I am successful in the reform that I contemplate, I think the lower degree of arts should be one attainable about eighteen; and if a scholar went away from sixteen to seventeen, he might still be induced to go through a further liberal culture in the universities, as leading to the profession which he is about to follow.

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3430. You mean that there should be a higher university degree which would imply general culture?—Which would imply not perhaps the higher culture, but more the mediæval culture.

3431. Without any necessary reference to a profession?—Yes, without any necessary reference to a profession, if they chose to take it.

3432. That would imply the founding of several chairs in our universities for physical sciences?—We have already got them in our Scotch universities. As the thing developed, there might be more technological chairs in our universities than they possess just now; but the general sciences are well represented.

3433. You said that the higher degree would be taken by a course of study represented by the mediæval curriculum. Would you introduce into it any physical sciences at all?—Yes. There is a growing feeling in all the universities to do that, even in Oxford and Cambridge.

3434. You would not exclude it?—Certainly not. I would make the M.A. a higher degree, and I would make the B.A. what it originally was—the *bas chevalier* leading to the other.

3435. With reference to restrictions as to locality in such endowments as we have in Edinburgh, you would now disregard them altogether, owing to the changes of society?—I don't know how far you indicate restrictions of locality. I think it would be a hard thing to take away the endowments from Edinburgh and give them to Dollar or Glasgow.

3436. But I meant that you would disregard restrictions as to place of birth with reference to the persons to be on the foundation?—Certainly.

3437. You would do that with reference to foundations in other parts of Scotland?—Certainly. That restricts your choice very much. There is no more reason for having a boy of the name of Stewart in a school, than for saying that you should only have boys with hooked noses in the school. You thereby restrict the field of your choice.

3438. With reference to competitive examination, have you thought of any way of testing the merits of very young people otherwise than by competitive examination?—I think that is a very serious question. On the whole, I think we are, in this country, running into great dangers with reference to competitive examinations. If you look at France, you will find that the intellect of France is stimulated when young, but exhausted soon by competitive examinations. There are scarcely any members of the Institute that make discoveries worth anything after they are forty. They have had severe competitive examinations to enter into the Polytechnic and the Ecole Centrale, and the various schools; and their intellect seems to be exhausted in youth by competitive examinations. We want to get in people by merit; but whether that merit should always be ascertained by competitive examination, and not by the position they take by their regular work in school, is another question. I think if you could ascertain that, it would be better. That is a great danger.

3439. There might be expedients, such as you indicate, after the boys are in the school; but the great difficulty is how to let them in at first otherwise than by competitive examination?—The subject of competitive examinations as it is growing up in the country gives me a considerable degree of anxiety; I am beginning to be alarmed at them.

3440. With reference to young people?—With reference to people up to twenty-five.

3441. But with reference to academical competitive examinations, I suppose you think there is no great hardship in subjecting persons from eighteen to twenty-two, as at Oxford and Cambridge, to competitive examinations?—I think even there their health often breaks down, and many are worth nothing afterwards.

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3442. With reference to promotion in this way, we have had this kind of argument addressed to us: A poor person has not had the advantages of early training that a richer person has, and he comes to an examination at a disadvantage accordingly; and therefore there must be some power of patronage to select the poorer persons who may not have done as well in examinations?—No doubt; but on the other hand, if you have a poor person with ambition, he overcomes these difficulties, and is often intellectually better than the richer man, who has not that ambition to rise in the world.

3443. I suppose you would not approve of encouraging the poor to go on to the University and study professions unless they were intellectually peculiarly well fitted for such a career?—Certainly not.

3444. And I suppose you think the overcoming of these difficulties of early training, etc., would not be a bad test of their possessing the requisite intellectual ability?—It would be a fair test.

3445. *Mr. Sellar.*—The graded system you referred to, as I understand, was to consist of the elementary schools,—the Heriot elementary schools,—the Heriot trades school, and then the universities?—Yes.

3446. What is the distinction which you draw between the elementary school and the Heriot elementary school?—Take the first-class schools aided by the Dick or Milne bequests, and don't make it inferior to that.

3447. The great merit of the Dick schools is their classical superiority?—I think you might introduce classics, or their equivalent in modern languages, or in the natural sciences. You might make a rule not to admit any to the Heriot elementary schools unless they could pass standard six.

3448. Would the higher subjects in the elementary schools be scientific subjects?—Yes; the modern languages, history and geography, and such subjects, which are all necessary in the trade and commercial school.

3449. Would the connection between the trades school and the universities be by means of bursaries?—Scholarships.

3450. To what faculty in the universities?—I should give them a pretty large selection—whichever faculty they liked to go into.

3451. Would you give bursaries to the theological faculties?—I would give them bursaries that they might win, and they might do as they liked. If they find that theology is what they want, I would not exclude them from that.

3452. You would not restrict them to mining, agricultural, or engineering chairs?—Not in the least. I would like them to take their own capabilities as an index for a profession.

3453. Do they give degrees in agriculture at the University now?—No, they do not. That was a matter sent up to the University Court, and they accepted the degree of engineering, but I don't think they accepted the degree of agriculture.

3454. Have there been any degrees in engineering taken?—Yes, I think so, but I am not positive.

3455. Do professorships of teaching or pedagogy exist in continental universities?—I don't know that they exist in the universities; but they do exist in the training schools.

3456. Chairs of pedagogy?—Yes. I don't recollect whether they exist in the universities or not.

3457. What is the nature of the duties of a professor of pedagogy?—He has to describe the different systems of education. Education has now become as much an art as almost anything else. He has to describe the applications of science bearing on the practice of that art, just as a professor of engineering has to explain the principles of the several sciences

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bearing on his art, and as the professor of agriculture has to do; there are many things bearing on his art as to which he must describe the best method of teaching.

3458. Did I understand you to say that English artisans are inferior to continental artisans in respect to recent inventions?—I don't think the unskilled English artisan is inferior to the unskilled continental artisan. On the contrary, I think he is very much superior, when he is a skilled artisan, to the continental one; but the point where we are much inferior is where science is to be brought to bear on his industry. All the great engineering inventions have been made in this country. A good many of the chemical inventions have been made abroad.

3459. *Mr. Ramsay.*—On what ground do you base your remark that it was George Heriot's intention to raise the standard of education existing at the time he made his will?—I did not remark that with reference to George Heriot particularly, but with reference to all educational endowers. Their object was to raise the standard of education existing at their time, and to make it better than any relations with the State made it then.

3460. But George Heriot does state expressly in his settlement that his object was to provide an hospital for the education and upbringing of youth, of poor orphans and fatherless children of decayed burgesses and freemen. Do you think that if funds were provided by any one for educating orphans, the Legislature should interfere with the application of these funds to that purpose?—Within a given period his destination should be respected, but I think no man has a right to state what is to be the destination of his endowment for all time. I don't think you have any more right to do that than to destine your property for all time. Things alter completely. You know that there are endowments of that kind—not educational endowments, but endowments that have lost all meaning—in London. There is one with reference to the killing of lady-birds in Cornhill. Now there are no lady-birds in Cornhill. There is another endowment for the purpose of releasing English captives from Barbary, and there are now no English captives to release. When George Heriot left his money for orphans and fatherless children, there were not State endowments provided for them. The State now accomplish that as a duty; and as the circumstances are different from those in which the benefactor left his endowment, I think the public have a right to revise his conditions.

3461. As there are to be rate-supported schools to provide elementary education, don't you think the ratepayers should receive the advantage of lessening the rate by the use of George Heriot's funds?—No, I don't think that. In the revision of the endowments of Scotland, I don't think that the mere relief of the ratepayers is a worthy national object. I think it is the first duty of the ratepayers, under recent legislation, to provide education. They provide far less elementary education in England as regards ratepayers than any other country that I know of in Europe. On the Continent you will always find that the duty of mere elementary instruction is thrown wholly on the ratepayers. The Government don't aid that, except by inspection. Their great aid to instruction abroad is in developing the higher instruction out of elementary instruction, which they consider the duty of the ratepayers of the localities. We give about one-half Government aid to the ratepayers. Therefore our ratepayers are not nearly so hardly borne upon as in other countries; and I think that when you are going to revise the endowments of our country, you should rather look to the development of lower education into higher education by a graded system.

3462. Assuming endowments to have been left for the support of

schools in a specified locality, do you think the Legislature should interfere to prevent their use for the support of schools within that locality, on the ground merely that the ratepayers would be relieved by its application to these schools?—I have not advocated that you should take the schools out of the locality, but I have advocated that the endowments should be made to supplement, not to substitute, the duty of the ratepayers to provide elementary instruction for the people. For instance, I believe that nine-tenths perhaps of the funds which the Government and the ratepayers of this country employ for elementary education, might just as well be thrown into the sea for any practical effect that they produce; and I think you might produce in this locality very large and important effects, by taking it out of that low condition of education which is of little practical use to men in after life, and make it of some use to them in after life.

3463. Bearing in remembrance the necessity of instructing children in the elementary branches taught in our schools, do you think that our teachers, even if they were qualified, would have time to bring forward their pupils in the elementary branches usually taught, and also in the elements of natural science?—I think you have this evidence, that where the higher subjects are taught in a school, the lower subjects are taught better. With a large wave of instruction, the children are carried on much better over the lower elementary subjects by the larger wave. You must not neglect the lower branches; but where the higher branches are best taught, the lower branches are generally best taught too.

3464. With reference to the workshop, which you suggest might be connected with a technical school, don't you think the students attending such a technical school would derive greater advantage from practice in one of our ordinary workshops than in a workshop connected with the school?—Far more, as regards any instruction in their art; but I suggested it merely to give them a knowledge of the use of tools. Take the case of the Whitworth scholarships. Sir Joseph Whitworth will not give them to any one who has not a thorough knowledge of the use of tools. Now they cannot enter shops where they can acquire this; and in most of these technical schools it is usual to have workshops where that is taught. With reference to application to industry, they learn that far better in shops than in any shop of a school.

3465. In comparison with other countries, I understand you to say that we are rather falling behind in our manufacturing establishments, in our products, in competition with other countries. Is that your opinion?—We are met in a great many markets now that we were not met in formerly, with products that were almost exclusively English, but which we meet with now elsewhere.

3466. Is it your opinion that our manufacturers fail to employ the best skill that is available for improving their products?—I think that is so very often.

3467. To what cause do you attribute that?—To want of skilled knowledge. Let me give you one illustration. Some years ago, I was sent for to a large glasswork which had recently come into the possession of its proprietors. I found that the manager of the glasswork had left suddenly owing to a quarrel, and that the owners of the work were on their beam ends. They did not know even of what glass consisted. They were left without a person who knew the chemical principles on which glass was constituted; and it took some time before we could get them into a condition in which they could go on with their work again. There is a general idea in this country that practice is everything, and science nothing; and you continually find manufacturers carrying on their trade

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without the slightest idea of the ordinary scientific principles on which their trade is based. In limited companies, managed by directors, I often meet the most amusing instances of this ignorance.

3468. You think it is a common thing that the men who are engaged in our manufactories are themselves largely ignorant of the principles of the sciences that ought to be applied?—I think they are largely ignorant of these principles, though they, of course, usually know the rule-of-thumb practice.

3469. *The Chairman.*—You said there was a want of skilled tradesmen in this country compared with the Continent?—Yes.

3470. Do you attribute that to the inferiority of the mode of teaching by the Science and Art Department?—The Science and Art Department has done a great deal in the past in developing freehand drawing; but they have done little in developing mechanical drawing, and it is mechanical drawing in which our workmen are so deficient. For instance, there is a class of mechanical drawing established lately in the University of Edinburgh; but before that there was no adequate mechanical drawing taught in Edinburgh at all, and the working men could not get access to good mechanical drawing. They get a sort of mechanical drawing at the Royal Institution, but not on a good system.

3471. Is there any provision for that in the continental schools?—Yes; in almost all the evening schools for the artisans, mechanical drawing is paid great attention to; and in most towns I visited there were evening schools for mechanical drawing, physics, and chemistry, for the adult artisans, and these subjects were also taught in the day schools.

3472. Would the deficiency you are speaking of be remedied by a better system on the part of the Science and Art Department, or by more general instruction being introduced in the ordinary schools?—The Science and Art Department simply stimulate the introduction of these subjects into schools. Until the large manufacturing towns understand the importance of these questions, and organize good schools like the School of Arts here, which has been always a good school, these subjects will not be properly taught.

3473. *Mr. Lancaster.*—The difficulty about testing the merit of boys before they come into schools in Edinburgh, might be met by decentralizing the bursaries, so as to give bursaries to certain groups of schools in the country, where you might have the reports of inspectors and masters to guide you?—Yes, I think you could operate with great advantage in the schools of the country by offering bursaries in connection with any upper secondary schools that you form through your endowed schools.

3474. And that would meet the difficulty spoken of before?—To a large extent.

3475. By getting the reports of masters and inspectors as a means of finding out merit irrespective of competitive examinations?—It would not only do that, but it would take away the idea of educational uniformity, which is very objectionable.

3476. With reference to the question of gratuitous education, may we assume it to be your opinion that you would not approve of gratuitous elementary education being given as an incident of the position of a parent?—I think that gratuitous education, except in extreme cases, is an unfortunate thing, and produces bad effects both upon the parents and upon the children. There are some cases of extreme poverty, where, of course, it is necessary; but I am much inclined to class the inability to pay a penny a week for the elementary education of a child as an act of pauperism as much as inability to buy food.

3477. And that is provided for by statute?—And that is provided for by statute.

3478. The reason I said as an incident of the position of a parent is this, that I presume you would approve of gratuitous education being given as the result of a child getting a bursary?—Yes, that is a reward for exertion.

3479. Generally speaking, may we take it for granted that you adhere to the opinions you expressed in your evidence before the Committee of the House of Commons in 1868, especially as to the state and result of the endowed schools existing in Edinburgh, as to which you said, 'In my own city of Edinburgh we spend between £50,000 and £60,000 annually in endowed schools, which give an ordinary education to 1080 pupils, boys and girls. These endowed schools rarely, if ever, produce a man above mediocrity; they can point to no distinguished man that I am aware of. They pauperize the middle class in their education'?—Certainly, I quite agree with that.

Sir ALEXANDER GRANT, examined.

3480. *The Chairman.*—You are Principal of the University of Edinburgh?—I am.

3481. You have given considerable attention to the hospital system of Scotland?—When I was appointed Principal of the University in 1868, on coming here, I found myself *ex officio* governor of several of the hospitals, namely Donaldson's, Cauvin's, Schaw's, the Orphan Hospital, and the Dollar Academy; and subsequently, by a provisional Act, I was added to the board of managers of the Bathgate Academy. My connection with hospitals gave me an interest in the subject, and from the educational position which I previously held in Bombay, I was naturally led to notice what was being said in Edinburgh at the time; and in 1869 I gave particular attention to the question, and consulted all those who were then thought authorities on the subject; and finally, I wrote a somewhat slight article in reference to the permissive bill, which was then in existence.

3482. As officially connected with the administration of the hospitals, were you called upon to attend and see something of the practical working of the system?—Yes, to a considerable extent. I have been in the habit of visiting all the hospitals that I belong to periodically, and attending all the meetings of the governors; and I have been concerned in all the consultations which took place upon the admission of applicants, and in regard to the appointment of masters; also in the consultations that took place with reference to applications for provisional Acts in the different cases, and the various schemes that were proposed; and I have been much mixed up with the government of all these different hospitals.

3483. You have expressed your opinion publicly as to the management of these institutions, and their effect upon the pupils and their parents?—I have, in an article in *Recess Studies*.

3484. You formed a strong opinion of the importance of some modification?—Very strong.

3485. Do you think that these defects in the administration can be remedied without a complete change in the nature of the charities?—Hardly. I think there is an inherent defect in what is called the monastic system under which the hospitals are conducted, by which the charity children are boarded in the different hospitals.

3486. Would you not keep up any foundationers connected with them?—I would, certainly; but they should either be intermixed with other

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boarders in the same house, or, what would be a still better plan, they should be boarded out.

3487. And they should be converted into day schools in fact?—That would be the effect.

3488. Would you state generally what opinion you have formed as to the direction which the changes should take? You are speaking, of course, now with reference to those in the immediate neighbourhood of Edinburgh, of which you have some practical knowledge?—Yes; confining myself to the hospitals in and about Edinburgh, I would say that hospital endowments are always individual institutions, and have been always founded with a separate individual object in view; and I should think they ought always to be dealt with as individual institutions, and that they can hardly be dealt with in a general way. I am strongly impressed with the opinion the more I think of it, that it would greatly shock the public if the hospitals were to be treated in this way, that after say Heriot's, for instance, has expended all that it can reasonably on certain objects which you think legitimate for it, and there remain surplus funds to the amount of, say, £10,000, and the same with reference to Donaldson's Hospital, these surplus funds should be taken and put together, and treated as a general educational fund to be applied to Scotland. I should be opposed to that; and I should expect that probably the Commission would ultimately come to treat every endowment on its own individual merits.

3489. To apply that to the case of Donaldson's Hospital, what modifications in the institution would you think advisable?—I have been far from arriving at any definite scheme to propose for the separate hospitals; but my idea is, that hospitals should be treated as individual institutions founded for a locality, and that as much as possible the funds belonging to these hospitals should be used within that locality, and with an individual character, commemorating the name of the founder, but under certain limitations of principle. Among these limitations of principle there would of course be the principle that you must not have useless duplicates for the same object, and other principles which Mr. Forster laid down in introducing his Endowed Schools Commission. To go a little further, I would say that one of the principles which is of the essence of the hospital idea, is that the object of hospitals is the raising of the children of the decayed classes, and restoring them to the former position in society of their parents, or raising them above that. That is the principle I would apply to such an institution as Donaldson's. Looking at it, we find that there is a primary school which is limited by the ages of seven and fourteen, so that the children can never really be advanced to anything like education of an elevating character, which would give these children a chance in life. We find the hospital is founded in the most general terms, to aid poor boys or poor children; and the governors, acting on its very wide terms, took it upon themselves to introduce deaf and dumb children as a feature which they gave the hospital, entirely on their own motion, and without any tendency in that direction in the will of the founder. I for one thought that this had been a somewhat injudicious application of the funds, because it appears that there is a good deal of provision for deaf and dumb children supported by the rates in different parts of Scotland; and it is not very easy to find a number of children to fill up the ranks of the deaf and dumb in Donaldson's Hospital. I found that the governors relaxed the poverty clause in favour of the deaf and dumb children, in order to get enough of them to fill up their ranks. I should have thought that this would have required an entire remodelling and a total change. I should have thought that the

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funds of Donaldson should be brought back to what I would conceive to be their legitimate purpose, namely, making it an institution of such a kind as would assist the children of the decayed classes to rise in society. There are various ways in which this may be done. Of course the first of these is secondary education, in the shape of classical education. Now I would say that this is amply provided for in Edinburgh already by the High School, the Fettes College, and the Merchant Company's schools; and that though it might be possible to provide certain scholarships out of Donaldson's funds for sending children to the High School, it would be a great mistake if a high classical school were to be created out of Donaldson's funds. Then we come to the other institutions of the kind that are possible; and having as the object in view something that shall give great assistance to the children of the decayed classes to rise in the world, it is obvious that there are at least two or three kinds of institutions which do not exist in Edinburgh, and which would be a great advantage to have founded. One of these has been already suggested, namely, an improved technical school, giving such advantages in technical education as to give those brought under the instruction a considerable chance of promotion in life. Another object of a collateral kind would be a large trades school in which, after the model of those existing in France and elsewhere, there would be instruction qualifying for the mercantile profession in a higher kind of way, so as to give those who are to follow commerce a considerable chance of prosperity in life. And a third kind of institution which I would mention, is a great training school for schoolmasters. I look upon that as appropriate to an hospital foundation, not from its educational importance as part of the system of public instruction in Scotland, but because it would give a scope to the child of a poor person, or one of the decayed classes, to get a professional education which would be of great value to him in after life.

3490. I understand that your principal reason for wishing to apply the funds of Donaldson's Hospital to one or other of these objects is, that you consider there is already a sufficient provision for the children of decayed families in Edinburgh and the neighbourhood?—No, I have not made myself clear on that point. What I meant was this, that all hospital funds, as a general principle, ought to be applied with the general object of raising the children of the decayed classes, but that we do not require to do that in the shape of founding a new classical school. There are different ways in which the object could be promoted. One is a classical school, but that already exists in Edinburgh. You would then be met by Mr. Forster's principle, that there never should be duplicates in the same neighbourhood; and classical education being provided partly by the High School and partly by the Merchant Company's schools, I would say that that object is accomplished, and we must assist the children of decayed classes in other ways out of Donaldson's funds. I think we should therefore create out of those funds something in the shape of technical education, or high trade education; or, if you like, education in the art of teaching, which would be in fact a great Normal School.

3491. But still for the children of poor parents?—Primarily so. I think that, with reference to all institutions of this kind, the same custom should be adopted which has long existed at Eton and Winchester, and other places, and which has been followed at the Fettes College,—that there should be a nucleus of foundationers; but that the public should always be allowed, on payment of fees, to benefit by the instruction given in those schools.

3492. And that these foundationers should be selected on evidence of the distress of their parents?—Partly so, and partly by merit.

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3493. You think a certain proportion should always be selected by merit?—I think the plan adopted at Fettes College a good one. The trustees make a list of applicants who are eligible on the ground of poverty, and then the foundationers are selected from these by competition.

3494. With reference to Donaldson's Hospital, do you consider it a departure from the intention of the founder, or a strained interpretation of his intentions, to apply the money to the deaf and dumb?—I think the intentions of the founder were exceedingly vague, as they are in almost all the foundations of hospitals connected with Edinburgh. The fact is, that George Heriot, who himself had not a very definite idea of what he was doing, merely proposed to found an imitation of Christ's Hospital in London, and to do this for the ornament and public weal of his mother city of Edinburgh. When he had done this, and a beautiful building was set up in his name, that stimulated many others to follow his example; and I believe George Watson followed his example in the shape of merely appointing that an hospital in imitation of George Heriot's should be founded. John Watson left his money to his trustees to be applied to some public purpose; and Donaldson left his money for the education and bringing up of poor boys or poor children, or words to that effect. Whether it is a departure from or a straining of the terms of the Act is a legal question perhaps, but I think that any of the schemes which would be desirable from the point of view of general hospital administration—any scheme that could be devised from that point of view—would be as near the will of the founder as this turning of his school into a deaf and dumb asylum.

3495. But in these different cases you would in so far depart from the will of the founder, that you would allow a certain number of foundationers to be appointed by selection by the governors, whether as the children of poor parents, or as children of decayed persons in Edinburgh. You would leave that part of the institution untouched, but you would introduce the principle of competition for a certain number?—I think so.

3496. And in all cases would you insist on their being connected with day schools?—In all cases I would require that they should not be boarded in the institutions, such as exist at present, but that they should be boarded in the town, and as much as possible intermixed with the children of various classes, who would be attracted to the institution by the educational advantages of it, as in the case of the Merchant Company's schools.

3497. You would not interfere with funds expressly devoted to the bringing up of orphans?—Except that I would board the orphans out.

3498. Have you any remark to make on Cauvin's or Schaw's Hospital?—They are both very small institutions. I have been struck in both of them by the depressed and spiritless appearance of the boys. In regard to Cauvin's, I have noticed that the institution affords the means every now and then of relieving cases of very great distress, where the widows and families of schoolmasters or French teachers, or people of that sort, are plunged into great distress; but whenever I have been able to see a child in that unfortunate position being admitted to the benefits of the hospital, it has always occurred to me what a very questionable boon we were conferring on that child. He is taken in from 7 to 14, and then turned out a very spiritless creature.

3499. Could such small institutions not be connected with some larger schools or colleges?—With reference to Schaw's, we proposed that the children should be all boarded out, and the school turned into a day school for the benefit of the neighbourhood, and that a certain number of

exhibitions should be obtained out of the savings which would send on the best boys to the higher schools. This was under the Permissive Act.

3500. Was it a scheme to provide for the immediate neighbourhood, and for maintaining the foundationers out of the funds of the hospital by boarding them out?—Yes. We proposed also to do away with the preference to the name of Schaw. At present the hospital seems to act as a sort of menagerie for people of the name of Schaw. They are selected with some difficulty out of the northern counties; and they are generally of the pauper class, and not what I would call belonging to the decayed class.

3501. That scheme was not approved?—No.

3502. Were any special reasons given for that?—I think almost the same reason was given to Schaw's as to Heriot's, namely, that it was beyond the powers.

3503. There was no special objection to the scheme?—There was no remark made on it, except that it was beyond the powers conferred by the Act.

3504. Was any proposal made with reference to Cauvin's Hospital?—The governors of Cauvin's are very conservative, and no attempt has been made to take advantage of the Permissive Act, or in any way to change the present application of the funds.

3505. It is a small institution like the other?—It is.

3506. Where is Schaw's Hospital?—At Prestonpans.

3507. Is Cauvin's Hospital also out of Edinburgh?—Yes. It is at Duddingston.

3508. Could it be made available for the wants of that neighbourhood?—The governors having refused to take into consideration any change whatever, the inquiries were not made at Duddingston which were made at Tranent and Prestonpans.

3509. The Dollar Institution is not an hospital?—No, it is not. There are no boarders whatever. A sum of money was left by a citizen of Dollar, who went abroad and made a great deal of money, and he left a largish sum to the poor of the parish. The trustees, among whom Sheriff Tait was a leading member, succeeded in getting an Act of Parliament, empowering them to apply this money for educational purposes; and accordingly a school has been established there, which is a very great boon to the neighbourhood.

3510. Have you any suggestion to make with reference to any alteration in its system of management?—The great evil perhaps of the school, is that it is governed by what is called the 'Dollar Parliament,' which is a board of 30 trustees, who meet in a large room and make long speeches; and being many of them not qualified to judge about educational matters, they constantly endanger the well-being of the institution by their resolutions.

3511. Do they interfere with the management of the school?—They try to interfere very much with the management. For instance, a case in point was this: that the mathematical master was dismissed for some cause or other. As my evidence may be published, I will not say what the cause was; but having been dismissed by the trustees, he was afterwards elected by the people of Dollar to be one of the governors, and he has been a thorn in the sides of the governors ever since.

3512. Are the governors despotic?—Quite. But some of them do all they can to give the master independent authority.

3513. Then the best change would be to alter the constitution of the trust, and give more authority to the master?—Yes.

3514. Have you any remarks to make on the Bathgate Academy?—It

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is a very young institution. It has got a Provisional Order, and is doing well as far as I can see.

3515. Have you given attention to the subject of presentation bursaries?—I have given that subject general attention.

3516. Have you done so specially with reference to the University, or with reference to its operation on schools?—There are a great many bursaries for the purpose of sending boys to the different universities.

3517. From particular schools?—No, they generally belong to different localities, and are in the hands of private families. These bursaries having been founded by some benevolent man, he bequeaths the patronage of them, and it descends in his own family very commonly. In Aberdeen a very considerable step has been taken, by placing the bursaries in the hands of the University, and making them competitive. The Senatus Academicus of Edinburgh is at this moment preparing to submit to the Commission a statement with reference to all the bursaries which they have anything to do with, and they will be able to show, that if we had merely the control over the different bursaries which are at present in the hands of private patrons, and which are greatly wasted, the University would be placed in a very different position in point of educational usefulness. A committee of the Senatus, three years ago, drew up a statement which they sent round to the patrons of different bursaries connected with the University, suggesting that these patrons should abandon their patronage, and should place these bursaries in the gift of the University, to be disposed of by competition among the best of the boys. The answers to the circular were sometimes very peculiar. Some patrons very handsomely at once did what was asked, and relinquished their patronage; others said that they scrupled to do so, because by so doing they might be robbing the poor but not gifted boy, for the sake of advancing a boy who was clever, and therefore did not want so much assistance. And in conversation it was put to me in this way: What is to become of the stupid people in the world, if you take away all the good things for the clever people?—One curious case occurred. A gentleman who was patron of a bursary called on me: his bursary was only £6 a year, and he said he had not the least objection to placing this in the hands of the University for their administration; but he said, 'Supposing my son turns out a blockhead, I might as well have this bursary for him.' I said that of course he would reserve the right of recalling it at any time he liked.

3518. You have said that the University would be in a very different position if these bursaries were generally open to competition?—If the University was able to say every year, We have 30 or 40 bursaries open to competition, of £15 or £20 a year each, and there will be an examination for them in the beginning of October, that would cause great interest in all the schools throughout the country. Boys would come up in large numbers to compete, and we should not only get the *élite* of the country in this way, but we should stimulate the schools and put them in a closer relation to us, and put them more in the way of preparing boys for a university education; and we should be spared having the inferior boys who are often selected by patrons, and sent up without much prospect of doing well.

3519. Would you say that those that come up by selection keep down the standard of your teaching? Is it an evil that amounts to an injury to the standard of teaching in the classes?—It works together with several other things in keeping down the standard. I think this is one of the causes, together with the unsatisfactory state of the secondary schools in Scotland, which keeps down the standard of the University.

3520. Is it not the case that presentations to scholarships have been

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very generally abolished in the English universities?—I think so, under the Commission; but there it more took the form, not of taking the seholarships away from private patrons, but of throwing open scholarships that had been before confined to particular localities;—which is two steps from our present position. We don't ask the bursaries to be delocalized, but merely that the universities shall choose the best boy in the neighbourhood.

3521. *Mr. Ramsay.*—Did you state that the presentation bursaries in Aberdeen had been transferred to the University?—Not entirely, but there are a great many more bursaries in the hands of the University there in proportion.

3522. But so far as they were transferred, were they transferred with the consent of those in whom the patronage had been previously vested?—I cannot answer that.

3523. *The Chairman.*—You said there were other causes which keep down the standard of education in the University of Edinburgh, and among others the state of secondary instruction in Scotland. Would you state the points in which you think it defective?—I think that Scotland might be described as a country that has a good system of primary instruction and a good university system, but there is a totally defective apparatus of secondary education to connect the primary instruction with the university instruction. This is shown in a number of ways. It comes before me most in connection with the University, and is shown in the first place by the number of students who come up possessing only a rudimentary knowledge of classics and mathematics, and by the very small number who are able to pass what is called the examination for a three years' curriulum. Those who can pass a decent examination in Latin, Greek, and mathematics are allowed to take their degree in three years instead of four; while on an average there have not been perhaps above 10 or 12 students ever passing that examination, until the present year, when as many as 80 or 83 came up for the examination, and about one half of them passed it. Therefore there is no doubt that, with reference to the students coming to Edinburgh University, there has been of late an improvement in the secondary schools. I should think you would find the secondary schools connected with the other universities in Scotland much more deficient than those connected with the University of Edinburgh,—because it is in close connection with the Academy and the High School, two of the best schools in Scotland, and adequate secondary schools in every sense of the word. The other universities of Scotland have no such schools in connection with them. But even with us the deficiency of other good secondary schools is very apparent. A large number of students come to us quite advanced in life,—men of 25, far beyond the normal age for entering the University; and the great majority come quite unable to pass a very low standard of examination in Latin, Greek, and mathematics.

3524. Are these students who come from schools in burghs as well as from parochial schools?—Quite so; judging from my University experience, there would seem to be but little difference between the high schools and the parochial schools. In fact, the difference is certainly ill defined, and seems to be hardly perceptible in its results on the pupil, speaking very generally, and allowing that of course there are exceptions where the burgh schools are of a high class.

3525. The parochial schools practically supply a very considerable proportion of pupils to the universities?—Very considerable; and in other faculties besides the Arts faculty, a larger proportion than to the Arts faculty. For instance, as a general rule, students who come with

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the view of being law clerks, and ultimately writers to the Signet, almost invariably come straight from the parish school.

3526. *Mr. Ramsay.*—Have you acquired the information necessary to enable you to state what proportion of the students coming up for examination come from the parish or common schools?—Do you refer to the three years' curriculum?

3527. Yes?—I can send you that information.

3528. *The Chairman.*—Is there an entrance examination in the University?—No, there is no entrance examination as yet. The argument against that has always been that the schools are not fit for it. The low state of the secondary schools of the country prevents the universities from introducing an entrance examination without inflicting a great hardship on the boys in many parts of the country.

3529. In your opinion, there could be no better application of any hospital funds that might be available for general purposes, than in improving that secondary education?—Certainly.

3530. And at the same time encouraging boys to rise to the higher schools by competitive bursaries, so as to throw open the advantages to all classes?—Yes.

3531. Have you any suggestions to make with reference to technical instruction, or the want of it?—I have no doubt it is very much wanted. I quite agree with the pamphlet of Mr. Cousin on the subject, in which he shows what a great advantage it would be. I have no doubt that it would be a great advantage in Edinburgh. It is a feature that is peculiarly wanted in the educational system of Edinburgh itself. With regard to the application of hospital endowments towards secondary instruction, I think from my point of view that would be limited of course by my ideas of principle. For instance, I think the Edinburgh hospital funds should not be applied to the founding of any additional secondary schools in and about Edinburgh, because probably you will find that there are enough secondary schools in and about Edinburgh; and unless you delocalized the hospital funds, you could not use them to found secondary schools elsewhere; but I think it would be always open to have a certain amount of exhibitions to be competed for by boys from all parts of the country, bringing up boys to secondary schools in Edinburgh itself.

3532. You would receive a very large number of exhibitioners from different parts of the country. You don't think there would be any limit as to the number of competition bursaries that might be connected with the University?—I think we first want exhibitions to connect the parish schools with the secondary schools, and after that bursaries to connect the secondary schools with the University; but I should be more inclined to think that the former should be the primary object.

3533. There are a certain number of bursaries connected with Heriot's Hospital for sending boys to the University?—Yes; but we have hardly any Heriot boys in the University. Not one came to us last year, for instance.

3534. *Mr. Ramsay.*—How is that?—I cannot tell. I suppose the boys prefer going into trade or business.

3535. *The Chairman.*—Is there any other suggestion you have to make with reference to the subject of our inquiry?—You asked me before as to the desirability of technical instruction being given. I think it would be an excellent thing that a great technical school should be founded in Edinburgh; but with reference to the question whether technical instruction should be separated from classical instruction in the country schools, I am inclined to think that the burgh schools should be improved by the adding to them of what is called a modern side. It would be impossible

to aim at a separate technical school in most burghs except Edinburgh and Glasgow.

3536. Do I understand you to express an opinion in favour of the establishment of a Training College?—That was one of the objects which I thought might be a very useful feature in any changes that were made in the hospitals of Edinburgh.

3537. Training for teachers of middle class schools or elementary schools?—For different grades of teachers. In fact, a great Normal School should be founded here.

3538. You think that teaching would be better conveyed in a separate establishment than in connection with an existing institution?—Such a college would at once be put into connection with several local schools.

3539. Distinct from the University?—Quite, so far as instruction in the art of teaching goes; but pupils in a normal college might at the same time be attending classes of general education in the University.

3540. *Mr. Lancaster.*—We could get information, I suppose, from some university record as to the Herioters who come to join the faculty of Arts?—Yes.

3541. Are we to understand that, with regard to the hospitals, you approve of keeping up the local restrictions in the founder's will?—I am for keeping the whole thing to Edinburgh; and in every case, I think you might find employment necessary and proper for endowments in the places where they have been made.

3542. I understood that you were for keeping all the schools such as you have suggested to be founded in Edinburgh; but do you carry it this length, that you would extend the benefits to foundationers only in accordance with the local restrictions imposed by the founder?—I expressed a general view in my article in *Recess Studies*, to the effect that the benefits of the foundation should always be obtained by a principle of selection in the primary schools in Edinburgh itself, and I would not give Edinburgh burgesses any further advantages than that.

3543. Would those resident in Edinburgh, or Edinburgh burgesses, have a preference with reference to primary schools?—They would only have a preference with reference to primary schools if living on the spot, and therefore more able to send their children to compete.

3544. But you would not restrict the benefits of the foundation to children born in Edinburgh?—No, certainly not.

3545. Still less, I presume, would you restrict it to the children of ministers?—Certainly not.

3546. Would you give us some idea of the distinction between the technical school and the trade school you spoke of?—I must again refer to my article, in which that is detailed. One is more mathematical and scientific; the other includes things like bookkeeping, modern languages, and geography.

3547. What sort of age would you contemplate pupils to be entered at?—I would say at a hazard, 14 to 18.

3548. You have said to the Chairman that you would not thence anticipate any evil in the way of dwarfing the University?—Not the least; certainly not.

3549. With regard to the election of foundationers, would you have foundationers in these schools also, as well as in the primary schools?—The foundationers, chosen on the system which I have before indicated, might continue to be maintained while in attendance at the trade or technical school, if they showed sufficient aptitude to profit by the instruction. I would also have scholarships open to non-foundationers.

3550. And in the election to the scholarships, am I right in apprehend-

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ing that you would give a preference to poverty, or to the children of decayed parents?—No. I would leave the thing to the children of decayed parents to take it if they could; but I would not give them any preference.

3551. Nor to poverty?—Certainly not. The object of scholarships of all kinds is to pick up the clever children out of the poor and decayed, and to leave the others to follow professions that don't require intellect.

3552. In the nomination of pupils to the primary schools, would you give any preference to poverty?—I think not; barring, of course, such poverty as is now entitled under the Education Act to apply for educational relief from the parish authorities.

3553. And therefore the only preference that would remain would be the advantage that a person would derive from being resident in Edinburgh, and so able to send his children to school?—Yes.

3554. I think you said that Edinburgh was sufficiently provided with secondary schools just now?—I think so; that is, in the shape of classical schools.

3555. And assuming that this is so, you think it would be carrying out the spirit of the founders' wills to delocalize a certain amount of bursaries in connection with secondary schools in Edinburgh?—So long as you bring the children up to Edinburgh.

3556. I presume you would give these bursaries rather to schools or groups of schools throughout the country, than to certain counties?—I would open them to the country in general, to the effect that on such a day there will be an examination for exhibitions, and papers will be sent down to any respectable people who will undertake to conduct the examination; and I would have the examination everywhere.

3557. On that system, would you have boys who had attended particular schools competing for these bursaries, or boys in particular localities, or would it be that boys might come up for examination from anywhere?—I should have boys that might come up for examination from anywhere, under certain restrictions of age probably.

3558. And you would have certain centres where the examination would take place?—Yes.

3559. *Mr. Sellar.*—Limited to Scotland?—Yes.

3560. Why?—Because it is wanted in Scotland, and because it would have the effect of bringing up to the metropolis the *élite* of the intellect of Scotland.

3561. *Mr. Lancaster.*—And you think that particular thing is very much wanted in Scotland?—It is very much wanted.

3562. Am I right in thinking that you intended, in answer to a question from the Chairman, to imply that the collegers at Eton are now elected with any reference to poverty?—What I think I said was, that at Eton and Winchester there had been always a system of having a nucleus of foundationers, and adding to them oppidans, as they are called, admitted on the payment of fees, and not from any other claim.

3563. You did not intend to say that the collegers are now elected on the ground of poverty?—No, I did not intend to say that; but certainly at Fettes College the foundationers are elected from considerations of poverty.

3564. *Mr. Sellar.*—In whose hands is the management of Donaldson's Hospital?—There are certain trustees. Most of them are *ex officio*, and a few are elected, I think.

3565. Who are the most active managers?—I think Dr. Paul, Dr. Stevenson of St. George's, Mr. Davidson, and Mr. Cook, writer to the Signet.

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3566. Do they limit the selection of pupils to the names of Donaldson and Marshall, in accordance with the testator's will?—I think there is a preference given in these cases.

3567. Both with reference to the hearing pupils and the deaf and dumb pupils?—They take almost every deaf and dumb child that offers, because they are not easy to get.

3568. Do they take them whether they are poor or whether they are rich?—They seem to me to relax the stringency of their rule about making poverty a great point with reference to these deaf and dumb children, because they argue that the education of deaf mutes is a more expensive thing than common primary education for an ordinary child, and therefore that they are entitled to take children in rather better circumstances.

3569. Do the hearing pupils pass any entrance examination?—I think they pass an entrance examination, but that is after they are admitted. There is no educational qualification whatever.

3570. How are they admitted?—They are admitted by the votes of the governors on the day of election, a good deal of interest having been made with particular governors. Some influential person writes to somebody. There is a good deal of that, and there is also a fair enough consideration of the clamancy of the case. They are not restricted to Scotland. They take children from Liverpool and London sometimes.

3571. I see that the governors limit the selection of the teachers by resolution to members of the Established Church. Do you find that that limitation is prejudicial, and prevents you from getting the best teachers?—I hardly think so, because the requirements are too small. We don't require a very high class of teachers there.

3572. You get them as well from the Established Church as from the other churches?—I think so. The head master or resident governor is the only man who gets a decent salary, and we have a very good man, indeed, in the present man. He has capacities for much more than his present position.

3573. Would you consider it desirable that that limitation should be kept up?—I don't see any reason for it whatever.

3574. Are the pupils required to go to the Established Church?—I cannot say with certainty. They have sittings in West Coates Church, and I should think that they go there *en masse*.

3575. If there was sufficient provision existing in Edinburgh for different classes of elementary schools, trade schools, technical schools, and the secondary schools, do you see any objection to using this as an institution for the deaf and dumb?—If you cannot find anything else to do with the money, certainly not.

3576. Would you use these hospital funds for the relief of the rates in Edinburgh?—No. That is one of the principles that I would hold as limiting all arrangements about the application of surplus hospital funds, that they must never be used to relieve rates.

3577. Two years ago Heriot's Hospital produced a scheme for a Provisional Order after the Merchant Company produced theirs?—Yes.

3578. That scheme was sent to you for consideration. Did you approve of it?—No, I did not in the least.

3579. They state in their report that the scheme was submitted to the Principal of the University and some others, and that it had met with a general approval. Would you endorse that or repudiate it?—I think that I was civil to them at first; but on longer and further consideration of the scheme I saw how completely it was a mere repetition of the Merchant Company's scheme, and therefore uncalled for.

3580. *Mr. Lancaster*.—When you say that relieving from rates is not

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a right mode of appropriating hospital funds, you include poor-rates, I suppose; that is to say, supposing it could be shown that the working of any hospital system was practically to relieve the poor-rates, you would think that objectionable?—I would, certainly. I made the remark two years ago to Bailie Tawse, a governor of Heriot's Hospital, and he told me then that it was a plan of the Heriot governors greatly to extend the primary schools. I then said to him that it was not George Heriot's object to save the pockets of men like Bailie Tawse, living in the Royal Terrace, but that the object was to give the city of Edinburgh something which it would not have had but for his endowment. I may be allowed to state one thing to the Commission with reference to the great misrepresentations which I have been exposed to in relation to Heriot's Hospital. I have been repeatedly accused of wishing to alienate the funds of Heriot's Hospital to the purposes of the University; but I beg distinctly to disavow this, because it is not at all my opinion that the funds of Heriot's Hospital, or of any other hospital in Edinburgh, could with propriety be applied to university purposes. I think there are much more natural applications of them that you could find; but what I did propose to the governors of Heriot's Hospital was this, that, supposing they should be sufficiently enlightened to board out all their pupils, I then said, You will have a grand building there of which you might make a most excellent use, quite in conformity with the spirit of Heriot's foundation, if you would set it aside as a residence hall for poor students coming to the University; and I told them that the hall would be entirely under their control, and that it would only cost them £2000 or £3000 a-year at the outside, paying for superintendence and servants, and that they could give poor students gratis lodging there, and a cheap table, supervision and society, and save them the necessity of living in miserable lodgings about the town. It was partly from a misrepresentation of this suggestion that I have been considered as wishing to seize upon the Heriot funds for the good of the University.

3581. *Mr. Ramsay.*—Would you think it necessary to abrogate the present trusts under which Heriot's, Donaldson's, and other funds are now administered, for the purpose of carrying out the changes which you recommend?—I should think that a new governing body would have to be constituted for every hospital.

3582. When you state that you deem it an improper application of the funds to apply them for the support of primary schools, which, in fact, relieve the pockets of the ratepayers under the present law, is it your opinion that there was no law at the time that George Heriot made his will, for establishing schools in Scotland? My object is to ascertain whether you would in all circumstances think it wrong to allow the funds of individuals to be applied so as to relieve the pockets of the ratepayers, whether of poor-rates or of school-rates?—If a man chooses to leave his money for the express purpose of relieving the ratepayers, I think he is perfectly entitled to do so. But if a man has left a sum of money to a community, such as Edinburgh, for the express purpose of giving them a benefit which no other community can have, I think it is unjustifiable to take that money, and merely save the town from paying certain taxes, without giving them anything additional that other towns have not got.

3583. *The Chairman.*—You said that you did not, in your views regarding Heriot's Hospital, wish an application of its funds to the University. You don't mean that you wish to get rid of those bursaries which are already applied to the University from those funds?—No.

3584. Nor to any addition to their number, if it is thought equitable?—Certainly not. What people are fancying about me, owing to the mis-

representations that have been made, is that I want to get the Heriot funds to add to the professors' salaries, and things of that sort.

3585. You would not object to an additional number of bursaries or scholarships?—Certainly not.

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Adjourned.

MONDAY, *January 20, 1873.*

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman.*

THE EARL OF ROSEBERY.

SIR WILLIAM STIRLING-MAXWELL.

JOHN RAMSAY, Esq.

HENRY H. LANCASTER, Esq.

A. C. SELLAR, Esq.

WILLIAM JOLLY, Esq., examined.

3586. *The Chairman.*—You are at present one of the Inspectors of Schools?—Yes.

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3587. You were formerly master of George Watson's Hospital in Edinburgh?—Yes.

3588. And how long have you been an Inspector?—For four years.

3589. When were you master of George Watson's Hospital?—Immediately before the recent changes. I was a good deal concerned with these changes. I was in the confidence of the governors at that time, and entered into the subject pretty fully.

3590. Have you formed a strong and decided opinion that these changes were required in the institution?—A most decided opinion.

3591. Have you had experience with reference to any other hospitals besides George Watson's?—I taught in George Watson's, and was resident in it for two years. I taught there for six years, and then studied the subject very fully, and conversed on it with all sorts of persons. I was acquainted with most of the governors of the other hospitals of Edinburgh, and I have conversed on the subject with them. At the time of the recent changes, I gave the matter a great deal of special thought, and came to very decided conclusions. My opinion is, that the hospital system is an evil, which ought to be remedied.

3592. What is your opinion on that subject?—The evils of the hospital system I would divide into three classes—educational, intellectual, and moral. The *educational* evils are these: The want of emulation—the sort of inertness of mind and work and aspiration that the system produces. The hospital system affords a contracted and unnatural life, resulting, first, in a limited and contracted knowledge of things. The boys feel that themselves; and a teacher feels it very much. If you ask the boys, for instance, to write you a short account of anything, you have to supply all the information. They are not like boys at common schools, who have out-door experience and the talk of their parents to give them a wider knowledge of things; but there is a dearth of knowledge among the boys, and they have to appeal to the

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teacher for it. We had, in Watson's Hospital, an out-door system which was the first effort in the direction of trying to raise the style of the hospital; and the contrast between the out-door and the in-door boys was very marked: so much so, as to draw the attention of the in-door boys themselves. I have often told them to look at their exercises compared with some other boy's; and the reply was, 'Oh! he is an out-door boy.' I had the confidence of the boys, and I did a good deal to ameliorate their condition. I introduced readings, a manuscript magazine, theatricals, and various other things. I took them out walks, and entered into their life and amusements, and tried to raise the tone of the lads, and to lessen the evils I saw in their life. Again, they have no self-reliance. They are also separated from the rest of the world, which has a tendency to produce an antagonistic feeling towards the rest of the world. They look on themselves as standing apart. They know that they are hospital boys: they have lived apart, and looked at the world from without; and when they come into the world, they feel that they don't know it as they ought to do. They feel that they are looked on by the outside world as having been educated peculiarly, though this was more the case ten or twenty years ago than it is now; and that produces a kind of antithetic relation between them and the outer world. There is also a contracted and one-sided education of the faculties—intellectual, emotional, and moral. The *intellectual* evils are dulness in perception and understanding, and a peculiar intellectual inertness and heaviness. Every one teaching in an hospital feels this very much. You cannot get the boys to work hard, though you appeal to them; and you have to put more energy into the teaching of an hospital class than any other. You have to waste yourself to inspire them with *vis*, and you get very little return. You have to work much harder to produce any result than with another set of boys. This intellectual dulness also manifests itself in a difficulty of interesting them, and rousing them to mental effort. It also exhibits itself in a lower power of attention, and a less strength of memory, than in the case of out-door boys. On revision, you are astonished how little they have retained. Intellectual power is, also, smaller than it would be on another system; and intellectual eminence in hospital boys is very rare. The system also produces a want of intellectual self-reliance, and self-sustained intellectual effort. But the *moral* evils are, I think, the greatest, and demand most attention. Under this head, one chief characteristic in hospital boys is their untruthfulness in word, and deceptiveness in action. If they think you don't know a certain thing they have done, they will speak to you without moving an eye or exhibiting the slightest sign; and they will brave it out, so that you cannot guess by their appearance that they are telling a decided falsehood. Another characteristic is selfishness. This is one of the great evils produced by the system. It cannot but produce intense selfishness. The feeling is, 'I am as good as you; my father has as much right to have his children educated here as yours has: there is no reason why I should deny myself for you; you are not my brother, or sister, or relative.' Untruthfulness, selfishness, and the want of self-denial, are the chief moral evils of the hospital system. Another effect is the non-development of their emotional nature; their domestic feelings, and even love of their fellows, are either not elicited, or are more or less dulled. Their moral habits are bad—bad in ways that one would require to speak about with reserve. This immorality occurs not only in hospitals, but more or less in all gatherings of boys; and it was brought out by the English Commission. I have myself witnessed the immorality which prevails.

3593. Did you give evidence before the English Commission?—I did

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not. The same thing holds good in regard to female hospitals. I myself know instances of it.

3594. *The Earl of Rosebery*.—But you cannot directly attribute that to the hospital system?—It exists in all gatherings of boys, and the hospital system gives rise to such gatherings. From the lower moral tone and from the stronger influence of evil example in the hospitals, it is perhaps worse in them than anywhere else.—Another feature that I would mention is, their oppression of each other, which exhibits itself in many ways. Of course, the fagging system exists in these hospitals, though not under that name. The name for it in Heriot's Hospital was most expressive,—the 'garrin' law,'—from the old Scotch verb to *gar*, to force one to do a thing against his will. This exhibits itself in many ways. For instance, if one boy does better in his class than another boy, and gets above him, and if that other boy is a strong fellow, with bad *morale*, I have known him give his successful companion a severe thrashing. This oppression is one active cause of the dead level of intelligence, tone, and work which the hospital system produces.

3595. *Mr. Sellar*.—Is that 'garrin' law' recognised by the governors or masters?—Oh no.

3596. The stronger or older boys have no recognised authority over the younger ones?—No. That all comes under what I would call the traditional moral code of the hospital. Another point is the influence of evil example, which, in such gatherings of boys of a lower moral tone, is of the intensest kind. Again, there is a dulness of the moral faculties. When a boy is caught in a fault, you feel that you address a moral stone wall. The moral sense seems in too many cases almost gone. Again, the restraint of the system tends to after reaction. Finally, there is in hospitals a peculiar traditional morality and an imperfect moral code, unknown to the governors, which regulates the boys, the result of the unnatural close system.

3597. *The Chairman*.—Do you consider that these evils cannot be remedied without the hospitals being connected with day-schools?—I would say, regarding these evils, that they are general effects of the hospital system. There are exceptions, but these exceptions exist *in spite of* these evil influences. I may add, that I have heard the opinion of men who were once hospital boys, and the opinion of teachers, visitors, and governors of the hospitals; and they have all condemned the system in the strongest way.

3598. Are you speaking of the opinions of governors of other hospitals than George Watson's Hospital?—I happen to know most of them in town. I feel so strongly on that subject from experience, that I have, while in the hospital and since, advised persons thinking of sending their boys to the hospital, by no means to do so. Even in the case of widows hard pressed to maintain their families, I have said, 'If you value your boy's training and moral character, educate him yourself, and don't send him into an hospital;' and I have been instrumental in preventing some from being sent there, from my strong and real sense of the evils. In what I have said, I have merely enumerated the salient evils of the system. Want of time prevents my giving the proofs, which my experience of it has furnished. These would be numerous, and, I am sure, convincing. No doubt these evils may be greatly lessened by a good head-master and good teachers, who may do much to raise the moral tone. I know cases where the tone was greatly raised. The educational and intellectual evils belong to the system, and cannot be eradicated. But I should say, that any one who wished to perpetuate the hospital system, after hearing evidence on the subject from those who have

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personally seen its evils, does not know what true education is, and would sacrifice a boy's character to bodily comfort and mere success in life.

3599. What remedies would you suggest?—I beg to state the principles on which I think hospital reform should be based, because the subject is important, and because Anderson's Hospital in Elgin is one that I have been interested in, as it is in my district. I would say—1st, That, under any system, the funds of the hospital should be preserved and increased by judicious management; the principal should in no instance be touched. 2d, The full rights of all those entitled to them by the will of the founder should, as far as possible, be preserved, in respect of board and maintenance, education in school and, in some cases, in college, and provision on entering life. 3d, To prevent the waste of the past,—the over-expenditure per head,—the general community should, as far as possible, participate in the money spent, while old rights are preserved. Instead of educating one boy for £60, educate twenty or thirty boys for the money. 4th, Any new system proposed should, as far as possible, eradicate the evils of hospital life and training, and give a broader and more natural education for after life. 5th, Such reform of the hospital system should be general over the country, because the evils are inherent in the system itself, and because more good could be done with the money spent, while old rights are preserved, by a wider and more natural system. These are the principles which I think should regulate hospital reform. In view of these, it follows that the monastic system—the pure hospital system—should be abolished everywhere. Board and maintenance should be provided at home, or with relatives, or with others carefully selected by the governors; while full supervision should continue to be exercised over them by the hospital authorities. A general system of education with the general public, amidst all the influences of good school life, should be established, in which the hospital boys would receive education with those of their own and of higher rank. Education with the general public, and, if possible, with those of higher rank, is an important point. Those with special aptitude should, as hitherto, be sent to college. Further, provision should still be made, as heretofore, for the hospital boys on entering life.

3600. *Mr. Sellar.*—When you say that reform in the hospital system should be general over the country, would you explain what you mean by that?—If, anywhere, there is an hospital conducted under the old hospital system, with the monastic life of the old hospital system, I should say that it ought at once to be broken up.

3601. Do you mean that all the hospitals in Scotland should be opened up?—Yes.

3602. *The Chairman.*—And that that should be compulsory, and not permissive?—Quite so.

3603. *Mr. Lancaster.*—How do you reconcile that with your position that founders' wills should be observed?—That is an objection often made; but I answer it in this way, that by the scheme I suggest, all existing rights are protected and fully recognised. Moreover, when a will, made two hundred years ago, says that such and such shall be done, it should be remembered that the man who made the will spent his money in the best way then known. This same man, if he lived now, knowing the spirit of the present age and the evils of the hospital system, would almost certainly modify the provisions made by him.

3604. Then I understand that you would approve of modifications being now introduced with regard to the preferences which are laid down in the founders' wills?—Yes; but I would be particular on this point.

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A founder says, for instance, that certain parishes shall participate in the benefit of his endowment. Now, I would still keep that intact. If there are in an hospital one hundred persons entitled by the will to the rights of that hospital, I say, whatever changes you make in the hospital system, keep the rights of these persons untouched.

3605. Then you would preserve untouched all the preferences given in founders' wills?—Yes, while extending the privileges to others.

3606. Local preferences?—Yes.

3607. Preferences to particular classes of society, such as burghers and freemen?—Yes, I should say so, with the same qualification.

3608. Preferences to persons of particular names?—I should say so; but this point of names I have not given special attention to. It might and does lead to abuses in certain cases, of which I have known instances. Regarding local endowments, my opinion is this: certain moneys, for example, were left for the Dick Bequest counties, and the results of these have been of the very best kind. They have raised the education in that part of the country wonderfully, and they form a standing proof of the results on education of better payment to teachers. If the Dick Bequest were made general over the country, the higher style of payment would not exist. This would lessen the desire of those that have money, to leave it in that way, because it would be absorbed by the country generally.

3609. Would not your first objection disappear, if not only the local restrictions in the Dick Bequest, but the local restrictions in other bequests, were disregarded likewise?—Only partially. The districts that are so endowed are few as compared with the whole country, and therefore if it were made general over the country, the increase of salaries to the teachers would be so small that this effect on education would not be produced. I think that is a strong point; for this reason, that there exists a standing proof in the Dick Bequest counties, that an increased salary does produce a higher class of teacher and of attainments in schools. If that had been absorbed into the general funds of the country and made common to all, we should not have had such results. I think every district should provide for itself in that way.

3610. I don't quite understand how the restriction of the benefit of a foundation to certain counties necessarily keeps up the salary of the teacher?—I say that the restriction to certain counties does keep up the salary of the teacher, for this reason. By being confined to these counties, you give each teacher an increase of perhaps £50. These endowments are few as compared with the whole country; and if you make them general over the country, you make the increase per teacher only £5, and thus lessen the stimulus to good men to enter the profession.

3611. That objection refers to the particular terms of the Dick Bequest only, and to any endowment like that? Suppose you have a large endowment, involving the distribution of a large sum of money, with a local restriction to persons born in a certain county, that objection would not apply?—It might or might not apply. That would depend on the amount of the endowment.

3612. Then you would not regard such a local restriction?—In certain cases I should not regard it, and in certain other cases I should. If the endowments were so large as to lead to the pauperizing of the people, or were otherwise detrimental, such local restrictions ought to be removed.

3613. *The Chairman.*—You have had some experience with reference to the Elgin Institution?—Yes.

3614. You have visited it?—I visit the Free School connected with that institution every year, and I give a yearly report upon it.

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3615. Not the School of Industry?—No; I speak of the Free school.

3616. Have you visited it every year?—Yes; for four years.

3617. Is it in receipt of Government grant?—Yes; two teachers have it. I have not visited the Hospital officially. I have never been asked to do so.

3618. The Free school has about 300 children?—Yes; that is a day school simply. The boys come from the town.

3619. Where are they boarded?—With their parents. The work done by Anderson's Institution is spoken of under two names, the Free school and the Hospital. I visit the Free school. That is the only part I visit. It is a successful school, and well taught; and I believe it is well and regularly attended. In fact, regular attendance in schools depends greatly on who is the teacher. With a good teacher, the attendance will be more or less regular; and it generally is so, even in a free school.

3620. *Mr. Ramsay.*—You mean in any school?—In any school.

3621. *The Chairman.*—Your opinion is favourable to the Free school?—Yes.

3622. Is it free in the sense that there are no fees?—There are no fees.

3623. On what principle are the boys admitted?—They must be recommended as deserving, from being poor.

3624. Boys connected with the county have a preference of admission?—Yes.

3625. Do many of them come from the county? I don't know.

3626. You wish merely to speak of the successful working of it?—Yes.

3627. *Mr. Sellar.*—Would you say that the Elgin Free school is a good elementary day school, where the work does not go beyond the six standards?—It does go beyond the six standards; it does so in the three north-east counties. This school gives geography, grammar, composition, music, and drawing, including map-drawing. It gives the same as the average of parish schools.

3628. Did you examine it individually?—Yes.

3629. What proportion of scholars was presented?—I cannot now tell; the pass is high.

3630. Did you examine it in 1870?—Yes; in 1870 and 1871; and in 1869.

3631. Are you aware that you state in your report of 1870, that a much larger proportion of scholars qualified by age and attendance should be presented for examination?—Yes; that arose from a new law issued by the Education Committee. In Scotland, previously, a good many had been kept back on account of a rather unfortunate clause in the minutes of the Committee of Council, that they could be kept back at the discretion of the managers. The grant was not dependent on the number passed; and that was an attempt, at that particular date, to get a larger number presented. But that was common to every school.

3632. In 1870, there was not a large presentation?—The presentation was as good as the average of schools; but that was brought under the notice of all school managers, and since then, there has been a large increase of presentations in Scotland generally. That school was no worse than others.

3633. In the case of all schools that you examined in 1870, did you add that note?—Yes, in most cases. The Education Department was so particular on that point, that we got back our reports with a note,—‘Please to notice that such a per-centage has not been presented, and lower your report accordingly.’ We made a representation to the

Education Department, that it would be unfair to do that at once, but in the meantime to let it be known, and next year there would be a larger presentation; and that was the case.

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3634. Since you have been connected with it, have any of the scholars gone to the Aberdeen bursary competition?—Not from that school.

3635. Then it is not an advanced school like a parish school?—It does all the work of an ordinary parish school, except the preparation for the higher classes of Latin and Greek, and bursary competition work.

3636. *Mr. Ramsay.*—Is no instruction given in Latin and Greek in that school?—I have an impression that there is. It is very elementary, if there is. In a great many parish schools, no Latin or Greek is taught. It depends on where the school is.

3637. And on the attainments of the teacher?—Yes; in most parish schools the teachers could do it.

3638. In your opinion, would it be of importance that certificates should be granted only to those who have the qualifications to enable them to teach those branches?—Yes; in parish and higher schools. In elementary schools, they would be unnecessary.

3639. *The Chairman.*—Are there any bursaries connected with the Free school?—No.

3640. *Mr. Sellar.*—Are all the scholars in that school taught the Shorter Catechism?—Yes, as far as I know.

3641. Does the schoolmaster necessarily belong to the Established Church?—I cannot answer that. I think so.

3642. *The Chairman.*—Have you any other remark to make with reference to the Free school?—No.—During last year, there was a good deal of agitation in Elgin regarding the reform of the hospital system. Speeches were made, letters were written, and meetings were called by certain parties, and the whole question was agitated much as it was in Edinburgh. The majority of the present managers, chiefly clerical, decided that no change should take place.

3643. *Mr. Sellar.*—Exclusively clerical?—I would not say. I took an interest in the subject, knowing the hospital system as I had done, and I spoke to many persons on the subject. I took no active part, but I stated my views to several in order to lead to reform if possible. I was decidedly in favour of reform; and I should wish to mention the change that I should propose on the Elgin Hospital.

3644. *The Chairman.*—It is not the Hospital you visited?—No.

3645. You only speak from your previous experience and your general knowledge?—Yes; and also of what is going on in Elgin, of the necessity for change, and of the certainty that the same questions will come up again. I would propose to establish in Elgin an educational system of much the same kind as the Merchant Schools in Edinburgh.

3646. For the same class?—No. I would establish a large school with the funds of the hospital,—a graded school, with a lower department, such as the Free school is at present, and with higher departments teaching all the subjects of an advanced education. Let this school be open to the whole of Elgin, and to the whole district—to all who will take advantage of it. Let a thorough staff of teachers be appointed, either on the departmental or sectional system, as may be considered preferable. Let the hospital boys be educated in this large school, as they are in Edinburgh, and let the school be conducted in the present hospital buildings, which are very good. This would provide for the education of the hospital boys. Of course, if there are any bursaries to send them to college, let these remain open to the same persons as before. Then, regarding their maintenance, I should have the monastic

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system broken up, as recommended in my general remarks regarding hospitals. Let them be boarded with their parents, if they are good, or with good relatives if necessary, or with others selected by the governors. One point regarding boarding is important, and that is the fact that Anderson's Hospital is open, not only to Elgin, but to three or four parishes round about.

3647. It is limited to certain parishes?—Yes.

3648. *Mr. Sellar.*—To the county of Elgin.—The board, maintenance, and education of those beyond Elgin requires special consideration. I should say that their rights ought to be respected, and that these boys should be educated in Elgin along with the rest in this public school. As to their board, they could either remain at home with their parents and come to school by rail, as many children now do; or be boarded in Elgin, with relatives or other competent persons selected by the governors.

3649. *The Chairman.*—The School of Industry was originally intended for the support and maintenance of children of the labouring classes. You would not interfere with that?—No.

3650. The school which you would form out of the funds would be a school for the working classes?—No; it would be a school open to all, in which the very highest instruction could be obtained, and also the very lowest, by a graded system of teaching. One recommendation of that is, that the hospital boys, who are just now educated apart under the hospital system, with all its evils, would mix with those of their own rank and with those of higher rank in Elgin and neighbourhood.

3651. I am speaking of those who would be supported out of the funds of the institution. You would not throw that open to other than the labouring class?—No.

3652. You would have it a mixed school of all classes?—Yes.

3653. And the privileges of the foundationers should be maintained?—Yes. I consider it an important point in hospital reform that the privileges of those who have them should be fully maintained; but others should be brought in.

3654. *Mr. Sellar.*—You would maintain this large school in Elgin, and the present hospital boys should be foundationers in it, being educated with the other boys?—Yes; and they would be boarded out of the hospital. As to those living outside of Elgin, the question of their boarding requires special consideration. I have no great objection to their living with their parents, and getting education in good schools in their neighbourhood; but that would not give them so good an education as the other boys get in the great school in Elgin. To obtain this advantage, they could be boarded at home and come in by rail; or be boarded in Elgin, as already said.

3655. Do you purpose that fees should be charged at this school?—Fully charged, except to the foundationers. It may be a question for the managers to determine afterwards, whether the fees should be lessened, as in Edinburgh, or be the regular fees of a large school.

3656. *The Chairman.*—Have you had experience in gratuitous instruction in other counties?—Yes.

3657. What is your opinion in regard to that?—Before speaking on this subject, I would mention one other point with regard to those whose parents live outside of Elgin; there might be, as there is in connection with George Watson's Hospital in Edinburgh, a private house taken, and a lady superintendent appointed over it, in which a dozen or more orphans or outside boys might be boarded *en famille* and attend school.

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3658. What are your views as to gratuitous instruction?—My general opinion regarding it is unfavourable. I think it should be avoided, except in the case of the very poor and necessitous, for the sake of the parent, because it is a man's duty to provide for the education of his family. He ought to have a pride in fulfilling that duty; and I think it lowers the tone of a man to accept such assistance unless from necessity. I also think it should be avoided for the sake of the child. It produces a finer feeling in the boy when he knows that his father is educating him, that for this he is indebted to his father; and it increases his sense of obligation in after life to assist his father. It makes a finer home feeling, and it produces after fruit, when the boy grows up to be a man, and has children of his own. If he has been educated by others, his sense of duty in this important matter is lower. It also gives an additional incentive to a boy to learn when educated by his father; if he has any moral feeling at all, he feels that his duty is to take advantage of the education thus given him amidst difficulties. Further, where fees are paid, the instruction is more valued; where they are not paid, the result is more or less irregularity of attendance and its consequent evils. Of course, a great deal depends on the management of the institution. Fochabers Institution is a free school, and is admirably managed; it is one of the best schools that I visit for tone and instruction.

3659. *Mr. Sellar.*—Are no fees paid at the Fochabers Institution?—Certain parties have privileges. The school has got so famous that a number attend from other parishes, and they pay fees.

3660. How many are there in the school altogether?—I don't know.

3661. In the upper school there are 200, and of these only the scholars from the parish of Bellie are taught gratuitously?—Yes.

3662. And that is a small proportion?—I cannot tell the proportion.

3663. Is it not the case that the school takes its character not from the gratuitous pupils, but from the pupils who pay fees?—I cannot tell; but there are upper, middle, and lower departments. I visit the whole school, and report on it regularly. I spend two days on it, and it is admirably conducted in every respect.

3664. But you don't know the proportion of boys in the three departments who are taught gratuitously?—I don't know the proportion. I think it will be very high in the lower and middle divisions; but in the higher, or rector's department, the proportion who pay fees will be considerable, I should think.

3665. Have you examined the gratuitous pupils separately?—No.

3666. Have you inquired at the head master what his opinion is as to the gratuitous pupils?—I have not. I know no distinction on examining them, and I never heard any distinction made between them. They are examined together.

3667. *The Chairman.*—Your remarks with reference to the evils attending gratuitous instruction apply to the Elgin Free School?—That school is also a good one, but it is good because the teacher is good. But as another proof that the effect of gratuitous instruction is to make attendance irregular, in the most of the Highlands, in the General Assembly schools generally, which do a great part of the education, there are no fees paid. It is not the custom in that part of the country to pay, and the result is the greatest irregularity in attendance. The teachers complain of this as a great evil. In most cases where fees are asked, the attendance is better, especially if the fees are paid in advance.

3668. Then you think gratuitous instruction should not be given except in cases of clear necessity?—Only in cases of clear necessity.

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3669. *Mr. Sellar.*—Is it not the case in the Highland schools that the average of fees paid is about 3s. 4d. a child?—Not so far as I am aware.

3670. Are you aware that the statistics of the Education Commission bring out that the average is something considerable? For instance, out of 226 schools in the Hebrides, which are of the lowest class of schools in the Highlands, in one year the fees amount to £657?—I spoke of the General Assembly schools, and some parish schools, which I visit.

3671. *Mr. Ramsay.*—It is probably correct as a general statement, but it is not accurate to confine it to any particular class of schools, for in the Highlands there are schools in which fees are paid?—I have no doubt of it; but I speak of schools which I visit.

3672. In the Hebrides?—Yes, I visit the Hebrides; that is in my district. I visit the whole Highlands, from Inverness to Cape Wrath; and in our form No. 9, the entry for fees is in very many of the schools I visit blank, and it still continues to be blank.

3673. *Mr. Sellar.*—Am I to understand that the £657 paid to the schools in the Hebrides is paid to other schools than the General Assembly schools?—I cannot tell who pays them; but in the schools under inspection, fees are seldom paid in the North Highlands. Fees are occasionally paid, sometimes in money and sometimes in kind. These statistics as to fees surprise me, for the want of fees paid by parents has drawn my attention; and I should like to see on what these statistics are based. I know of fees being paid in many schools by the Parochial Board for pauper children; by charitable persons in the neighbourhood; by others at a distance connected with the district; by various associations; and other eleemosynary sources. I fear that these are the main sources of the fees mentioned. But these are not real fees, which should be paid by the parents. Free Church schools, from the nature of the case, do and must receive more fees than others. I am sure it will be found that, as a general rule, fees are not paid in the North Highlands. 'Highlands' is also a vague word. My remarks refer to the truly highland parts. On the east coast of the northern counties and in Caithness, which are truly lowland, fees are more or less well paid.

3674. *Mr. Lancaster.*—With so strong an opinion against gratuitous instruction, why would you adhere to a founder's will, which provides for gratuitous instruction?—For this reason, that the founder intended to benefit certain parties, and left money for that purpose; and also because reform must be based upon the mutual yielding of parties. If reform is too radical, it will not be done; and for this reason also I should say that the rights of the recipients should be respected. Besides, the whole of hospital instruction and maintenance is gratuitous, and by destroying this element, you destroy the whole system.

3675. With reference to your first reason, it brings you to this, that for whatever purpose a founder might leave his money, you would not modify his will?—No; I would not, except in the manner and for the purposes already stated.

3676. You have just said that you think gratuitous education a very great evil. Here is a founder who provides gratuitous education for about 300 people in the county of Elgin, and yet you say you would not disturb his will, for no other reason than because he left it for that purpose?—No, not for *no other* reason. That is *one* of the reasons.

3677. The other is that you think it may be going too far. That is very much the same?—No. I should prefer that fees should be paid. If I were leaving money, I should certainly leave it on the condition that small fees at least should be paid, except in necessitous cases, simply because I look on gratuitous instruction as an evil, for the reasons I

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have stated. But since reform has to be made, and since these things are existing in the will, and certain parties possess rights thus guaranteed to them, I should say let them remain, as a compromise. I look on it as a compromise. But modifications I consider necessary, as already explained.

3678. Then it comes to this, that, in your opinion, founders' wills should be respected unless they were to provide for something positively immoral?—Yes; I think so; with the modifications in the administration of the funds which I have already pointed out, which you are leaving out of view. I have already pointed out the necessity for reform, and mentioned, at length, certain great changes I would recommend.

3679. Have you studied this question in the knowledge of what has been recently done in altering founders' wills in England?—I have studied it in regard to Scotland, but not England.

3680. Very few instances have occurred in which the question has been raised in Scotland?—Very few. But it is a subject that meets me in my official capacity, and I have devoted some attention to it.

3681. And that is the opinion you have come to,—that you would not alter them, except they provided for something immoral?—Yes, with the qualifications just mentioned, which I would again repeat.

3682. How do you reconcile that with the answer which you gave me formerly, that in the case of a large foundation, giving a considerable income to persons born in certain localities, you would disregard the restrictions of these localities?—That would be on account of the immense sums of money left for the localities, and of evils arising therefrom. They might be so great as to pauperize the localities, and thus do positive evil. Edinburgh is a case in point.

3683. You would do it in Edinburgh?—I would do it in certain cases. My opinion, in brief, is this: Where the endowments do unmixed good in the prescribed localities, I would preserve the local restrictions; where they can be shown to do harm, from their excess or application, I would remove the restrictions.

3684. Then the question comes to be one of degree?—I think so.

3685. *Mr. Ramsay.*—You indicated generally that the gathering of boys, where they are educated and fed together, is not favourable to good morals. Does that, in your opinion, extend so far as to lead you to condemn the usual practice of having boarding schools in which boys are congregated in that way?—Yes.

3686. You object to that as a system?—Yes. I should not send my own boy there, unless after very strict inquiry.

3687. To any boarding school?—To any boarding school.

3688. You think that applies equally to boys and girls, no matter of what rank in life?—I think so. I have a friend with whom I have talked on this subject, and who was a master in one of the boarding schools in St. Andrews,—a very large boarding school,—and his opinions are more decided than mine. He condemns such places most strongly. He has children; and he would refrain from sending them to any boarding school, from his opinion and experience regarding them.

3689. You don't mean that boys in a boarding school learn to be untruthful?—No; it is not so much for that, as for other reasons.

3690. You spoke of untruthfulness as being one of the characteristics of hospital boys?—Yes.

3691. But you don't think that that applies to boys in a boarding school?—No; I don't think many of the evils I have mentioned exist there. But regarding boarding schools, I should be chary in giving any decided personal opinion, because I have not been connected with them.

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3692. But your opinion is unfavourable to that mode of having boys educated?—Yes.

3693. *The Chairman.*—Have you any other remark to make?—There is one point in regard to local endowments which I wish to bring under your notice. I think there ought to be a permanent Central Board established, to manage the endowments of Scotland. To that board, might be referred all questions arising in connection with hospitals and endowments. For instance, it might sanction changes and improvements, which the managers of these endowments think right, without going to Parliament; changes, for example, in regard to salary. There is a bequest in Forres known as Fraser's Bequest. It supports a free school also. By the will of the founder, £70 is all the salary allowed to the teacher. That necessarily would now bring an inferior teacher. They cannot increase the salary of the present teacher, or give him a retiring allowance, although he is an old man. Then, again, questions regarding dismissal could be referred to the Central Board. The managers of certain endowed schools have the unlimited power of dismissal, according to the will of the founder. I think this should be checked by the Central Board, as it is liable to abuse. Lately, at Newton-Stewart, a good master was dismissed by one of the trustees, and the matter was brought before Lord Belhaven or one of the judges; and the case was so decidedly in favour of the master, that his lordship only heard the teacher's case, and would not hear the defender's. I should say also that all endowments should be visited every year. The Board should manage such visits; and reports should be presented to the Board every year with reference to their efficiency. The Board might also be of use in the event of new endowments being left. It should see the plans before they were carried out, see that the amount spent on the buildings is not too great, and that a sufficient sum is provided for the salaries of the teachers. There is a case in Stornoway—the Nicholson Institute—in which money was left a few years ago, and the building was erected last year; most of the money has been consumed on the building, and very little has been retained for the teacher. In this way, education suffers, unless money is supplied elsewhere. These are some examples of the important work that could be done by such a Central Board on endowments.

APPENDIX TO MR. JOLLY'S EVIDENCE.

As asked by the Chairman, I beg to submit additional observations on certain subjects, which want of time prevented my speaking of on the day when I was examined.

I.—GRATUITOUS INSTRUCTION.

1. Endowed funds might be used for the following purposes:—

(1.) *In paying the fees of THE VERY POOR*, with large families, irregular and limited employment, or much sickness. On many families, the compulsory clauses will press hard, for the children have been accustomed, in various parts of the country, to assist their parents in different employments, agricultural and fishing. The circumstances of those claiming such aid should, however, be carefully investigated before it is granted. I think payment of fees bad to all in receipt of regular wages, except in special circumstances.

(2.) *In helping to provide food and clothing in necessitous cases.* These will be more numerous, I fear, than may be anticipated, in the highland and outlying districts. Even on examination days at present, with no compulsory clause, the appearance of the children is not seldom miserable. I could give specific and striking instances.

(3.) *In reducing the fees of the class above the very poor*, by paying so much

to the teacher. I should recommend this as specially deserving of consideration. Part payment tends to preserve a man's self-respect, which full payment tends to destroy.

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2. *I do not think it desirable to have separate Free Schools, in which education is gratuitous.* It would be better, where at all possible, to educate the free children with those who do pay fees and who are of higher social status. This would raise the tone of the children paid for. Separate Free Schools are liable to many of the objections made against the hospital system, in which boys of a class, especially those educated gratuitously, mix only with themselves.

3. *I do not think it desirable that books and stationery should be given free, except to the very poor.* If purchased by the parents, these things are better taken care of. If got free, they are little valued and badly used, and thus careless habits are apt to be formed. This has been felt in hospitals, and in some cases, special rules have been made on the subject, to prevent waste. At Fochabers Institution, it is felt as an evil by the teachers. In most cases, where paid at all, books should only be offered at a reduced price; part should be paid by the parents. This would do much to prevent abuse.

4. I think it important, that where a new endowment is left to found a school, provision should be made for the maintenance of the premises in thorough repair, and for keeping them in accordance with improved ideas. This should be done by laying aside so much of the endowment for this special purpose. In many cases, this has not been done at all, or, done very partially. Repairs or extensions require then to be made by public subscription, as lately at Fochabers Institution; or at the expense of the teacher or teachers then in office, as in the case of the Wilson Schools, near Bathgate. This is another of the many important points which the Central Board I recommended should see carried out.

II.—HIGHER INSTRUCTION.

In regard to higher instruction, I would recommend the following ways of applying surplus or other funds:—

1. *The establishment of Higher Class Public Schools IN EVERY PROVINCE IN THE COUNTRY.* Certain existing schools, with existing endowments, are mentioned as constituting Higher Class Public Schools, in Schedule C. of the new Education Act for Scotland. Others, not so mentioned, also with existing endowments, there is every reason to expect, will be erected into such schools by the Local Boards. All these together, however, will be insufficient to supply the wants of the whole country in this respect. Such schools should be established *in every province*, so that any one that desires it can receive a thorough course of instruction while living at his own home, or so near it that he can return to home influences at least every week. According to the new Education Act, these schools must be self-supporting, and can receive no assistance from the rates. The establishment of such higher schools in localities where none exist, and where there are no endowments for the purpose, should recommend itself to the Commission as a very good avenue for the application of any funds at their disposal.

2. *The encouragement of subjects which it is important and desirable to have taught in our schools.*

This could be done—

(1.) *By giving prizes for such subjects*, as has been already done, with very good effect, by various local associations throughout the country.

(2.) *By providing bursaries for deserving and talented scholars*, to prosecute their studies elsewhere, at a university, or at technical and other schools. The system of open bursaries in Aberdeen University has evoked remarkable effort in the northern counties. The endowed school funds should, however, found bursaries on a broader basis, by fostering the study of a wider range of subjects, classical, mathematical, educational, commercial, scientific, technical, etc., as may be deemed right and good, or where special subjects are neglected.

(3.) *By offering grants to teachers to teach certain subjects, or to produce certain results.* This is specially deserving of attention as a means of raising and broadening both our elementary and higher education. Such grants should be made to all schools,—to national schools, for subjects not receiving Government aid, and to higher and other schools not connected with Government. The

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grants should be graduated according to the efficiency of the instruction given, which could be judged of by special examiners appointed by the administrators of these funds, or by the Government Inspector on his visit to the schools.

All kinds of subjects which it may be judged good to encourage should be made the objects of such grants. There are the mathematical, classical, commercial, higher English, scientific and other subjects, each of which has its special claim. But there is one class of subjects which has a prior claim. These are elements which should be found in all our schools, which are necessary to all thorough and efficient teaching, but which have not been in the past recognised and fostered by grants as other subjects have. Among these last, I would mention the following:—

(1.) *Intelligence.* The training of the intelligence of the child should be encouraged by all possible means. In most schools, there is too much of mere mechanical memory work, too much exercise of the mere receptive faculties, and too little mental regimen. Intelligence can be easily and fully judged of by a skilful examiner, and a definite value given for its amount. Grants should be graduated according to the degree of excellence.

(2.) *Discipline.* In this, schools vary greatly. It shows itself in quietness, class arrangements, class movements, organization, the nature and amount of punishment, style of obedience, tendency to copy, etc. Graduated marks can be given for it with great definiteness by an accustomed visitor of schools; and graduated grants given accordingly.

(3.) *The moral tone of a school.* Schools differ in this element perhaps more than in any other. Many schools in which results are high, are low in this vital respect. Its importance cannot be overstated. It can be judged of in a hundred ways, even on an examination day, by one accustomed to visit schools.

(4.) *Composition.* This should be taught in all schools, and should be as much demanded as an essential part of all elementary education as any one of the three R's. It has been too much considered one of the higher subjects, for higher classes and higher schools. This is a mistake. It should be taught to children from early years, and can be so taught with ease and pleasure, if properly graduated and simply explained. It should be made to accompany the three R's as one of the necessary standards. I have urged this on the Scotch Education Board, and sent to them a scheme of standards for this subject. I also showed, at some length, how the earlier and seemingly more difficult, but really easier, stages can be easily taught. I hope that this subject will be embodied in the New Code for Scotland. It is one that will give an invaluable power to every child, that of being able to express his thoughts in correct, if not in classical, English. By the present standards, we teach to read, write, copy, and spell, and in some cases to understand, the language, in all schools; one power should undoubtedly be added to these, that of making the child able to express his thoughts correctly in the language. No child should leave school without this acquisition. No funds could be better applied in education than to encourage the *universal* teaching of this most practical and most useful subject.

(5.) *The training of the faculties of observation,* by means of some scientific subject, pursued by out-of-doors investigation and study. The receptive faculties have been too exclusively cultivated in our common system of education, while the perceptive have been left more or less dormant. The stimulating of curiosity, and the observation of real things in nature and in the world, should form part of all thorough education, and should be taught more or less in all schools. The study of such subjects as botany, geology, and like sciences of observation, should be encouraged by all means.

(7.) *Music,* vocal and theoretical, should also be encouraged as much as possible. Its educative influence, mental and moral, is of the highest.

III.—THE PROFESSIONAL TRAINING OF TEACHERS.

The professional training of teachers is a very important subject, and one that will command greater attention than it has done. The time is fast going when the mere possession of knowledge was supposed to include the power of imparting it to others.

The training of teachers in the science and art of their profession has, up till this time, been very partial. Teachers, as a class, have received no professional training. Normal schools, certainly, have been established for this purpose, but

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these have been taken advantage of by only a small part of the middle class of teachers. The higher members of the profession either could not or would not avail themselves of the training provided there, and have rested satisfied with, at the best, an arts curriculum, without one hour spent in becoming scientifically acquainted with the principles of the art they have to practise; the lower parts of the profession have, from poverty or other causes, been prevented from attending these schools. Moreover, in the past, this work of training has been done only by certain churches, who have honourably taken upon themselves this important duty, which should have been done by the profession, or by the country, or by the universities. These churches cannot be asked to continue this onerous and, to some extent, thankless work. Such ecclesiastical connection was natural and praiseworthy in the past, and was the proper complement of a denominational system.

Teaching is the only learned profession with no training machinery for its members, as a class, to prepare them for their peculiar work,—work that requires all the special knowledge and skill that a man can obtain. Other professions have their special classes for professional accomplishment, in which their students pass through a thorough noviciate preparatory to work in life. The necessity for professional training for *every* pursuit in life is becoming a feature of the age, and is extending itself even to trade, in the form of technical education. Surely such training ought to be provided for a profession that has as trying, difficult, and delicate work to do as any other!

Professional training for teachers should be broad enough to embrace the whole profession, should be provided at convenient centres throughout the country, and should be of sufficient social status to command the attendance of the highest parts of the service.

To the question, how and where such training should be provided, there can be but one adequate and permanent answer: *It must be done in and by our Universities.*

Our Universities have, for generations, been training schools for divinity, medicine, and law. The anomaly has existed, and still exists in the Universities, that for certain classes of the community elaborate systems of professional training have been provided, and none for the educational. Such an omission was natural for generations, when it was not known that there was such a thing as the Science of Education. But that day is surely past. Education is a science and art that requires as special training as any other subject. It is surely time now that we should complete the circle of the professions in our universities, by doing tardy justice to this one. Their wants in other subjects are being gradually and honourably supplied by the foundation of new chairs, representing new ideas of the age. Education still remains an open want.

A Chair of Education, fully established, should include these elements:—

1. A *Professor of Education*, who would give a full course of lectures on the science and art of teaching.
2. A *Training College*, of which the professor would be principal, and in which a staff of lecturers would give instruction in subjects that are not included in the university classes, but are necessary for the complete education of the teacher, similar to the extra-mural lecturers in medicine.
3. A *Practising School*, with the very best appointments in class-rooms, furniture, and apparatus, under a competent head master, with a full staff of assistants, in which the best practice of the art of teaching would be carried on, and in which would be afforded every opportunity for the efficient practical training of the future teacher, a school holding the same relation to education that the infirmary and its clinical lectures do to medicine.
4. An *Educational Library and Museum*, with a full collection of all works on education, and of all educational apparatus and appliances, similar to the educational department in Kensington Museum,—a complement to the other professional museums already in the universities.

The subject is too extensive to be entered into in detail in this place, but the above may be sufficient to indicate what should be done to supply a clamant want in our universities and in one of our most important professions. In determining on the best means of using the large funds that may be at the disposal of the Commission, few should more commend themselves than the establishment of such a chair in some one of our universities, with its complementary

William Jolly, Esq. educational machinery. These endowments are left mainly for educational purposes; and here is an opportunity of supplying a great educational want, and of raising the educational status and efficiency of the country,—such an opportunity as seldom offers itself to a Commission appointed to consider the best means of disposing of certain funds for certain important purposes.

Dr. FINDLATER, examined.

Dr. Findlater. 3694. *The Chairman*.—You formerly held the position of head master of Gordon's Hospital, Aberdeen?—Yes; I held that position for six and a half years—from the spring of 1843 to the autumn of 1849.

3695. During that time you had opportunities of judging of the effects of the hospital system on the pupils that were trained there?—Yes; I had very good opportunities, and I formed a very decided opinion on that matter.

3696. Would you state generally the objects of the institution?—It is an hospital for the maintenance and education, in the first place, of the children of decayed burgesses of guild, and, failing applicants of that class, for the children of burgesses of trade.

3697. Was your opinion, on the whole, favourable to the system, or did you think it required amendment?—Upon the whole, my opinion is unfavourable.

3698. Would you state upon what grounds?—As to the effects on the pupils, with reference to the intellectual instruction in the first place, I would sum up the difference between boys in an hospital and those living at home in a single expression,—the want of receptiveness. I may illustrate that by saying that the hospital system has some undoubted advantages in regard to instruction. One is regular attendance, and that continued for a known and fixed number of years, so that every pupil can be put through a regular graduated course of instruction. The greatest drawback in day schools is the irregularity of the attendance, and the practice that many parents indulge in of removing their children from one school and sending them to another for the most trifling reasons. A teacher cannot proceed to make his class take a new step with the confidence that every pupil has mastered the preceding step. This is a great drag, and a constant source of vexation to an earnest teacher with any notion of method in him. Well, a teacher in an hospital is free from this affliction; and I well remember with what hopefulness, arising from this cause, I entered upon my duties in Gordon's Hospital. But I soon found that this advantage was more than counterbalanced by an unwonted amount of passive resistance,—the peculiar *vis inertiae* of hospital existence. I believe every one who has tried hospital teaching will concur in this experience; and even if it had never been experienced, a knowledge of the real nature and spring of all education would enable us to predict that it must be so. Education consists in the action of developed minds upon those that are less developed,—the insensible attraction which draws the weak up towards the strong. It is the daily, hourly contact with their elders, amid the labours and recreations of real life, that constitutes the essential element, the basis of the education of the young, in all ranks of life. Nor can the place of this spontaneous, unintentional training be supplied by any amount of school-room drill. The function of the school-room is to impart, more fully and systematically, special information and acquirements, rendered necessary by an artificial state of society. But it ought never to be forgotten that the desire to make these acquisitions arises from the estimation in which the child sees them held in its world,—by those it looks up to. Now, the teacher of an ordinary

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school, in endeavouring to inspire his scholars with an interest in their work, is aided by the impulse that each child brings fresh with it daily from home. The teacher in an hospital is comparatively without this aid, or it comes to him only in faint echo from the shut-out world. This, it seems to me, fully accounts for what I call the deficiency of receptiveness characteristic of hospital lads. If this is true of intellectual instruction, it is much more so as regards the training of the moral sentiments and the affections. The human being is at first as much wrapt up in selfishness as in ignorance, and is only drawn out of itself by years of untiring love and care on the part of others; the shelter and warmth of the parental home, or at least of family life of some kind, are essential to foster the tender shoots of affection. It is sometimes proposed so far to relax the hospital system as to send the boys home at night, still retaining them in the hospital during the whole day for meals, instruction, and recreation. But I doubt whether the best influences of home are not associated with the family meals; for even our finest feelings are often sublimed out of materials sufficiently earthy. I often felt sorry for the Gordon's Hospital boys on Sunday afternoons, when I thought that other boys of their age and station were then sitting down to what is the chief social meal of humble households; and I doubt whether any amount of Sunday schooling and other religious exercises, however excellent in themselves, can make up for the loss of those festivals of filial piety, which, after all, is the root of true religion.

3699. What remedy would you suggest for the evils of which you have spoken?—I could suggest no remedy except that the children should live with their parents.

3700. And those that have no parents should be boarded out?—Provided that can be done on a small scale, so that they would be really boarded in a family. They should not be farmed out where a large number are taken, because then the evils of the hospital would exist without the same means of counteracting them.

3701. You would not allow them to be kept at all in houses connected with the establishment?—That just amounts to having an hospital system.

3702. You don't attach importance to the foundation being connected with a large day school?—I think it might very well be so, if those who were entitled to the benefits of it were to be boarded, either with their parents or with near relatives, as much as possible.

3703. Do you think all these evils would be substantially remedied if the children were boarded out and kept together in a school specially intended by the founder?—I see no objection to their being kept together in a day school.

3704. And at the same time receiving pupils who did not belong to the foundation?—That might very well be done.

3705. That is not a point which you think essential to remedy the evils of which you spoke?—No.

3706. You think the system would be substantially improved if the children were boarded out and the foundation were kept up in other respects?—Yes, the evils would be remedied. Some of them would be remedied to a greater degree by an admixture of pupils not connected with the foundation, because I think the more catholic a thing of that kind is made the better.

3707. On the admission of children, were they subjected to any examination? Was there any restriction in point of scholarship in regard to those who were admitted?—There was an examination, but it was little more than a formality. The governors at one time found that those who expected their children to be admitted made no attempts at educating them until they

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should be admitted, and they came in not even knowing their letters. To remedy this, the governors resolved that all applicants must be examined, and this was done. I myself examined them, and it had an effect in making the parents a little more careful in that respect, because they did not know very well what might be the result. But it was of no legal effect; and I have known instances in which, where a child was objected to as having shown no preparation whatever, a single governor declared that it was not according to the will to make any such condition, and insisted on the objection being overruled, which accordingly was done. It was not legal to refuse admission on that plea.

3708. Then the examination was more a form than a reality?—It was.

3709. If authority was given to the master to have a strict examination on entry, it would tend very much to improve the system of education in the school itself?—It would prevent the neglect spoken of; and the children would come in with some degree of preparation, which they frequently did not do.

3710. In order to arrive at that, it would be necessary that there should be some change in the conditions of admission?—The examination would require to be strictly enforced, which, when I was there, it could not be, under the will as it stood.—I may state that another objection which I had to the hospital system was the facility which it afforded for tyranny and combination. Wherever boys are congregated, there is always more or less tyranny of the strong over the weak. In hospitals this evil develops itself with peculiar virulence, the opportunities being far greater than in ordinary life. It is associated with another evil, that of combination for the purpose of resisting inquiry as to the author of any mischief that may have been done. In this respect every hospital is more or less of a secret club or union, and the primary duty of every member is not to divulge anything that may be prejudicial to another. This duty is enforced often with the greatest cruelty, and must be performed at the expense of any amount of lies. It is needless to say how this must break down the feeling of truthfulness. I found that a very sad feature.

3711. Did you find it very difficult to maintain discipline in the school under these circumstances?—No, not particularly. After I came to know the boys, I could maintain a kind of outward discipline very well, but I found that there was this conspiracy working in secret against me. It was a tradition of a hundred years and more.

3712. You had no reason to complain of your authority not being supported by the trustees in all cases?—No; I have no complaints of that kind to make.

3713. Are there any bursaries attached to the hospital?—There were not in my time. I am not sure whether there are now or not. There were always four boys who attended the mathematical and natural philosophy classes in the University, owing to a bargain of some kind between the governors and the professors. I don't remember on what that was founded, but four boys attended these classes every session. Of course it was picked boys that were sent, and a number of them distinguished themselves.

3714. While you were head of the institution, it was not visited by any Government inspector, or by any person appointed to make a special report upon it?—Not while I was there. It has been examined since, I believe. I ought to have mentioned another evil that I felt very much,—the effect, namely, of boy society. They had a public opinion of their own of a very low kind. We know that boys are as deficient in sympathy and kindness as they are in intellect. These feelings require to be developed as well as their intellectual faculties. Now, where boys form their own

society, moral feeling is always very low, and their taste is low. The very dialect of these boys was about fifty years behind the dialect out of doors.

3715. *The Earl of Rosebery.*—Fifty years behind the dialect of boys not educated in hospitals?—Yes; behind the dialect that you would hear among their own class out of doors. They had a number of antiquated phrases such as you could scarcely understand.

3716. *Sir W. Stirling-Maxwell.*—Phrases that belonged to the hospital?—Yes; handed down from generation to generation.

3717. *The Chairman.*—You said the class of persons benefited were burghesses. Were they poor generally?—Yes, they belong to the class of burghesses of guild, which you may consider the middle class in Edinburgh, but their parents must have been decayed—that is, in worse circumstances than they had once been. In fact, I believe the chief intention of the founder was to benefit the children of those who had once been well-to-do, but were now in broken down circumstances; and so long as any claimants of that class presented themselves, it seemed to be the will of the founder that the benefit should be given there before descending to the next class, viz. the class of burghesses of trade, who were more of a mechanical kind.

3718. Were there any children of the labouring classes benefited?—Some of the burghesses of trade were mechanics and labourers. My own impression always was, that the governors did not in that respect adhere sufficiently to the intention of the founder,—that they judged more by the absolute poverty of the applicants than by the circumstance whether they had once been in better circumstances and become decayed.

3719. The education was partly primary and partly secondary?—Yes.

3720. It was elementary in the beginning?—Yes; and then in the higher classes the instruction was carried further than in most elementary schools, embracing mathematics, for instance, with a slight sketch of natural philosophy and things of that kind. When I was master I gave the more advanced boys lessons in chemistry myself.

3721. But there were no special inducements given to boys to study for the higher branches of education?—No special inducements, except that they might be sent to college, where they received advantages which qualified them for situations that the others could not aspire to.

3722. Can you say what proportion of them went to college?—There were always four attending every year in my time. I don't know whether there are more or not.

3723. In the answer to the schedule sent to the governors it is stated that two boys are sent yearly?—Well, the same boys attend two years. They are sent to the mathematical class the first year, and they go to the natural philosophy class the next year.

3724. The greater portion of them are entered to trade?—They become mechanics of various kinds, and enter into trade. A good many of them went to sea. That was always a favourite choice with them.

3725. Had you any opportunity of following the boys in their after life?—A good many of them, who had found employment elsewhere, used to come and call on me when they returned to Aberdeen.

3726. Had they a feeling of gratitude to the institution?—Those that came to call on me expressed themselves as indebted to me for my care of them while they were there.

3727. Have you any suggestion to make with regard to the application of the hospital to further objects than merely keeping up a day school?—I have often thought of it as affording the possibility of a very admirable technical school. There are good buildings.

Dr.
Fiodlater.

3728. Would you explain what you mean by a technical school? Do you mean a school in which they would get a special training for a trade?—That the foundationers, or those who had a right to the benefits of the hospital, should first receive a good elementary education, and then that there should be classes of an advanced kind fitting them for the higher grades of mechanical employment; and into these classes might be admitted any one who chose to come.

3729. They do not leave at present specially trained for any business?—No; they are not specially trained to any business. It is a general education that they get.

3730. Do you think that might be combined with general instruction?—Yes; the technical school might be, as it were, the crown of the system, and joined on to the hospital system.

3731. That would involve admitting others besides the foundationers to it?—It could be better carried out, it appears to me, in that way.

3732. Have you any reason to suppose that such a plan would be approved of and receive public support in Aberdeen?—I have no direct or positive evidence that it would be so; but the community possesses enough good sense, I believe, to appreciate such a scheme, if it were put before them in a feasible way.

3733. It is not a matter that you have discussed with persons engaged in trades or professions in Aberdeen?—No, I have not. I have not been much in Aberdeen for some time; and when I was there, the idea of any change in the hospital system, to that extent, had not been broached, so that there was little room for such discussion.

3734. Have you any other suggestion to make with reference to the improvement of the system?—Nothing occurs to me. I would beg leave, however, to remark that the hospital system is not without some advantages. Physical health I believe to be a strong point in favour of hospitals. That is my experience of Gordon's Hospital at all events. It was a matter on which I think there could not be two opinions. The boys often came in pale and emaciated; but in two months, perhaps, a marked difference had begun,—they had got colour and flesh. And when diseases were prevailing, such as measles or scarlet fever,—for the boys went home twice a week, and they frequently came back to the hospital having caught these diseases,—in two or three days it was over with them. While their brothers and sisters lay for weeks, and often died of scarlet fever, it scarcely touched the hospital boys; and all the time I was in Gordon's Hospital—six and a half years—there was just one death.

3735. *The Earl of Rosebery.*—Do you attribute this physical wellbeing directly to the peculiarities of the hospital system?—Not to the system, but to the regularity of their feeding, to their being always reasonably well clothed, and to the good, airy apartments they had. There were scarcely any disorders among them of the kind incident to children. My theory of this exemption was, that it arose from their not being allowed to eat at all hours. There were three meals a day, and they got nothing else.

3736. Do you suppose there is better health in Gordon's Hospital than in any other public boarding school?—I never had the same experience in any other institution; but it struck me as being very different from what it is in ordinary life.

3737. What is objected to as the distinctive peculiarity of hospital life is the monastic system. Do you attribute the physical health of the boys to that?—Not at all; but merely to regularity in feeding, to the airy apartments, and to the boys running about constantly in an open space of ground, without being cooped up in ill-aired rooms.

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3738. *Sir W. Stirling-Maxwell.*—The boys were better fed than they would have been at home?—Yes.

3739. *The Earl of Rosebery.*—But you can hardly attribute their good health to any peculiarity of the hospital system?—No.

3740. That can hardly be considered an argument in its defence?—Not further than that I question whether you would get families to pursue the same regular system.

3741. But a boarding school which had not the peculiarities of an hospital might have boys equally healthy?—Yes; but every boarding school on a large scale is liable to the same evils that I have described as inherent in hospitals.

3742. *Mr. Lancaster.*—You gave an instance of a nomination being persisted in contrary to the result of the examination. Was that within your own time?—Yes.

3743. Have you the date of it?—No; my time was from February 1843 to the autumn of 1849.

3744. Did I understand you to say that the qualification of poverty was not satisfactorily ascertained with regard to some nominations?—No. I think that, upon the whole, the governors went very much upon real, absolute poverty. What I thought wrong was, that they did not consider the condition of the founder, viz., that it should be poverty arising from decay; that is, that the parents should have once been in better circumstances.

3745. But that very fact would lead you, would it not, to the conclusion that conditions as to the previous position of parents and present poverty, and so on, are very difficult of ascertainment?—They are difficult of ascertainment, no doubt.

3746. And must depend a good deal on the circumstance of some particular child being prominently brought under the notice of the appointing body?—Yes.

3747. It may be to the exclusion of others who were very much more deserving?—Yes.

REV. DAVID BALSILLIE, examined.

3748. *The Chairman.*—You are at the head of Donaldson's Hospital?—I am there as house governor and chaplain, and I also act as head master of the hearing department of the school.

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3749. The hospital is divided into two branches,—the deaf mute and the hearing department?—It is so divided as regards the school instruction, and that only. There is another master, who is solely responsible for the school instruction of the deaf mutes, and who has a general superintendence over his teachers and children when out of school, under the house governor; but with that exception I am responsible for the whole establishment.

3750. Do you take a general superintendence over all the pupils?—Yes.

3751. And specially with reference to the education of the hearing department?—Yes.

3752. For how many years have you been in charge?—I entered in May 1871, so that I have been there not quite two years.

3753. The deaf mute department was in force when you took charge of the establishment?—Yes; it has been in existence from the very first,—since the hospital was opened.

3754. Would you state in what manner children are entered in the

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hearing department? Is it by the appointment of the trustees?—They are entered between the ages of 7 and 9, and those of the names of Donaldson and Marshall have a preference. Otherwise, the most clamant cases as regards poverty are first attended to by the governors. Since I went there, the governors have agreed that all hearing children must be able to pass a simple examination in reading before they are admitted.

3755. Are the admissions limited to Edinburgh?—No, by no means. There are children admitted from the whole country; we have some even from London.

3756. I mean in the hearing department?—We have also English children in the hearing department; but probably the parents have removed to England since the election of the children.

3757. The only condition of a claim is that of distress?—Yes.

3758. Are they elected by a committee of the governors?—Yes. The method is this: It is advertised to parties to make application for schedules, and these schedules are filled up by applicants and sent in to the clerk of the governors; then a special committee of the governors is appointed to consider these cases, to draw up a certain number of children to recommend to the general meeting of the governors for election.

3759. Is the same system followed with reference to the deaf mutes?—Precisely.

3760. Have you any suggestions to make with regard to the arrangements of the institution, and the advantages or disadvantages under which the pupils labour there?—My experience of hospital management is so very short that I would not like to hazard any suggestions. Of course I have seen little things that might be amended since I went there; but I have always found the governors most ready to agree to any change that was proposed for the good of the hospital, and at present it seems to be working very well.

3761. Do you think the hospital system acts with disadvantage to the pupils there—I speak of their being kept entirely in the hospital?—In some respects it does; that is to say, while our children are, I consider, as good scholars as children attending ordinary day schools, and do their work as well in school, and behave as well, yet of course the monotony of their life in the hospital must tell against them to some extent. There is not the same variety of character or intellectual ability as one sees in an ordinary school.

3762. Do you find greater difficulty in giving them instruction?—No practical difficulty at all, except this, that seeing they have not, as I conceive, the same strength of character as children trained in day schools, subjects that require more intense application, such as mathematics and Latin, are more difficult to teach to them.

3763. What class of life are they usually taken from?—Principally from the tradesman class and the mechanics. A large majority, I should say, of their fathers have been mechanics or labourers.

3764. And they are trained with the view of entering into the same course of life as their parents?—Yes; it is the wish of the governors that the boys should be trained to become mechanics, and the girls principally domestic servants.

3765. Are the children allowed to visit their relations from time to time?—Yes. All those who have any relatives or friends in town are allowed to visit them every Saturday; that is, in the case of children above ten years of age. Children younger than ten who have relations in town visit them every second Saturday; and they spend the whole of the summer holidays—that is, six weeks—with their friends, wherever they belong to; and now it is the intention of the governors to lengthen the

spring holidays, so that at the end of April they will have a fortnight to spend at home.

3766. You don't think they would be better taken care of by being boarded out, as has been suggested to this Commission?—No, I do not think so; for this reason, that if we are to pay the same amount for board for them as they cost in the hospital, it would only be board of a very inferior kind.

3767. Would you state what the cost of the maintenance of them at present is?—I made a calculation about nine months ago, from documents that the treasurer had placed in my hands, not for that purpose at all, and I made out that each child costs on an average £27 a year for board and education.

3768. *Mr. Sellar.*—For maintenance?—Everything. Of course I deducted certain items, such as the salaries of the officials connected with the board of management, and a great part of the expense of keeping the building in repair. I may add that, previous to my making that calculation, Mr. Cook, the treasurer, had done so himself, and our calculations resulted almost to a shilling in the same way. Of course at present the expenditure must be considerably above £27 a year.

3769. *The Chairman.*—But they could be boarded at a less cost than that?—As to that I cannot speak with confidence.

3770. With reference to the moral advantages of boarding as compared with keeping them in the hospital, do you think there would be no advantage in that respect?—I have no doubt there would, in the direction of leading them to greater individuality and strength of character. At the same time they would lose some advantages which they enjoy at present. I would like to add, that I never saw so much truthfulness in any day school as exists in our hospital at present. I can place perfect reliance on what the children say. They are also, I believe, thoroughly honest.

3771. What ages are they?—They enter between 7 and 9, and leave at 14.

3772. Do you think it cannot be materially improved, except with reference to a certain strength of character which they would gain by mixing more with the world?—Yes.

3773. Would not the same advantage be derived from their mixing with a larger number of day scholars, if it were so arranged that they could form part of a larger school?—Certainly. I think it would be immensely to the benefit of our children if they were to mix with other children, not belonging to the hospital, in school hours.

3774. Getting their education in one and the same school?—I think so.

3775. *Mr. Sellar.*—Do the observations which you have just made apply to both the hearing and the non-hearing boys?—In regard to the intellectual aspects of the children, entirely to the hearing children. I have no means of comparing the deaf and dumb with other deaf and dumb children.

3776. Do you consider that the hearing boys suffer any disadvantage from being in the same institution as the deaf and dumb boys, or any advantage?—I do not think that affects them much either way.

3777. Are they kept quite apart?—They are not kept quite apart. They are only together, however, during play-hours; and there they naturally fall apart, and we have to use force to make them play together. By force I merely mean inducement.

3778. In point of fact, they do engage in games together?—Yes.

3779. Whatever the games are, the deaf and dumb play them equally

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with the hearing boys?—Yes, if they are urged to do it, and led to do it; but if they are left to themselves, the deaf and dumb boys congregate together, and the hearing boys together.

3780. Do you consider it any disadvantage to the deaf and dumb boys to associate with the hearing boys?—Instead of being a disadvantage, I think it must be an advantage to them; and the experience of my colleague, Mr. Large, corroborates that.

3781. Then it is no disadvantage to the hearing boys to be associated with the deaf and dumb, and a positive advantage to the deaf and dumb boys to be with the hearing boys?—I think so.

3782. *The Chairman.*—Do the deaf and dumb boys and the hearing boys mix in the playground?—Not so freely as we would like. We require to urge them to do so.

7833. They don't join in the same games?—Yes. Our teachers and warders take an interest in the games of the children; and we make it a point in arranging the games to have a fair proportion of deaf and dumb and hearing boys always engaged.

3784. Is there always a teacher with them in the playground?—Either a teacher or a warder.

3785. What is the warder?—He is very much like a janitor in an ordinary school. He looks after the children during play-hours.

3786. I believe it has been considered by the governors whether the deaf and dumb department should not be further enlarged?—It has been; and I believe it is the intention of the governors to continue increasing the deaf and dumb department till all such cases in the country are overtaken.

3787. That would encroach on the hearing department?—They are gradually lessening the hearing department.

3788. So as to make it ultimately a large deaf and dumb institution?—I believe it is not their intention to make it exclusively a deaf and dumb institution, and that for two reasons. 1st, They think it an advantage to the deaf and dumb children to mingle with the hearing children—it gives them a better education than they could otherwise get; and 2d, They don't think they could get a sufficient number of deaf and dumb children to exhaust the resources of the hospital.

3789. Are there more applicants for admission to the deaf and dumb department than there is room for at present?—No. I believe that, as a general rule, all the deaf and dumb candidates who are at all eligible are elected.

3790. The deaf and dumb are gratuitously instructed? None of them pay?—No. All our children, both the hearing and the deaf and dumb, are gratuitously instructed.

3791. And it is your opinion that it is desirable to retain a portion of the institution for the hearing children?—Yes. It is the opinion of those who know most about the education of the deaf and dumb that it is a benefit to them.

3792. Would you explain the benefit which you think arises from their communicating with the hearing children?—It arises thus: Where deaf and dumb children are educated separately, they form a little society of themselves, with their own peculiar ideas and ways of acting; but in a school like ours they must, more or less, associate with our hearing children, in the same way as they must associate with ordinary people in after life, so that their school life with us is a better preparation for their everyday life afterwards than it is in an institution where there are no hearing children. The advantages, therefore, are social rather than otherwise.

3793. Not as connected with their instruction?—Not at all.

3794. Do they mix with them in the same dormitories?—No, they do not do that. I thought, when I went there first, that they should do so, in order to carry out the principle of the school; but it was feared that if the mutes were kept with the hearing children in the dormitories there might be awkward disputes among them, owing to the hearing children asserting authority.

3795. Have you any suggestion to make with reference to the improvement of the system?—No; I really have none whatever. If you look at it from the point of view that founders' wills are to be respected, and reform to be effected within the institution itself, I have really nothing to suggest with reference to Donaldson's Hospital, except that it might be an advantage, if it were seen to be practicable afterwards, to arrange that our hearing children should meet other hearing children in classes than those who reside in the hospital.

3796. That they should mix with larger classes of hearing children?—Yes.

3797. Do you think that could be carried out in the institution, so as to make it the nucleus of a larger school?—Yes, even with the present class-rooms. They could accommodate a larger number of children than we have at present; perhaps one-half more, or as many again.

3798. Do you think there is room for that in the neighbourhood, looking to the existing school accommodation?—Ours is a growing neighbourhood; and I believe something might be done in that way.

3799. *Mr. Lancaster.*—Is the idea to make the deaf and dumb pupils preponderate in numbers?—Yes, if they can be got.

3800. I understood you to say that the deaf and dumb derive certain social advantages from mixing with the hearing pupils. What advantages do you apprehend that the hearing pupils would get from mixing with the deaf and dumb, if the latter were in a large majority?—The hearing children derive no advantage whatever from mixing with the deaf and dumb.

3801. Don't you think that hearing children being in a school where they are in a minority compared with the deaf and dumb are to a certain extent at a disadvantage?—That would certainly be so. I cannot estimate it at present, because still the hearing children are in the majority.

3802. But if the deaf and dumb preponderated considerably, they would be at a disadvantage, would they not?—Yes, they would.

3803. And there is nothing in the founder's will about deaf and dumb children at all?—No, nothing expressly about it.

3804. *Mr. Ramsay.*—You have said that all the deaf and dumb children who are eligible are admitted. What are the conditions on which you do admit the deaf and dumb?—First, they must be capable of receiving instruction; second, their friends must not be capable of providing them with instruction otherwise.

3805. Poverty of the parents is an indispensable condition of admission?—Yes.

3806. Would the number of teachers you have be equal to the tuition of a larger number of hearing children?—Yes; we could have larger classes in the hearing department.

3807. And the teachers could accomplish that without any increased expenditure to the trustees?—They might do so; but I would add, that our present management of the hearing department is defective—in this way, that each master has two classes to manage. He could still continue to manage two larger classes than at present; but it would be an immense advantage to the hospital if the classes could be increased to

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such a size as that one master would be exclusively in charge of one class. That could be done without any extra expense to the governors, if the pupils who were to be added had to pay fees.

3808. You have the accommodation for such pupils, but you think the teachers would require to be increased in number?—Yes. Only if we had, say, six masters in the hearing department, instead of three, we would require more class-room accommodation than at present; therefore we would require to take a dormitory. But there are two dormitories at present not occupied; these would be serviceable as class-rooms.

3809. Do you think the advantage which the mute children derive from mingling with the hearing children is sufficient to induce the governors to continue to have hearing pupils as a part of those who are resident in the institution?—Certainly.

3810. You think it would not be desirable to discontinue having hearing pupils in the institution itself?—In the interests of the deaf and dumb, it would not be desirable.

3811. But on other grounds, apart from the interests of your mute pupils, would it be desirable, in your opinion, to discontinue the system of having the boys in the institution?—If the governors went to the expense of providing suitable board for the hearing children outside, then it would be more to the advantage of the hearing children to be well boarded out than to reside in the hospital.

3812. What do you mean by well boarded out? Is it the nature of the provision made for the children in the boarding house, or does it refer to the character of the individuals with whom they are boarded?—Our children are taken from the class of mechanics and common labourers. If boarded out, are they to be boarded in families of that class? If so, they would not be nearly so well taken care of as they are in the hospital.

3813. Would you regard it as the duty of the trustees to provide for those children better than their parents could have provided for them if they had remained with them?—No; but while a common labourer may, from his feelings as a father, manage his own child well, he may not take the same interest in another man's child. That is the difference.

3814. Are a considerable proportion of the parents of the children not resident in Edinburgh or the neighbourhood?—I think the majority of the hearing children belong to Edinburgh; and as a proof of that, I think 127 of them visit in town on Saturday. So that they have friends, at any rate, if not relatives in town. But a great many of our children also come from the country districts.

3815. With reference to these 127, do you not think it might be desirable to place them under such relatives as they visit? Would that not be more beneficial for the children than continuing to retain them in the institution?—I am very doubtful if it would.

3816. On what ground?—Physically it would not be so good for them, because they would not be so well fed, and their clothing would not be so well attended to; and I don't think that that class of people would take such good care of their moral training as is done in the hospital.

3817. Do you think the intellectual development of a child depends on its food?—Certainly; to a very great extent.

3818. *Mr. Lancaster.*—Are we to understand you to mean, that you think a boy living at home with a respectable though a poor mechanic would be subjected to worse moral influences than he is while living in the hospital?—I think he would; that is to say, living with a mechanic who is not the boy's own father, who has not the interest of a parent in the boy.

3819. Taking the case of a boy who is living with a mechanic who is his

parent or his near relative, do you think he would be subjected to worse moral influences than living in an hospital?—No, certainly not.

3820. The evils which you anticipate in the houses of those who are not relatives would arise from neglect more than anything else?—Yes.

3821. And could be to a certain extent modified, could they not, by careful selection on the part of the governors?—It might to some extent; but the difficulty would be to find parties who would feel the responsibility.

3822. But it might be modified to some extent, might it not, by careful selection?—It might. I cannot say no to that, but I apprehend that there are great difficulties in the way of it.

3823. But even in the case you mentioned, the evil would only arise from neglect, would it not?—Yes; but in addition to that, we all know, unfortunately, that examples of bad conduct would very often be presented to the children in some homes which they never witness in Donaldson's Hospital.

3824. That would apply equally whether they were living in their own homes or with a stranger?—Not quite to the same extent, because so far the feelings of a parent may often prevent him from acting in a way that he would not hesitate to do before a stranger child.

3825. But, on the whole, so far as example goes, if the stranger was a respectable person the result would be much about the same?—Much about the same, with the qualification I have stated.

3826. You still think that a child boarded with respectable people, and coming to Donaldson's as a good day school, is subjected to worse moral influences than a child living as one of the hospital boys?—Yes, unless at their own homes; if they are merely boarded.

3827. Would you see any objection to the boys in Donaldson's Hospital, assuming that they continue to lodge there, attending school say at some other hospital, such as Stewart's or some neighbouring hospital?—I think it would be in many respects for the benefit of the children to do so.

3828. At all events you don't anticipate any objection to result from that?—No. I believe it would be greatly for the benefit of the children.

3829. *The Chairman.*—With reference to the privilege of names, are there many boys in the institution bearing the names of Donaldson and Marshall?—I think there are about 32 of the children altogether bearing these names.

3830. Do you think it is any disadvantage to the boys to be received under these conditions?—None whatever.

3831. You never observed any difference between them and the other boys?—None at all.

Adjourned.

TUESDAY, 21st January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, BART., *Chairman*.
 THE EARL OF ROSEBERY.
 SIR WILLIAM STIRLING-MAXWELL, BART.
 MR. PARKER, M.P.
 MR. RAMSAY.
 MR. SELLAR.

Professor FLEEMING JENKIN, examined.

Professor
 Fleeming
 Jenkin.

3832. *The Chairman*.—You are professor of engineering in the University of Edinburgh?—I am.

3833. I believe you have given great attention to the subject of technical education?—I have for many years given considerable attention to it.

3834. Do you think the subject has not been sufficiently considered in the present educational state of Scotland?—I think there are very great deficiencies. That, I think, will be admitted upon all hands. The chief difficulty which has met all those who have considered the subject has been the difficulty of making up their minds as to what they mean by technical education. All ask for it, but very few are agreed as to what they mean.

3835. Would you be kind enough to state what sense you attach to it yourself?—I think that what is meant by technical education is really scientific education,—education in the principles and in the first applications of science; and what I propose to do to-day, is to present you with a general scheme which might effect what is required in this direction. I will divide the subject into two parts. I will, first of all, consider what I think should be done for the younger children, until they grow up into youths; what I think is required in secondary schools, between the ages of eight and sixteen; and then I will consider what might be done in the higher schools.

3836. Then you do not contemplate its being made a branch of elementary instruction?—With regard to what is commonly called primary instruction, I do not. I know I differ from very competent judges; but, for my part, I think primary instruction must necessarily be confined to literary subjects, and can only be extended to give very elementary scientific or technical instruction by means of reading lessons. You cannot give systematic scientific instruction in primary schools. I think the greatest deficiency of all at present really is in the secondary schools, and therefore I will take them first. We suffer most by the want of lads coming to the universities, or entering their apprenticeships and professions, properly trained in scientific knowledge. These lads have not got those elements which would enable them afterwards in their different arts and professions to make the best use of their opportunities. This deficiency exists both in reference to the children of the upper classes and the children of the middle classes; but it is probably more important that the children of the middle classes—which I understand in a very wide sense—should be attended to than the children of the upper classes, as the richer are better able to provide what they want for themselves; therefore I would begin by describing what I think should be created as a technical school—I should like to keep that name—for the children

of the middle classes between the ages of eight and sixteen. Such a school, I would say, is designed for the very same class of people who now take advantage of the schools which have been created by the Merchant Company, and it might be taken advantage of by the sons of tradesmen, of the poorer gentry, and of skilled artisans. That is the class, then, I would provide for,—skilled artisans (not labourers), tradesmen, and the poorer gentry. Now I do not think there is a school of the kind I am about to propose at present in existence in England. It is a school in which you should substitute for the ordinary classical teaching scientific teaching, teaching of a purely scientific character, for the purpose of giving mental training. I regard it as quite a secondary advantage, though no doubt it is a very real advantage, that the information they will get on scientific subjects will be useful to them hereafter. But my own views upon education are, that the education at that age should simply prepare children for future life, and not that they should learn anything immediately useful; that they should learn science as an instrument which they can apply afterwards, but not that they should learn anything to be immediately useful to them in their particular professions; and therefore I regard the mental training they would get from science as of very much more importance than any immediate use they could put it to. And I think that the proper teaching of the various branches of science would afford a mental training certainly not inferior to anything which can be got by a study of the dead languages. Of course any scientific teaching of this kind would have to be supplemented by literary teaching, because you cannot give very much moral culture in connection with the teaching of pure science; but I conceive that could be got in connection with English alone, and without as a matter of necessity learning any other language whatever.

3837. Are you speaking of a school having for its express object technical instruction, not an adjunct to the existing schools?—I am; and there I wish to express an opinion I have formed, that it is very undesirable to split a school into two parts, and to have a modern, or technical side, and a classical side. My reason for this conclusion is, that I have observed that where this is the case, the younger or newer school is looked down upon as inferior, both intellectually and socially, by the older school; whereas, if we had two schools side by side, with different directors and different masters, the *esprit de corps* would become very strong, and we should have, as in Oxford and Cambridge, two classes of schools face to face, each trying to prove it can turn out the best men for the purposes of life. The scholars would not compete in the same subjects, but they would compete in preparing their students for life afterwards; and I should attach very great value to that rivalry, which does not occur, I think, when a school is split into two parts. Therefore I should like to see the school which I have described stand by itself. Now, what I mean by scientific teaching is not what is commonly called the teaching of science when spoken of with reference to very young people. I do not mean botany and physiology, but what I term the mother sciences,—mathematics and physics. Under the head of mathematics, boys would learn arithmetic, algebra, trigonometry, and geometrical drawing, which can all be thoroughly mastered before a boy is sixteen; and under the head of natural philosophy, they would learn the properties of matter, as they are commonly called (it is a very bad name), and also heat, electricity, light, chemistry; also applied mechanics, —that, again, being a bad name, and being a branch of natural philosophy and not of engineering. ‘Applied mechanics’ sounds as if it were the application of mechanics to machinery, whereas it has a technical sense.

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3838. You speak of the application of the principles?—Yes. Pure mechanics will not answer our purpose, because that, again, among teachers is limited to mechanics which deal with imaginary matter, and not with things as they are. Then, in the higher classes, I would teach a certain amount of real application of science, which may be termed applied science; and under that third head I would teach mechanical drawing, the drawing of buildings (which is another art altogether), mensuration, the drawing of ornament (such as this cornice, for example), the drawing of machinery, and possibly something which is called technology, but about which I have no very distinct idea; and along with these, natural history, botany, and physiology. These last which I have mentioned might, I think, be comprised under the head of science in this especial class of schools.

3839. *Mr. Ramsay.*—Are all these for children under sixteen?—All for children under sixteen; and in recommending these, I am carefully limiting myself to those subjects which are already taught in other places to boys of that age. Many of the subjects could not be carried very far, but in France and Germany all those subjects are taught to boys of that age. Then, in addition, we must have the literary and æsthetic training too, which is well understood. In the lower classes you would have English, reading, writing, history, geography; in the higher, you would admit drawing, music, foreign languages, and Latin; but these I would not make compulsory, and would allow the students in the higher classes to choose a certain number of them.

3840. *The Chairman.*—But they would be obliged to take a certain number?—Yes; we cannot bring up the pupil upon mere dry brains. A man does not live entirely by his brains, though they are an important part of him. This then, is the general scheme which I would propose for my school. I should be rather sorry to see any attempt made to plant schools of this sort all over the country, until we found out how they answered. I have an opinion, which I know is shared by a large number of scientific men, that you might safely substitute science for classics as a means of mental training; but in this country, at any rate, we have not had an experiment enabling us to say positively this would answer. Therefore, if you had anywhere the means of trying an experiment of that kind upon a large scale, I would rather see the school introduced tentatively than on a large system, which should plant such schools all over the country, assuming as a certainty that they would answer; whereas, if they did answer in the one case, we might be very sure they would grow and spread and multiply without any further assistance. The school would have the effect of preparing children better than they are now prepared for entering the workshop, as a large number would probably leave earlier, and not take the higher subjects; while a certain number of the best pupils would go forward into the higher schools and higher walks of life. I think such a school as I propose could not possibly be created by private enterprise, and could not possibly be carried on without some form of endowment, whether by rates or by such endowment as may be at your disposal. The reason for that is twofold. First of all, the amount of apparatus required in any scientific school is quite beyond anything you could expect private adventure to supply. Moreover, that apparatus must be perpetually changed. Scientific education will always be an expensive form of education, and you cannot give it very well privately, on account of the want of apparatus. The second reason is, that I do not think the best kind of education is generally self-supporting anywhere. The reward that comes from it is delayed too long and comes too late, so that people will not speculate and invest their money in it.

3841. Do you suppose such a school would meet with public support sufficient for its maintenance?—I think it would meet with a support much of the kind which the Merchant Company schools have met with. I believe we should have in Edinburgh probably from 1000 to 2000 pupils at such a school. People have very vague ideas on the subject; but if they saw the school was called technical, and knew the teaching was scientific (they believe in both words, though they know nothing about the things), I have no doubt they would send their sons to it in large numbers. The ultimate success of the school would depend upon the teachers.

3842. But there has not been such a demand for it generally among the public as to lead to scientific training being introduced into existing schools?—The demand has always taken that form, and that is a form in which I think it cannot be carried out. We all wish our sons to be taught a knowledge of science; but there is a dread in the existing classical schools that the substitution of science for classics would affect the number of pupils, and they dare not make the venture. If they do make the venture, it consists in introducing one or two branches, subject, again, to the disadvantage of being looked upon as something lower than the rest.

3843. Then you consider it would be better to have a school expressly formed in the manner which you propose? Would you at the same time be glad to see the experiment tried as a branch of existing institutions?—Certainly, though I think that would be an inferior method of trying the experiment; and even if it should be unsuccessful in that form, I would not abandon the hope of success in the other form.

3844. You say that students come to the University badly trained in scientific knowledge. To what extent does their training now amount to when they come from the secondary schools?—The great mass have none. They begin their scientific education at the University.

3845. Have they no training in pure mathematics?—It is exceedingly small. They have some; but it would be difficult really to explain how small it is. Almost every student who comes to the University to attend (for instance) my class, begins by attending the first class of mathematics in the University. In that class (Professor Kelland's), he begins with the first book of Euclid; and, I think, in his second class, or first, he begins with the rudiments of algebra; so that practically he finds he is obliged to go back to the very A B C of mathematics.

3846. But the students are well trained in arithmetic, which is the basis of scientific training?—Fairly trained, but not in scientific arithmetic. Many of them have no idea why the different operations bring out certain results.

3847. They are merely trained in the mechanical operation, not in the scientific knowledge of numbers?—Yes. And then, in natural philosophy, Professor Tait and Sir William Thomson have to begin from the very bottom, and to begin by assuming that their students have very little mathematical knowledge; and it is an absurd waste of power that men of that calibre should be employed in teaching things which would be better done when boys are thirteen or fourteen years of age.

3848. At what age should you speak of their being trained?—For the secondary school, I would take the average age of the lad when he left it as sixteen.

3849. And you think the branches you have mentioned would all be fairly taught at that age?—I think so. The school which most nearly approaches what I would like to see, is a school I inspected some years since in France. I went over for the very purpose of examining into this question; and I found in Paris a municipal school, called the *Ecole Chaptal*, more nearly approaching such a school as I have described than

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any other. It differs from the school I have described chiefly in being partly a boarding school; and, moreover, it is specially arranged to bring the students up to two examinations, for which we have nothing equivalent in England,—the *Baccalauréat ès Sciences*, and the entrance examination for the *Ecole Centrale* and the polytechnic school. Therefore their studies are specially designed to bring the students up to that point; otherwise, if you look over the list of subjects which are taught, you will find it is not very different from the list I have suggested, and certainly it goes quite as far. The boys going in at eight years of age leave at sixteen or seventeen. For instance, if you take the last year, you find religious instruction, French language, German and English languages, Italian and Spanish languages, mathematics, complementary algebra (which should complete the course they had previously taken), spherical and rectilinear trigonometry, the applications of these, analytical geometry of two or three dimensions,—that is, geometry treated by algebraic methods,—all things which no student in this country hears of till he has been two or three years at the University.

3850. Analytical geometry is never heard of in that form?—That mode of treating geometry is a mode of treating the subject which is not entered upon by students until their third year at the University; but in the school I have referred to, it is taught to lads who leave at sixteen and seventeen. Now, that list is higher than mine. They begin plane geometry in the third year; so it is not till they have had four years of mathematics—such as we call mathematics—that they get to this geometry of three dimensions treated analytically.

3851. And this teaching is within the same period of a boy's age as in the school you propose to found?—It is; and I do not think it is any undue strain upon a boy's mind. I may mention that I myself was at a private school in France, where boys learned the same subjects, and I know we had no difficulty.

3852. At what age are they in geometrical and analytical mathematics?—They are in analytical geometry at sixteen or seventeen, and plane geometry four years previously, say from twelve to thirteen; so there is nothing extreme in my demands. They have had four years of mathematics by the time they get to seventeen.

3853. In the scientific course, you speak of natural philosophy and chemistry. They would be taught experimentally, I presume?—Not experimentally in one sense. I would not have them taught by the students themselves performing the experiments. They should be taught as class lessons, with proper text books, and experiments by the professors and year by year with a greater infusion of mathematical treatment.

3854. How do you bring mathematical treatment to bear upon chemistry and the properties of matter?—In the properties of matter mathematics are wanted from the first. Not so much in chemistry—very little—only in the higher branches of chemistry, where you begin to talk of the pressure of gases, and subjects of that kind; but in physics, you cannot study the properties of light and heat, nor can you study gravitation, without mathematical treatment. In heat, light, and electricity, you want algebra from the first page.

3855. As a measure of their power?—Yes. You want to have something definite; and if there is one thing I regard with more horror than another, it is the attempt to teach those things as so much play.

3856. Do you think they should be made an intellectual exercise equally with pure mathematics?—Certainly; and they should be nothing else. They would be more interesting always to the students than pure mathematics, because they see the phenomena. I may say that I am not

speaking of a thing which I am imagining. I am simply describing the lessons I have had, and the lessons I have seen given since in these large French and German schools.

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3857. And in this course, to what extent would the applied mathematics be carried?—Mathematics would stop with algebra and spherical trigonometry, and what are known as the elements of algebra, up to quadratic equations. Applied science is then a very simple matter. Mathematical drawings and things of that class would be no great strain upon the mind of the pupil.

3858. You refer to the higher classes?—Yes.

3859. As a sort of extra study while carrying on the pure science?—Yes, while carrying on the pure science. The separation of the lads would take place when they begin to study those really technical applications; and you will observe the chief technical application which can be taught in the school is drawing.

3860. In your opinion, you would not at once extend the system over the whole country, but would rather see it tried in a single institution. Might it not be more easy to make a beginning as part of an existing school or college?—I will give my reasons against that. I should certainly like to see two experiments made rather than one; but if I had my choice which experiment to try, I would say: Make it separate; make a separate government and a separate corps, so as to get a prestige and establish an *esprit de corps*, which you could not get if it were a mere subdivision, which might perish without destroying the whole organization with which it was connected.

3861. You spoke also of the literary teaching as forming an important part of the teaching in the institution?—Yes; the literary teaching is a very important part. The director of the *Ecole Chaptal* told me that the students who took Latin in the last two years were, if they chose, able to go up and take their *Baccalauréat* degree, and take it with as much success as students who came out of other institutions.

3862. Have you given your attention to the possibility of introducing some more elementary teaching of science in the primary schools?—I have thought of the subject, and, with the views I hold about science, you will see it is impossible. I think that the teaching of science as a sort of play, something amusing, is of no use whatever, and it would interfere with the other branches. The children have no time to get the two things, nor is the kind of science taught to a little child of any use whatever except as an amusement.

3863. You think it would cause the abandoning of other things of much more importance for what would be of less importance?—Yes. Of course some scientific facts may be conveyed to young children by the judicious choice of reading lessons. In the primary schools, clearly the reading lessons should include lessons on the sun, the earth, geology, and so forth; but that is not what I mean by the teaching of science.

3864. And that you would encourage?—Most decidedly.

3865. Not going so far as to introduce experiments or illustrations?—If the master can make the reading lesson more easy by introducing some interesting experiments, by all means let him do so, but don't call it science; it is amusement.

3866. The best thing is to have them well grounded in arithmetic?—Let them be well grounded in reading, writing, and arithmetic, and read interesting books.

3867. Have you anything to add to your statement as to the course you wish to be introduced?—I may mention that at the *Ecole Chaptal*, which had 1100 pupils and 75 teachers, three of whom were members of

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the *Institute*, the fees were much too high for the purpose I have in view, —from £10 to £14 a year. The fees should be something like those charged in the Merchant Company schools.

3868. When you speak of the expense of establishing such a school, assuming the fees were of the same amount as at the Merchant Company's schools, do you suppose they would cover one half of the expense of the establishment of such an institution?—I have made no calculation. I do not think it is possible to know beforehand. But there would be extra expense in connection with the scientific staff of such a school. The number of teachers is so limited that you would have to pay highly for them, and I imagine the average rate of pay for a teacher would have to be considerably above that of the teachers in the other schools; but I think that by paying sufficiently for them you could certainly get them. There is a large number of young men now at the University who would be glad enough, if the position was a good one, to take such posts for three or four years before entering upon their professions, and possibly to make it their career.

3869. But if the institution received proper public support, naturally the expense would be reduced in the course of a few years, and more teachers would come forward?—Yes.

3870. *Mr. Ramsay*.—What salary do you think the promoters of such a school would require to offer to induce the best teachers to come forward?—It can only be a guess, but I think you would get men for about £200 a year—that is, for the bulk of them, not for the higher classes. I am thinking of the bulk of the teachers for the lower classes. When you come to the higher classes, undoubtedly you would have to offer £300 or £400 a year; but then men need not give up their whole time in the higher classes.

3871. Would they require to get fees in addition?—No; that is the total income. But really it is a guess, and ought hardly to be given as evidence. I judge from the class of men I can get scientifically educated to assist me as an engineer. I am carrying on just now several large undertakings along with Sir William Thomson, and we have in our employment eleven or twelve young men who are sufficiently well educated to teach in such a school as I have in view. I get some of these men for £100 a year, but that is because they know their present position is a stepping-stone to higher employment.

3872. *The Earl of Rosebery*.—With regard to the school you propose to found, at what age would you take the children?—From eight to ten years of age.

3873. Then your course would be the course a boy would have gone through in eight years?—Seven years, I think, would be long enough.

3874. Would you have the school fed by any primary school, or would you take the boys at once?—The school would be fed by the primary schools. The boys could not go there knowing nothing. My idea is, that they should go having learned all that can be learned at the primary school.

3875. Would you make any provision for their passing on to higher instruction?—I would make provision for bursaries and scholarships in the way that is common.

3876. Can you give any definite opinion upon that point?—The higher school, which I will describe presently, is a school which would receive the *élite* of the pupils; but I look to the bulk of the students going at once into trade and to the workshop as they leave the school.

3877. Would you describe your higher school?—I think that the best higher school for Scotland is the University. I do not think it is neces-

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sary to make any provision whatever for the creation of special polytechnic schools, such as they have abroad; and my reason for that view, which I arrived at after visiting a considerable number of polytechnic schools abroad, is that our habits are quite different here, and I think that ours are the better habits of the two. In England and Scotland the practice is, that when a boy leaves school he either goes to the University or enters at once upon a practical apprenticeship in the profession he intends to follow. Whether he is to be an architect, an engineer, a merchant, or a manufacturer, he goes to work, and does the things which he will have to do afterwards in life. He generally works *gratis* for a certain number of years,—three, four, or five,—and at the end of that time he begins to earn a salary. Abroad, however, the practice is that when a boy leaves such a secondary school as I have described, he goes into the polytechnic school—sometimes called by another name, such as the *Ecole Centrale* at Paris. In this polytechnic school they try to teach him his business, just as a doctor is taught his business here in the University; and I do not think they succeed so well as we do by means of apprenticeships. Our apprenticeship system is far from being perfect; and the system is chiefly imperfect because the young men enter upon their apprenticeships so exceedingly imperfectly prepared. They have not got the necessary elementary knowledge before they begin their apprenticeship; and if I could get men as well trained as they are abroad in the secondary schools, and make them apprentices, I am certain they would prove better than young foreigners of the same age. Even as it is, I would rather engage young engineers and architects from the English offices than foreigners of the same age; and I speak as an employer. So that the polytechnic school I regard as put upon one side, because we have already got something better. But for all that, it is necessary to provide for some instruction which cannot be given in these secondary schools, to carry on the theoretical education side by side, as it were, with the practical education which men get in these different arts by actually doing them. Now, this supplementary education can be given, and is given, in the Universities. They ought to be able in the University to find the highest form of mathematics, the highest form of natural philosophy and chemistry, with certain teaching of applied science, such as engineering, architecture, the fine arts, and, if you will, political economy. There are other chairs which one could name as proper to be founded. But these could only give, and ought to give, a supplementary education,—something to complete what is done by the apprenticeship; and no attempt should be made to turn out finished architects and finished engineers by special colleges.

3878. Would you have scientific degrees?—Decidedly. You should have every inducement that you can provide to lead men not to remain simply satisfied with the practical instruction they can get by their apprenticeship, but to take up supplementary scientific training; and one strong inducement would be a scientific degree.

3879. And your degree would be of such a nature that it would be a certificate of competency to an architect who wanted an apprentice, for instance?—Yes.

3880. *The Chairman.*—A degree in the University?—Yes. I think that the certificate of what I may call the bachelor of science should be a certificate that a young man is thoroughly well prepared, and is likely to be a very intelligent pupil. I would never give a degree which should be held to set forth that a man is already a competent architect or a competent engineer. At least, I would not give such a degree in virtue of any mere scholastic training, because I know it cannot make a

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man such; and I know, moreover, that you cannot test his competency as such.

3881. You can only give him a degree as a pupil?—You can only give him a degree as a pupil. There is one form of degree which could be given, and I think we have the power of giving it now in the University—that is, a degree such as is given in some of the German polytechnic schools—a professional degree. They require that a man should have practised his profession for a certain number of years, or at least studied it in practice. He may simply follow such an apprenticeship as we follow; and then he goes to the University, and they give him a practical piece of work to do. For instance, if he is a civil engineer, he is asked to go out for the next two months and prepare all the necessary drawings for a railway between Edinburgh and Dalkeith. He does this, and comes back to the University with his plans, specifications, and estimates, and a combined committee of practical and theoretical men examine him upon all those plans. You may say, he might get other people to do them for him; but he can hardly do that, because, when he is cross-examined upon the plans, any ignorance would at once show that he was not the real author of the designs. That is a conceivable degree; but I do not think it would ever be very popular. I do not think it would be considered worth the amount of trouble a man would expend in order to take it.

3882. *The Earl of Rosebery.*—That is a plan which might be extended very largely to other than scientific occupations?—It might be extended to all forms of occupations which combine some degree of theoretical knowledge with practical.

3883. You might make the doctorate of laws a practical degree?—You might make it a practical degree, I should think, but I do not know.

3884. *The Chairman.*—Do you think the scientific instruction in the University to which you have referred could be given by the existing establishment of professors?—We should want some new chairs; and I think the existing professors, to do their duty properly, want very considerable assistance. I do not think the establishment is sufficient at present. I think that the vast numbers who go to particular classes prevent the teaching from being so efficient as it ought to be.

3885. What classes do you refer to?—The natural philosophy and chemistry classes vary in numbers from 170 to 250. They are classes which include men of all degrees of preparation; and the professors would tell you that they cannot teach these to their own satisfaction without very considerable assistance. I do not think the case would be met by a simple establishment of new chairs, but rather by giving additional assistance to the occupants of existing chairs. Here I must speak very guardedly, because one would require to draw up a whole scheme of university reform before one could answer the question fully. Assistance is required in existing chairs, and one or two new chairs.

3886. *The Earl of Rosebery.*—Would the assistance be of a comparatively cheap and subordinate kind?—Undoubtedly; but it involves a great deal. It involves the removal of the bulk of the students from the professor's class; and if you remove from him the fees, you must endow him much more highly, or you cannot keep the present class of men. What I think is, that the professors should be made, as it were, into generals, with proper lieutenants under them, and that they should not have to do the work of the rank and file as they have now to do.

3887. But if secondary education were improved, that objection would be met?—It would hardly be met, because the teaching at the University

would at once go up many degrees. They would at the same time get a large acquisition of lads who had fallen in love with science. We should increase the numbers at the University by increasing the number of feeders. The professors would have harder subjects to teach, and more men to teach.

3888. *Mr. Sellar.*—What new chairs would you suggest?—I think we might have applied chemistry and architecture at once; and—this is a suggestion—I should like inquiry made as to the possibility of a chair of navigation, and whether sailors, especially merchant seamen, could be got to attend some more scientific teaching than they have at present.

3889. *Mr. Ramsay.*—Are you aware that sailors, before they command ships, get at present what is equivalent to a degree in their case?—They do. Whether that could be affiliated to the University, so as to form part of the system, is the question.

3890. Do you not think the object would be secured, so far as sailors are concerned, by raising the standard of their examination?—I am always very much averse to attacking a subject from the side of examination. What we should do first is to provide thorough teaching, and then test it by examination.

3891. But are you of opinion that a sailor, when examined, cannot pass the examination without taking scientific teaching?—I am of that opinion, and for very good reasons. It has been my lot to be a great deal at sea, and to be very much engaged in laying submarine cables, and I have sailed therefore with a great many captains; very good fellows they are, but the most of them have as little scientific knowledge as can well be conceived. They work all their rules by rote. The first time I went to sea, I found we were always a long way out of our reckoning; and when I had recovered the inconvenience attending a first trip, I investigated the subject, and found that the captain was applying the correction for the error of the compass in the wrong direction, so that he simply doubled the error instead of correcting it. Little mistakes of that kind occur not unfrequently. Luckily we were not laying a cable at the time. It was a case where a slight change had been introduced in the mode of entering in a table the compensation required, and the captain had not sufficient scientific habit of mind to take up the new arrangement.

3892. *The Earl of Rosebery.*—With regard to the pupils, would it not be rather severe on them, unless they had wealthy parents, that they should go through so long a course of instruction without earning wages?—The whole course of instruction, until the time they go to their apprenticeships, is comprised in the secondary school. I would then let them go to their apprenticeship, and let them simply attend one or two classes in the University, which is the practice now. My best students are men who are going through their practical apprenticeship at the same time, and they spread their university education over five or six years,—three or four during their practical apprenticeship,—and in one or two of those years they have begun to receive salary; so it is really a supplementary education, and does not in any way delay the time at which they begin to get pay. This means they should have, first the secondary school, then something equivalent to the polytechnic school, and then begin their apprenticeship.

3893. It struck me that with a degree as a certificate of competency for the pupil, it was rather a long time before he began?—It is difficult for him to take it before he enters his apprenticeship, but the clever lads do. I have one now who came from the High School of Dundee. He had obtained considerable private training before he came to the University. At the end of the session he will have been two years at the

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University, and will be able, if he pleases, to take his degree. He is between eighteen and nineteen, which is quite young enough to begin a practical apprenticeship, but he is an exceptionally clever lad. The bulk of the men do not take their degree until near the end of their apprenticeship; then it serves them as a certificate that they have not only gone through practical work, but have considerable theoretical knowledge before entering upon their profession.

3894. With regard to the school itself, it is for the middle class in a large sense of the word?—Yes. I should like to see a similar establishment for the upper middle class, but that must take care of itself. You must begin a little lower down.

3895. And it would be more for the exercise of the mind than for any practical application of science?—Until you come to the higher classes; then I would make it really technical, but chiefly by the aid of drawing.

3896. You have no hope of making your school self-supporting?—None.

3897. The fees of the *Ecole Chaptal* were too high?—Yes; and I believe it was not self-supporting.

3898. Do you attribute that to the fact that they have a proportion of one teacher to over fourteen pupils?—No doubt that is a reason.

3899. Is that not too high a proportion? Should you require an equal proportion in your schools?—I hope not. But the error here is the other way; we have too few teachers.

3900. You would not wish your school to be associated with a boarding school?—No.

3901. Would you teach the commercial branches of education?—No. I think a man can learn to keep books in a month or two in a merchant's office far better than he can ever do by being taught it in school. That is a kind of technical education for which I feel perfect horror.

3902. *Mr. Sellar*.—Such as bookkeeping?—To teach bookkeeping in schools is a farce.

3903. *The Earl of Rosebery*.—It seems to form a large part of the French system?—Certainly it forms a very small part of those schools which I admire in France. The French have official programmes, which have never been carried out.

3904. I am referring to a programme?—That is a *programme speciale*, and I believe that it has never been carried out.

3905. The commercial branches include geography and so on?—I think geography should be taught as geography, not as special commercial geography. If the kind of information given under the head of geography is good for men of commerce, it is good for all men. I would include physical geography under the head of geography, for the one without the other is of little use.

3906. Then there is another subject—physiology?—I mentioned it, but as an optional subject; and my reason for that is, that I look upon physiology as only fit to be studied as a mental training, by men who are already well versed in chemistry and natural philosophy, and therefore to some considerable extent in mathematics,—not necessarily to the same extent which you require in other sciences, but a man cannot be a thoroughly good physiologist unless he possess a preliminary knowledge of the mother sciences. Many even of our best physiologists make gross mistakes, because they are not acquainted with things they ought to know.

3907. Are you aware of the stress which Herbert Spencer lays upon physiology as part of a scientific education?—I am quite aware of it, and I have fought the battle with his adherents many a time. I think the

reason why physiology has reared such a bold front at present, and claimed such a high place, is simply because we have several exceptionally able men who are good physiologists; and, moreover, the results they produce are calculated to startle the public mind, and attract attention. When people speak of science, I have sometimes thought they mean little else than physiology; and I particularly protest against this, because it is a fluctuating science, in which there is very little at this moment permanent. A great deal is known, but it is perpetually changing. Now, the subjects I think suitable for schools are the subjects which have pretty nearly assumed a permanent form. In the higher education, exactly the contrary is true. Nothing is better for the student in a University than to put before him the different points at which great minds have arrived, showing him existing limits to knowledge, and letting him hope that he may go further; but for school-boys that is useless. The sciences studied by them must be somewhat fixed, and therefore I have said nothing about political economy.

3908. It is for that I was going to ask you about political economy?—The reason why I think it a subject only for the higher schools is, that no two of us would agree upon most problems in political economy if we were asked to teach it; and the teaching they have in primary and secondary schools—when they do have it—is that everybody should be content with the lot in which Providence has placed him. That means, you are not to have strikes.

3909. Then with regard to the other subjects—history?—Certainly.

3910. Do you lay any emphasis on history?—I lay great emphasis on history as part of the literary and æsthetic subjects to be given with the others.

3911. It is a little dropped out of sight, is it not?—I intended to refer to it when I said you must have literary and æsthetic training, because I consider that no man can say he has got æsthetic training unless he has a knowledge of history.

3912. You say that all those branches are taught to boys of the age you have specified. Are they actually taught?—Well taught and well learned.

3913. We had evidence the other day, from a very distinguished man, that French intellect was prematurely forced, and that the students broke down?—I quite agree with that; but the breaking down comes at a very much later stage, and occurs in the higher schools. It does not occur in the secondary schools. The boys go on lively and well until they get to the *Ecole Centrale* or the Polytechnic, and there the torture they are subjected to is really horrible. In the Polytechnic School it is diabolical. The system is this, that according to the position in which the boy goes out of the school, he is enabled to choose his future life. The first three that come out always chose to be engineers of mines, because there is less to do, and the appointments are well paid. Then you go on to the engineers of bridges, I think; and then you descend the scale through the *genie*, or military engineers, to the artillery and naval engineers, until you reach the boobies, who merely get commissions in the line. Therefore it is a matter of importance to every lad in the school what place he takes in the whole course of two or three years. In most schools there is an immense competition between the first three or four pupils, and the rest go on as they please; but here the competition extends to the last man, as he may get into a bad regiment. The competition moreover extends over the whole of the time. It is not an examination at the end, but every day's work is marked down, and counts for something in the result, so that the most fearful tension which it is possible to apply is applied to their minds, and they are ruined.

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3914. You distinguish between the effect of education and competitive examination?—A competitive examination, carried on over two years, between three or four hundred of the cleverest young men in France.

3915. This system you consider very objectionable?—I think it atrocious.

3916. Do you propose any school for those intended for actual handicrafts?—My secondary school ought to attract those intended for handicrafts, and turn them out at thirteen or fourteen to begin their apprenticeship.

3917. The payment would not be too high?—No, I think not. The skilled mechanic is generally ambitious to get an education for his children. I should do everything to attract that class of men; and it is to really good teaching we must look for great improvement in our work. Besides that, we must do something for the adults who have grown up, and who, having risen a little in their profession, wish to go on still further. For them you must provide good evening classes.

3918. Would you do that in connection with the University?—No, I would not; and for the same reason which prevents my wishing that this new technical school should form a branch of something else. Evening classes at the University here, and I think in other Scotch Universities, would be a mere appendage, and one not very welcome to the most of the professors. The professors themselves could not possibly teach those evening classes. They are fully worked, overworked, at this moment. The evening classes would have to be taught in some way by assistants, and I do not think there would be the same interest shown in these classes as if they were given in a separate institution. Here in Edinburgh, in connection with the Watt School of Arts, we have had the best evening classes I know of, with the very least amount of encouragement in the way of endowment. They have produced the best results with the least encouragement.

3919. What good would your evening classes be to the working classes?—I should like to see that School of Arts very well endowed and very greatly extended. I very highly approve of the work it has done. It has had small means but large classes. These classes have been conducted upon a proper principle. There have been examinations and prizes. The courses have embraced from 60 to 70 lectures upon one particular subject, and therefore it has constituted a real education.

3920. Does the institution at present receive any Government grant?—I think it now gets a little from the South Kensington scheme. For a long time it maintained itself separate from Government; now, however, it gets payment on results, but very inadequate.

3921. Would you continue the system of payment on results?—I would continue it, but supplement it very largely.

3922. With regard to the boys, would you bring them into the school on the same footing as those intended for higher instruction, or have separate classes for those intended for the lower handicrafts?—In my first classes I would bring them together.

3923. There would be no danger of caste forming?—I think the mixture would not be greater than has existed before in Scotland. I should be sorry to see social distinctions defined very sharply. I think that at the Edinburgh Academy we have a sprinkling of all classes, and I see no harm from it.

3924. Perhaps you see a good deal of benefit?—I think so.

3925. I only put the question if there was such a danger, because in the first part of your evidence you pointed out the danger of the older or classical system and the new scientific system forming themselves into two opposing castes; and I thought it possible that those intended for work-

ing handicrafts and those intended for the higher classes, such as architects and engineers, might be inclined to form two castes, not from their birth, but simply from their having different objects in life?—I think that architects and engineers would not come to my secondary school. They would only go to a secondary school such as I have described if there was another formed upon a similar principle, but with higher fees; just as at present, I suspect, many persons prefer the Edinburgh Academy to the Merchant Company's schools merely because the fees are higher.

3926. Where are the architects educated?—At the Edinburgh Academy or High School.

3927. Would not they prefer your school?—No; my school is for the class below them. You would not get the engineers and architects to attend the same school as the sons of skilled artisans.

3928. Don't you think that the architect who knew your plan of instruction would be likely to send his sons to your school?—No. What I would hope would be, that he would institute another school, with higher fees and more thorough instruction. I should like to have the lower school, but I should like exceedingly to have a similar school instituted for the upper classes; but you will not get the two classes to mix.

3929. I thought you took the middle-class in a larger view?—A larger view downward. I also think the University is perfectly open to the better skilled mechanics who are rising men. I have had in my own class men prepared by the Watt School of Arts, who have done very well, and who have been originally carpenters and masons. They come up about the age of 28, and take advantage of the University; and I hope they will continue to do so.

3930. Will they be able to take a degree?—I have one man who has been working at it for five years, and I think he will do it at last.

3931. Do you give any certificate of competency?—I give certificates to those who have attended the class and done well in it.

3932. Does it assist them in their course?—Yes, it assists them and it is a pleasure to them. The man I referred to has actually studied Latin and German to enable him to take his degree. As to industrial classes, I do not think it is possible to have any. I do not think it is possible to teach any trades in the school. That is a subject continually cropping up in connection with education,—the establishment of schools for teaching handicrafts. From the politico-economical point of view, I do not think you can sanction that upon a large scale.

3933. Can it not be carried on in a large way, as it is done in industrial schools?—As soon as you make it large I think it will be impossible. It would become a problem then, for which trades are you to educate the boys? Are you to make engineers? 'No; we are full.' Are you to make joiners? 'No,' the joiners would say; 'you are injuring us.' You would raise the feelings of the working classes against these schools in the strongest possible form, and I think justly so, it would not be merely a factious opposition. We can only trust to the demand for getting a sufficient number of workmen into each trade; and if we were to attempt to interfere, and feed the trades according to what we thought they required, we should not succeed.

3934. Have you thought of a system by which each trade's union could demand a certain number of lads to be educated?—I have thought of that, and it is the only conceivable way in which the thing could be worked out. But you would be met by this difficulty,—if the lads were able to pay the necessary fees, and to work for a sufficient number of years without receiving any payment, they would not need to go to any industrial school; and if, on the other hand, you were to take paupers, or

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sons of very poor people who were unable to pay fees, and were to educate them to some extent gratuitously, your skilled workmen would oppose the plan, because, they would say, 'You are giving those people an advantage over us, and enabling them to compete with us. We are willing to pay for education. You must not give us these.'

3935. But you could reply: 'We have educated a certain number of your craft.'—They would say in return: 'If we want more men we will educate our own children in our own way. We will not send them to your school, because it will never give so good an education as an actual workshop.' Nevertheless, if the thing is possible in any form, it is possible in that form of letting them ask for an extra supply when they want it.

3936. With a large State endowment you might attract the working men, might you not?—But you should not, because a trade school would never be so good as the workshop. It is only an inferior form of the same thing.

3937. Is that a certainty?—I feel absolutely certain of it, both on *a priori* grounds, and because I have inspected industrial schools. I have seen good imitations, but not realities; and the imitation is so much the better as it is nearer to the actual workshop. There is one instance which has been successful,—the experiment of the *Frères Chrétiens* in the *Ecole St. Nicholas*. They have succeeded in giving a real industrial education to some hundreds of French boys. They let out their boys to employers, requiring, at the same time, that the employers shall work in their own establishment. They farm the boys to the employer, and he gets the work done, paying them a small sum as wages, which goes to the establishment, and they make whatever he requires. Thus, an optician takes a certain number of lads, pays them very small wages indeed, and makes what he requires for his own trade. The direction of each of those little workshops is, under such a tradesman as Mr. Bryson, or any other optician, who puts a foreman there, and uses the tools on the establishment; so it is practically merely one form of apprenticeship, but it is called a successful trade school.

3938. Is there any objection to the present industrial schools in this city?—No. They are on a small scale; and so long as they are not large, so as not to interfere with the laws of supply and demand, they can do nothing but good, for they may save a certain number from being paupers.

3939. *Mr. Parker.*—Have you a decided opinion that a separate scientific school is much better than a scientific department of a large school?—A very decided opinion indeed.

3940. Do you know whether the experience of France and Germany is favourable to your view?—I think the experience of France is eminently favourable to it. There they have their separate scientific schools, such as the *Ecole Chaptal*; and where they have tried the experiment, it has been very successful.

3941. Have they tried the other system?—They have tried the other system also, but rather in this way,—that they have made the old or classical education the inferior branch, and I think it has very much decayed. The scientific branch has overshadowed the classical and literary education altogether. They have put the two together. All I say is, that the one will destroy the other; and where they have tried the two in France, it is the scientific one that has blighted its neighbour.

3942. Then, if you have a separate scientific school, you would introduce the literary element, but subordinate, and all the boys would have that literary education during the greater part of the time with their scientific education?—Not necessarily during the greater part in the

earlier classes, but, at any rate, the two put side by side; and the literary education would be given without the classical languages, which now occupy such a large share of the school time.

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3943. Then, corresponding to that, in the general education of the country, I suppose in the more classical and literary schools you would have a scientific course, but subordinate?—They should have a subordinate education in science. Scientific education should occupy a small portion of the time, and might be made to some extent voluntary. There are certain minds which are repelled by these scientific studies, just as certain minds are repelled by those classical studies; and you must let the boys have a certain choice, when they come to an age to be able to exercise their choice rationally.

3944. Is not eight years rather too early an age for them to choose to go into a school such as you describe?—The fathers and mothers must choose for them.

3945. Is it not rather early for a father and mother to choose, when a boy is eight years old, what course he should pursue?—No, I think not. I think they might know which of the two courses of instruction the boy was likely to make much progress in. I stated the age as from eight to ten, and gave eight as the earliest.

3946. A large proportion of the boys would go in later?—Yes; they would go in at ten.

3947. If boys were selected from other schools to hold scholarships at this school, it would probably be at a later age?—I think so. Competitions for scholarships would be intolerable at the age of eight; they would torture the infants.

3948. I suppose it would tend very much to help such a school to have a certain number of scholarships?—In that respect, I think nothing could be done better than to copy the scheme of the Merchant Company's schools. I have insisted very little upon that matter, because I think the problem has been resolved.

3949. And in the elementary schools you would see no great good from science, beyond well selected reading lessons in science?—I am clearly of that opinion.

3950. It is premature to teach science at these schools?—Yes. You see I regard science as something of a high description.

3951. In the higher classes nearly all the subjects you named are connected with drawing?—They are; and the reason for that is, that drawing can be taught in a class. I hold that, for the learning of any handicraft, you must do it to learn how to do it. Now, drawing you can do in the school. Moreover, boys take a pleasure in it, and it can be even better taught in the school than in the workshop, because in the workshop the boy has to draw that which pays his master best, and this fact makes him spend two or three years in tracing and making copies; whereas in school you can teach him to draw things of greater difficulty, as his talent allows, and he can learn the whole subject much more quickly in the school. I forgot to mention that for our skilled workmen and their sons greater instruction, I think, might be provided in another way, and I feel very strongly upon the subject. The present schools of art might be made use of in that direction to a very much greater extent than they are at present. Here in Edinburgh we have only one class in which men are taught geometrical drawing, drawing of machinery, and drawing of buildings. The students are all grouped in one class, and taught by one man, who is not fit to teach any one of them, simply because he teaches them as mere supplementary subjects. He has his South Kensington certificate, but he tells me his head goes round in his

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class; he does not know any of these subjects, and would be thankful to be relieved from the work. At present the South Kensington practice is to teach mechanical drawing by certificated masters. That is a downright mistake; and the reason why they do not get the large classes they otherwise would get, is because those certificated masters do not know enough of the technicalities of real drawing to teach them. You should have a man who draws machinery during the day-time, and then you would get hundreds to come to him. You should have another class for the builders, because the man who draws machinery knows nothing about the drawing of houses, knows nothing of carpentry, joints, and staircases. The workmen want to learn, and they cannot find any class where they can be taught. There are plenty of men who would teach them. The workmen have tried to teach themselves, and got up classes and paid men to teach them. These are classes which could be instituted in the School of Arts. There is the building; and if the same energy were applied to teaching scientific drawing as has been applied to perfect the system of teaching artistic drawing, it would produce still greater effects.

3952. And probably, if there were such special teaching in separate classes, there would still be ample fees for the teachers?—Ample work and ample fees for the teachers. In large towns, such as Manchester and Glasgow, I should expect to see the new branch completely overshadowing the old. But to do that it would be necessary to infuse a thoroughly new spirit into South Kensington. The heads of the department there do not know what is required by the workmen.

3953. And you think the plan might be experimentally tried, even in Edinburgh?—In Edinburgh, or better in Glasgow. If I could choose my teachers, and put them in good class-rooms with the necessary appliances, I believe you would have upwards of a thousand workmen and their sons in those classes.

3954. And if you began the work, the authorities at South Kensington would follow it up?—They would be delighted. I am not one of those who think they do not want to do what is required. I think they do not know.

3955. You have pointed out the great advantage in drawing, and trades depending on drawing, of the practical application as compared with the mere theory. Would not that bear upon chemistry also? Would it not be necessary there to have similar applications?—In the higher classes you must have laboratories.

3956. Then you do propose that?—I distinctly propose to teach by means of the laboratories, but not in that laboratory to attempt to imitate the actual processes to be carried on in manufacture.

3957. But to teach manipulation?—Certainly. In heat and electricity you must have your experimental laboratory; but don't teach the laws of heat by trying to build grates. That is a heresy I wish to avoid.

3958. Would you include geology in the course?—Among the optional subjects. I think it might be sufficiently taught in the University, but at any rate it might certainly be included.

3959. You would not attempt to make it a school of mines in one department?—No; I think one school of mines is quite enough in this country.

3960. You said you would not include spherical trigonometry?—Not in the secondary school.

3961. Then you would not attempt to teach navigation?—No, I would not teach navigation; I would teach the boys mathematics.

3962. Do you think such a school might be fairly tried in Edinburgh?

—I think it might be tried with very great success in Edinburgh. I do not like to interfere with the suggestions about Heriot's Hospital or the High School, but I see a large number of very fine buildings in Edinburgh which would be very suitable for such a school, and I see special governing bodies who would take an interest in a new school of this kind, and probably push it on better than any newly-created board might be expected to do. Then we have great educational traditions here; and on all these grounds I should say that Edinburgh is eminently a place in which to try the experiment. The only argument I have ever heard against it is, that any new school would be competing with the existing Merchant Company schools; but the kind of competition which would arise, would, I think, be only a healthy competition. It would be wrong to establish by means of endowment any new schools of the old class, unless we saw the old ones too small for their purpose; but we might quite legitimately create a new school of a totally different kind.

3963. Has the *Ecole Chaptal* any aid from Government or the municipality?—Yes, from the municipality. I cannot say exactly what the amount is, but I think it must be something like £4000 a year.

3964. When you say the fees are too high, do you think they practically exclude many who ought to be admitted?—They exclude the classes to whom I wish to give this education. The fees would not be too high for the second school I wish to establish for the upper middle class, but too high for those with whom you must be first concerned, those to whom the endowments are chiefly applicable.

3965. Of the two, it would be safer to begin by trying a mixed school for the lower than the upper middle class?—Yes; I think the lower would be the better. I think it would certainly spread to the upper.

3966. The upper being better able to afford it?—They might get it, and agitate for and obtain an endowment hereafter. My chief reason for thinking you had better begin low down, is that you would have less inertia and prejudice to overcome. We all want our sons to get the same education we have had ourselves, and we feel great hesitation in entering upon some new course of instruction; whereas, if you go lower down, people are much more willing to begin new experiments.

3967. At the University I think you said the scientific studies might be carried on side by side with the apprenticeship work?—Yes.

3968. Did you mean by evening classes?—No; by the day classes. Masters are liberal here, and feeling the advantage of a good education for their pupils, they are willing to give them an hour or two in the day, and make their work suit the convenience of their studies.

3969. And if there were moderate endowments for a system of professors, do you think we have in the country a class of men who would be glad to teach these students?—I am sure we have.

3970. And who would be thoroughly competent?—Thoroughly competent.

3971. And the hope of promotion would help to make them attend to their work?—It would make them content with a small salary.

3972. *Mr. Ramsay.*—Would you have an entrance examination for the pupils who might attend the technical schools you propose?—I think not.

3973. You would not regulate admission by that?—I think they begin too young for it. An entrance examination might be more properly applied to the higher schools than the lower ones.

3974. Your object is, I understand, to prepare the young better than they are now prepared for the ordinary business of life?—That is my object.

3975. Is it your opinion that the intellectual powers can be better

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developed by directing the study of so many subjects as you propose than by restricting the numbers and perfecting the student in particular branches?—I think it is always desirable not to have a very large number of subjects. I agree with the suggestion contained in your question, but the list I have given seems long only because it sounds as if instruction in all these things were to go on simultaneously; but if you take my list for mathematics, you will find it merely consists of a necessary sequence of graduated study. The students begin with arithmetic, pass through geometry and algebra to trigonometry and geometrical drawing. These are not five subjects; they are one subject. Similarly, in natural philosophy, heat, electricity, chemistry, the properties of matter, and applied mechanics are not a great number of subjects. The student is really learning one great thing, natural philosophy, which has so many chapters in it. Just as in history you have to learn one chapter and then another, so you have to learn those chapters in natural philosophy. Till I get to the higher classes, I have two main subjects,—the one being pure mathematics, and the other natural philosophy and the application of mathematical treatment to the general properties of matter. Then in the higher classes, under the head of applied sciences, I have proposed a considerable group; but there I would let each student take only a limited number.

3976. The object of my inquiry was to ascertain whether in your opinion it would be better for the boy to have his attention directed exclusively to mathematics or to the other scientific branches you have mentioned?—I am quite certain that the intellectual powers of the boy would be best developed by learning mathematics and natural philosophy side by side. Mathematics alone is a thin study. It suits a very small number of minds, and these are not so healthily nourished upon it as they would be by the combination of the pure science with the practical.

3977. Those branches you have specified necessitate the possession of a certain amount of mathematical knowledge on the part of the student?—They do.

3978. And therefore it would be applied mathematics when you come to the subjects?—It is mathematics applied to practical experiments; but to show the man that those theoretical truths which he merely knows as abstract truths really have a practical application to the existing facts around him, is an exceedingly healthy and necessary thing for the mind. We find that in a very much higher grade of education,—in the men who come from Cambridge. Until lately, the men who came from Cambridge did not make good engineers or good architects. Their minds had been nourished too long upon abstractions, and when brought face to face with real facts, they disliked them, and turned their attention elsewhere. They found they could not apply those perfectly abstract truths to the practical problems before them, and they very seldom followed out practical professions. I think they were intellectually not so well developed as some I have met coming later from the University, where they had studied both natural philosophy and mathematics side by side.

3979. *The Chairman.*—Would you make some alteration in the university training also?—That is being done in the English Universities. Here we have the different studies side by side. At Cambridge, for a long time pure mathematics and nothing else seems to have been the rule; but I know that is being modified by degrees.

3980. *Mr. Ramsay.*—Do you think a boy's intellectual powers would be better developed by directing his attention exclusively to the subjects for which he has an aptitude?—Not exclusively. I would force him to take some interest in and learn some things he would rather not learn.

3981. If a boy had an aptitude for mathematics, and disliked classics, you would insist that he should have some classical training?—Not classical, but literary.

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3982. But if he had a repugnance to classical knowledge or an inaptitude for it, would it not be better that he should direct his intellect to the acquisition of a branch of knowledge for which he had an aptitude?—It is quite true; it would be undesirable to direct his mind towards something for which he has no special aptitude. When the dislike to the classics was so very strong, it would be unnecessary to force him so far as that, and I would give him the literary training in English. I may say that I do not regard foreign languages as a substitute for the classics. I think experience shows that they are not, that they do not give the mental training I would propose to give by a scientific course, and which has been given chiefly by a scientific course.

3983. Do you think employers who require the services of young men of scientific attainments would give the preference to those who might take the scientific degree you propose?—Yes; I believe they would.

3984. Would the preference assume a pecuniary form, or, other things being equal, would they take such youths more readily?—That is a distinction rather than a difference. It might take one form or another, but the boys would have an advantage in the race of life.

NOTE APPENDED BY PROF. JENKIN.

I am unable to send with this proof the complete prospectus for a technical school, which I was asked to draw up by the Commission; but I wish to state, that I think the following provisions, in any regulations establishing a technical school, would ensure that the school should be of the character which I desire:—

1. That at least ten hours per week in the two junior classes, and fifteen hours per week in the senior classes, should be devoted to instruction in the fundamental sciences of mathematics, natural philosophy, and chemistry.

2. That teaching in mechanical and geometrical drawing should be open to students of every age; and that all instruments, paper, copies, and other necessary appliances should be provided by the school and remain its property, their use being paid for by a small constant fee.

3. That teaching in the different branches of mechanical drawing should be given by professional draughtsmen, who have worked for not less than five years in their business.

4. That teaching should be given in applied mechanics, technology, physiology, botany, natural history, geology, free-hand drawing, and modern languages, but that attendance on these classes should not be compulsory.

MR. DANIEL ROBERTSON, MR. GEORGE CRICHTON, and MR. WILLIAM FRASER, W.S., Clerk to the Trades Maiden Hospital of Edinburgh, examined.

3985. *The Chairman.*—Mr. Robertson, you are the convener of the Incorporated Trades of Edinburgh?—*Mr. Robertson.*—I am.

3986. And as such one of the managers of the Trades Maiden Hospital?—Yes.

3987. Mr. Crichton, you are treasurer of the hospital?—*Mr. Crichton.*—I am.

Messrs.
Daniel
Robertson,
George
Crichton,
& William
Fraser.

Messrs.
Daniel
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and
William
Fraser.

3988. That hospital is in connection with the Incorporated Trades of Edinburgh?—*Mr. Robertson.*—It is.

3989. Would you state generally the nature of the incorporations of the trades?—I cannot say when the trades were all incorporated, but the one I belong to was incorporated in 1445.

3990. They are an old incorporation?—Yes; they date from about the time I have mentioned; some of them are older.

3991. With special privileges of trading in Edinburgh?—Yes.

3992. And their present position is that of an incorporation for the administration of funds?—Each incorporation is distinct by itself.

3993. And has separate funds?—Yes, separate funds.

3994. And they join together in the administration of this hospital?—Yes.

3995. In what way are the trustees appointed?—Each incorporation elects a deacon, who is a governor, and these deacons elect so many more, to make up the number to twenty-seven governors altogether.

3996. How many incorporations are there?—Thirteen; and there are two trades' councillors who are elected by the convenery, and form two of the twenty-seven.

3997. There are some representatives of the family of Erskine?—Two of them.

3998. On account of donations given by the family to the hospital in former times?—Yes.

3999. The hospital is an old established one?—The date is 1704, I think.

4000. Are there any privileges of entry to it?—Yes.

4001. The entrants are nominated by the incorporations or by persons who have rights of nomination?—In both ways; both by incorporations and by parties who have the right to nominate.

4002. Are the nominees limited to a certain class?—In the case of the incorporations they are.

4003. To what class?—To the daughters, granddaughters, and great-granddaughters of those who have been members of an incorporation.

4004. Are all those incorporations fully maintained in membership?—Yes, so far as I know.

4005. They are not falling off in numbers like the Edinburgh burghesses?—They are falling off in numbers compared with what they were at one time, but there is no difficulty in getting plenty to supply the vacancies in the hospital. At the last vacancy in our incorporation of Mary's Chapel we had forty applications.

4006. Are you speaking of the school or the incorporation?—Of the school; we had forty applications.

4007. What is your trade?—I am deacon of the wrights.

4008. Then, so far as your trade is concerned, the numbers are fully maintained, and there is no difficulty in finding candidates for the vacancies?—Not the least.

4009. And of a class that requires assistance?—Invariably.

4010. Are you confined by any rules to selecting orphans or children of parents in distress?—The orphans have the first chance of being selected; next to them, those who want either father or mother; and next again, the most necessitous.

4011. Is there any entrance examination to the school?—None; except an examination by the surgeon with reference to their health.

4012. Are the members of the incorporations necessarily connected with Edinburgh, or are there members connected with other parts of the country?—They are spread over the country now-a-days. For example,

there are the sons of gentlemen who were formerly members; some of these have bought up the right, and come in to be members.

4013. Are the children who are admitted exclusively connected with Edinburgh, or are there any from other places?—We have one from London, another from Glasgow, and so on. Whoever is most necessitous among those having the right is chosen. Generally speaking, they are from Edinburgh.

4014. The school is principally elementary?—Yes.

4015. Is there any secondary instruction, or instruction for trades or professions?—Yes; the girls are trained for plain governesses. They are taught French, German, and music.

4016. With regard to other trades besides your own, can you say whether the present numbers are likely to be permanently maintained?—I can speak for some trades, such as the goldsmiths and some others.

4017. Are none of the incorporations falling into a state of decay, or likely to become extinct?—No; we have all kept up the funds. Every incorporation is bound under a bond to keep up the hospital. The annual payments depend upon the number of presentations.

4018. The governors were very anxious to introduce some changes into the management of the institution?—Yes.

4019. Is that a subject which had been frequently considered, or was it merely taken up at the time?—It was considered two or three years before the Merchant Company schools were heard of.

4020. There was a desire on the part of the managers to introduce these changes?—Yes.

4021. And when the Endowed Schools Bill was passed you proposed a scheme for that purpose?—Yes.

4022. Will you state generally the nature of the changes you proposed to introduce?—The first was to board out the present foundationers with their parents, if these were alive, or with some other suitable party, but still under the control of the governors, just as if they were in the hospital. It was thought that by doing that, and opening a day school, the governors might be able to take in some children of necessitous burghesses and freemen, and give them a good education at a reduced rate. That was the principal object, I believe.

4023. You did not propose to alter the terms of admission of those appointed by nomination?—We found we could not do that. We took the opinion of counsel, and found we could not do it.

4024. That would have been beyond the reach of the Act itself?—Yes.

4025. But if you had the power, you would be inclined to do so?—To go beyond our own body?

4026. To throw open the nominations to a larger body than your own incorporations?—That could hardly be expected, for we are not in circumstances to go very far, and we cannot overtake all our own body. If we were able, we would be very glad to go further; but we have not the funds.

4027. You stated that for certain vacancies there were a great many applications?—Forty.

4028. For one vacancy?—Yes.

4029. And connected with one particular craft?—Exactly; with the craft to which I belong.

4030. Do you know what is the case with regard to the other crafts?—I have no means of knowing that. I cannot give the Commission that information, because we have no right to inquire into the affairs of another craft. All we have to do is to fill up our four presentations. When a

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girl goes out of the hospital, the vacancy is intimated to the deacon of the craft which has the right of presentation, and he returns the name of the person whom it is resolved to present.

4031. Does the institution give any assistance beyond the elementary teaching, with a view to start the children in life?—We have no funds, or we would be glad to go that length.

4032. The great demand for a presentation is simply to obtain the advantages of education and support?—Yes. The children, however, receive £10 each when they leave the hospital.

4033. To what extent did you propose to take the children of burgesses beyond the present nominations? You said you proposed in your new scheme to give the advantage of it to the children of burgesses?—Exactly; to those whose parents had been and were descendants of burgesses who were connected with the hospital.

4034. Upon payment?—Yes; upon payment of a fee for the day scholars.

4035. Is there much room, do you think, for a new school of that kind to take in a great number of additional pupils?—Yes; we have a pretty large house.

4036. But is there in the neighbourhood a great number who, if you established a good school, would be ready to take advantage of it?—Yes; because we are just in the locality for it. There is a large and increasing population in the south side of the city,—in the Grange feus, and to the south of our building.

4037. You think the district is not sufficiently supplied at present, and that there would be room for an additional school?—That is my opinion.

4038. When you proposed to board out the present foundationers, was it your opinion that the present system acted with disadvantage upon the children, and that it was desirable they should be boarded out? Was there a strong opinion in your body against the hospital system?—Yes; that was one of our reasons.

4039. And you objected to what is called the monastic system, and thought the children would be much better cared for if they lived with their own families?—Quite so. I may say we adopted that view some time ago. For example, the rule is that the girls leave the establishment at seventeen; but some years ago we adopted a rule that if their parents preferred to take them out at fourteen to teach them a trade, we would allow the girls to go, and give them so much a year to help to maintain them at their trade.

4040. Have you no power to carry that rule out further without an Act of Parliament?—No; we were told so.

4041. You took the opinion of counsel upon it?—Yes.

4042. But you found yourself able to do so when the girls reached the age of fourteen?—We considered it was right to do so, because otherwise we were keeping them there for three years when they were not doing any good.

4043. How were you able to do it for children at fourteen, when you were prevented from doing it for the younger children?—We never do it but at the request of the parents. We have no compulsory powers.

4044. Could you not do it for the younger children also if you had the consent of the parents?—We would be glad to do it if we could do it without risk.

4045. In that case the hospital building would be turned into a school building for day classes?—Yes.

4046. You do not propose to admit to the benefits of the hospital any other persons except under the present right of nomination?—No.

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4047. Was there any provision in your scheme for giving bursaries?
—Yes.

4048. And inducements for higher instruction?—There were.

4049. Did you propose to enable any of the day scholars to advance to the foundation?—Yes; by competitive examination.

4050. Then you did propose to set apart a certain number of nominations for advanced scholars in the day school?—I think we have either three or four nominations with which that can be done, without interfering with the rights of the incorporations.

4051. You could do that now if you had the power?—Yes.

4052. Do many of the children now trained up become governesses?—*Mr. Crichton.*—The largest proportion does. About seven-eighths of them go to be governesses. The other eighth leave at fourteen to learn a trade. Of course they do not fill high positions. They are only nursery governesses, unless they get more instruction at their own expense after they leave the hospital.

4053. Have you an opportunity of following their movements in after life? Do you know if they have generally got on well?—*Mr. Robertson.*—They generally correspond with the treasurer. *Mr. Crichton.*—We generally know about them for some time after they leave,—till they get married; and it is the duty of the matron to look out situations for them. She succeeds, as a rule, in getting situations for them, and they always correspond with her. By that means we know precisely how they are getting on.

4054. Is there any industrial instruction carried on in the school?—*Mr. Robertson.*—Yes; such as sewing, knitting, and mending their own clothes. The elder girls assist in the kitchen, and take their turn at presiding at the dinner-table and seeing that the rest are kept in order.

4055. When was the scheme you proposed sent up to Government?—Fully twelve months ago; it was laid before the Home Secretary in the session of 1871.

4056. Was any reason given you of the reasons why the scheme was not sanctioned?—*Mr. Robertson.*—We never got any. *Mr. Fraser.*—Our solicitor in London was told it was not to be granted. The Lord Advocate said we had better take the opinion of counsel. We did so, and were told it was beyond the powers of the Government to grant us the Provisional Order, so we did not press it.

4057. Your proposal went beyond what could be sanctioned by the Government?—*Mr. Fraser.*—So it was discovered. It was not thought so when the Merchant Company got their scheme, which was wider than ours.

4058. Did you hear what the objections to the scheme were?—We never heard. The matter was never gone into by the Secretary of State.

4059. With regard to the funds, the property you administer is the result of the old endowment upon the original institution of the hospital, and of recent endowments?—*Mr. Robertson.*—At first the endowment was very trifling; but by dint of economy, and by the members of the incorporated trades putting their hands into their pockets, the funds have accumulated to what they are now. The governors have been successful in purchasing a piece of land to the west of Edinburgh, which has turned out very well for feuing, otherwise the funds would not have been what they are.

4060. In reply to the inquiries addressed to you, it is stated: 'The governors do not consider the hospital to be an endowed institution. It is rather of the character of an association of the incorporated trades, and

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others who chose to join with them, for the education of their children, for which the incorporated trades pay an annual sum, while the private patrons made one single payment for the purchase of their rights. It is thus in reality an institution founded and supported solely for the benefit of the parties who have contributed, or are presently contributing, for its maintenance.' I want to know how far the funds you administer depend upon the old endowment, and how far upon annual payments?—*Mr. Crichton.*—The annual payments from the incorporations are about £200.

4061. Is the contribution from the incorporations a fixed one or a voluntary one?—It is fixed, under a bond granted at the foundation of the hospital. Each incorporation got so many presentations allotted to them, and in respect thereof they made an annual payment.

4062. The sum that accrues from the incorporations is £204?—Yes.

4063. That is only a small portion of the whole income?—Yes, comparatively.

4064. But the great part of your income is derived from the profitable investment of your funds?—Yes; from the lands of Wright's Houses at Bruntsfield Links, purchased about the middle of last century. Within the last twenty or thirty years they have been feued out to considerable advantage. There is a small portion, about half an acre, not feued.

4065. You do not look to any great increase on the income?—I do not think we can have above £30 a year more from what is to feu.

4066. *Mr. Sellar.*—Does it not come to this,—that it is not an endowed institution in respect of £204, and is an endowed institution in respect of £1670?—*Mr. Robertson.*—No; the money, when it was left, was not bestowed by any particular individual. The lady who did assist the funds got so many presentations at the time, full value for what she gave. That makes the difference between this and an endowed institution, because the family to which she belonged enjoy the privilege to this day of filling up the vacancies as they occur. They have six presentations for the money they sunk; and, had it not been for the frugality of the governors, we could not have had the half of the present sum.

4067. And the money invested in the lands of Wright's Houses, was that the proceeds of the contributions?—Contributions by the incorporations; and we got money donations from others. The old hospital was covered with boards commemorative of the donations, and it is these that have accumulated.

4068. Have these contributions gone on increasing?—Not latterly, because there was not the same occasion for them, as we had sufficient funds; but the property at Wright's Houses was really acquired by the money contributed by the incorporations.

4069. Contributed 150 years ago?—Yes. We are not like Heriot's Hospital; we are not endowed by anybody. It is our own doing.

4070. *The Chairman.*—How many vacancies occur in each year, taking one year with another?—I have not the means of stating that just now. Sometimes there are three or four. But they vary very much.

4071. How many years do the girls generally stay there?—It depends on the age at which they come in. They may come in at seven, or between that and eleven. They go out at seventeen; so that a girl coming in at seven remains ten years.

4072. Then there will be five or six vacancies each year?—We have hardly that number going out every year.

4073. Three or four?—About that.

4074. You say you would have a certain number elected by competition out of the day scholars; how many do you expect to be able to make arrangements for by open competitive examination? I understood

you would keep up the system of nomination as it now exists, but would allow a certain number to enter the foundation by open competition among the day scholars. What proportion would they bear to those entering in the old way?—I think we have four free presentations; and if the governors had the powers they seek, the whole of these would go at once.

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4075. Four, as compared with forty-eight?—Yes. The governors, in respect to these four, are not limited to any particular class of children.

4076. And these would go by competitive appointment?—Yes.

4077. *Mr. Sellar.*—In making appointments, do you confine your nominations to the daughters of craftsmen?—Not for the day school.

4078. But for the hospital?—We are bound to do that under the statute, except in the case of the four I have mentioned.

4079. Are all the foundationers now the daughters of craftsmen?—So far as I know, they are their descendants.

4080. And are they the descendants of decayed families of craftsmen?—Generally.

4081. Invariably?—Not invariably, because each incorporation can present whom it pleases.

4082. Within the terms of the statute?—Yes.

4083. Is that so according to the statute?—Yes.

4084. Are they not bound to nominate only the children of decayed craftsmen?—Yes. I have heard a governor say what a comfort it was to think his children might be presented. They look upon it as their own institution.

4085. And as matter of fact, do they present the daughters of well-to-do craftsmen?—I have never known it to be done.

4086. Is there no reason why they should not?—*Mr. Fraser.*—The mere presentation is by the rules stated to be sufficient. Of course each incorporation judges for itself what child it will send; but the governors have no right to inquire.

4087. I see it is stated—‘The freemen of the incorporations of craftsmen of Edinburgh in that year (1704) unanimously resolved to have an hospital for the daughters and grandchildren of the female sex of decayed craftsmen who are not able to maintain themselves, and for other poor maidens who should be presented by persons who should contribute to so good and pious a work.’ How far were these words qualified by the statute?—I do not think they are qualified at all. While I do not mean to say we hold there is anything to prevent the incorporations from presenting the children of respectable parents, in point of fact they do not. *Mr. Crichton.*—The word ‘decayed’ must be taken as comparative. In the incorporations there are some very wealthy men, and there are others who are not so very well-to-do. If the object is to keep up the standard in the incorporations, the result is that one who is poorer than the others may be looked upon as decayed.

4088. You look upon the word decayed as comparative?—Yes. *Mr. Fraser.*—We, as governors, have nothing to do with the election, except to get a certificate from the incorporation, setting forth that the girl presented is either the child or grandchild of a burgess. We do not ask whether she is presented on the score of poverty or not.

4089. The responsibility is on the incorporations?—Yes; but the convener says, in point of fact, the children are the descendants of decayed craftsmen.

4090. I see one is the daughter of a clergyman, another the daughter of a doctor, and so on?—*Mr. Robertson.*—I think these are private presentations, not from our incorporations. One is from the Earl of Mar.

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4091. As governors, do you propose to keep the right of nomination to the day school?—*Mr. Robertson.*—Yes. *Mr. Fraser.*—We would have full power to admit or reject any child who applied. It could not be managed otherwise.

4092. Do you know, with reference to the Merchant Company's scheme, if the governors there nominate to the day schools?—*Mr. Crichton.*—The teacher may have a delegated authority, but assuredly the governors have such a right.

4093. Have you made a calculation as to the number that might have been expected to attend the day school had the Provisional Order been granted?—*Mr. Robertson.*—We could not take more than 150 in the present building.

4094. Do you ask powers to extend the building?—I do not think we would require to extend the building. We had no intention of doing so.

4095. Would you charge fees?—Small fees.

4096. The hospital is at no great distance from the large girls' school of the Merchant Company?—About a quarter of a mile; it is at the foot of the Meadows. But there is a dense population now of the working classes and the better class of tradesmen in Gladstone Terrace and the vicinity.

4097. Do you calculate there are enough of children to feed your school as well as that of the Merchant Company?—Yes. We made inquiry, and found there were very many who would be glad to get the advantage of the school. *Mr. Crichton.*—I do not know, if we were to take more than 150, it would be consistent with the sanitary regulations. *Mr. Fraser.*—The governors thought it would be for the advantage of the foundationers that they should mix more with other children than they do at present.

4098. Is there anything in the statutes as to the denomination to which the children should belong?—*Mr. Robertson.*—No.

4099. To what Church do the girls go?—To the Established Church.

4100. Are the teachers as a rule from the Established Church?—I do not know. There is one, I know, who belongs to the Free Church. *Mr. Fraser.*—None of the teachers live in the hospital except the matron and female governess, and they go to church with the children.

4101. You do not teach them the Catechism?—Yes.

4102. The Provisional Order was refused on the ground that, in the opinion of the law officers of the Crown, the Home Secretary had no power to grant it?—That was never communicated to us.

4103. Not to your solicitor in London?—No. He made several inquiries, and was told they had got such an opinion; but there was no deliverance, I understood, upon our petition.

4104. *The Chairman.*—Is the selection of the children made by a committee of the different incorporations, or how is it managed?—*Mr. Robertson.*—Each incorporation elects its own presentees, and sends the presentations up to the governors.

4105. But is the selection made at a full meeting of the incorporation, or through a committee?—The vacancy is advertised for three weeks, and then there is a meeting called to receive the applications. That meeting remits to a small committee to investigate into the applications and to report to another full meeting of the incorporation, and the selection takes place at a meeting of the whole members of the incorporation.

4106. Do the members generally follow the recommendations of the committee?—I have seen when they did not, but generally speaking they do.

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4107. Is the management of the school deputed to any committees, or is it vested in the whole body of governors; and are any questions concerning it decided by the whole body?—The whole body decides, but there is an education committee which is charged with the educational department of the hospital. They can do no act, however, without bringing it before the general body of governors.

4108. It is in fact a visiting committee?—They do visit the hospital, but the whole of the governors visit also, whether they are on that education committee or not. There are two governors appointed to visit a month at a time.

4109. They form the educational committee?—No; are over and above the committee.

4110. The education committee?—They meet often.

4111. Has that committee the decision of all questions connected with education?—Yes.

4112. And the appointment of the masters?—That rests with the general body.

4113. Who is the head of the establishment?—The matron.

4114. She has full power over the establishment?—Yes; but she has no power to dismiss the teachers. *Mr. Fraser.*—It is her part to see that the teachers are regular in attendance and do their duty. If not, she reports to the education committee.

4115. What fees do you propose to take from the out-door scholars?—We had no scale provided.

4116. You did not consider that?—No.

4117. But you proposed a moderate fee?—It was to have been very moderate.

4118. You did not propose it to be so high as in the Merchant Company schools?—No; certainly not. It was for middle class education.

4119. You did not propose to have power to admit all without fees?—No.

4120. *Mr. Sellar.*—I see under the Act of Parliament you are bound to educate only the children or grandchildren of decayed craftsmen?—*Mr. Robertson.*—We said so.

4121. I understood you said you had power to educate children whether of decayed craftsmen or not?—*Mr. Fraser.*—In point of fact they are the children of decayed craftsmen, but I have heard governors say that under the rules they were entitled to appoint any children. It is a question what is a decayed craftsman. *Mr. Crichton.*—That Act is matter of agreement between the incorporations themselves. It is not a thing between them and a third party at all.

4122. But the Act is an Act of Parliament?—*Mr. Crichton.*—It is an Act of Parliament, to be sure. *Mr. Fraser.*—The 14th rule says: 'It being made to appear to the governors and their committee before mentioned, by declaration under the hand of the donator, who hath right, and presents the girl, that she is an object of charity, which declaration shall be sufficient instruction of her poverty.'

4123. But the Act of Parliament says: 'Considering there is a laudable design now carrying on by the incorporated craftsmen of Edinburgh, and others, authorizing the craftsmen of said burgh to found and erect an hospital for the maintenance and education of female children and grandchildren of decayed craftsmen, therefore,' and so on?—*Mr. Fraser.*—You see the incorporations present, and they judge who are decayed craftsmen. The governors are bound to receive the presentations.

4124. You have no veto upon them?—No; except to see that the

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children are sound in body; and we generally require that they have some little elementary knowledge.

4125. But the responsibility of selection is with the incorporated trades? —Yes; and the presentation is held to be sufficient evidence of poverty.

4126. *The Chairman.*—With regard to this out-door school, you wish to give a preference to those who have some qualification in order to be entitled to the benefits of the foundation; but would there be any restriction beyond that? If there was an application from a person unconnected with Edinburgh, or with the incorporation, would it be open to such a one?—*Mr. Robertson.*—I do not know. I do not think that was considered.

4127. You never proposed any restriction?—Never.

4128. With regard to 'decayed persons,' in what sense is that usually interpreted? Is it those who had formerly been in good circumstances? —Exactly; those who had been in business and come down a little in the world, and who are not able to keep up the position they formerly did.

4129. *Mr. Ramsay.*—The governors make that a rule in admitting children?—The governors have nothing to do with that in admitting children.

4130. Have the governors no right to judge of the children presented by the trades?—None; except that they come within the statute, and are children or grandchildren of craftsmen.

4131. How do they know, then, that the children taught in the school are the descendants of decayed craftsmen?—The incorporations satisfy themselves as to this before they send the children up.

4132. Then you do satisfy yourselves as to whether a girl is the child of a decayed craftsman?—We believe what is stated in the presentation.

4133. You accept the presentation as evidence of poverty?—Yes.

4134. Have you no other evidence that they are the children of decayed craftsmen?—We are almost sure of it.

4135. You have no evidence of it?—We could get more if we asked the incorporations for it; but we know they will do right.

4136. *The Chairman.*—The incorporations make special inquiry?—Yes; thorough and special inquiry.

4137. *Mr. Ramsay.*—Does not 'decayed' mean that one has been better off and has fallen into worse circumstances?—Yes.

4138. Unless you attach that meaning to the word, I do not see how you can have any rule on the subject?—As a rule, the incorporations present the most necessitous.

4139. Then you do not confine the presentations to decayed?—I merely say that the one in that position would be first presented.

4140. You have regard to the necessity of the parents, and not whether they were decayed?—But they must have been decayed, or they could not apply.

4141. They may always have been necessitous?—That does not follow.

4142. But supposing it is the case?—That has never been the case with us.

4143. Have you no examples in your incorporation of persons who have never been well-to-do?—*Mr. Crichton.*—If you look to the procedure which takes place, you will see that when a vacancy occurs the deacon of the craft calls a meeting and states the fact. One member proposes one, and another another, and so on. The thing is settled by a vote, and the child who has the largest number of votes is elected. The nomination comes up by a minute from the incorporation, which we are bound to receive. It is the idea of comparative poverty which guides the judgment of the incorporation. They enjoy the privilege, and exercise it according

to their own judgment. In most cases, I am perfectly sure, the incorporations send up in the first place the orphans, and fatherless or motherless children. There is too much virtue in the incorporated trades to take advantage of the poor.

4144. What I want to learn is, whether any means are taken to know that the children are the children of decayed craftsmen; as it appears it is necessitous and not decayed craftsmen whose children you appoint. Am I correct in so understanding your remarks?—*Mr. Robertson.*—Suppose you had the son of a man who had come down in the world, having acquired his father's right, would you not call him a decayed man?

4145. I would.—*Mr. Robertson.*—Well, it is among the most necessitous that we distribute the presentations; and I may say that in my trade we have not given a presentation for many years except to orphans.

4146. *The Chairman.*—Can you state the number of members belonging to each incorporation?—I cannot. That can only be done by an application to each trade.

4147. How many trades are there?—There are thirteen. There used to be fourteen, but the surgeons got out by Act of Parliament, and the governors hold their two presentations. There are thirteen incorporations, and two trades' councillors. The deacons of the thirteen incorporations and the two trades' councillors compose the Conventry.

Adjourned.

THURSDAY, 23d January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, BART., *Chairman.*
 SIR WILLIAM STIRLING-MAXWELL, BART.
 MR. PARKER, M.P.
 MR. RAMSAY.
 MR. SELLAR.

JOHN COOK, W.S., examined.

4148. *The Chairman.*—You are one of the governors of Donaldson's Hospital?—I am. John Cook,
W.S.

4149. And have been so since its institution?—I have been so since 1845. The original trustees made a deed of constitution in 1844, and under that the governors were elected. I became a governor at that time.

4150. Part of the governors are *ex officio*, and part were named in the deed of constitution?—The deed of constitution appointed certain governors *ex officio*, and named others not *ex officio*. The three at the top of the list of those not *ex officio* go out each year, and their successors are elected by the governors.

4151. By the whole body?—By the whole body who are present at the meeting for election, the *ex officio* members included.

4152. The *ex officio* members are in no case selected?—No. They are named in the deed of constitution. There are, for example, the lord lieutenant of the county of Edinburgh; the treasurer and secretary of the

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John Cook, Bank of Scotland; the president of the College of Physicians; the Lord
 W.S. Justice-General; and the Lord Advocate.

4153. They are permanent, and the other fifteen are filled up by the governors themselves?—Yes, three at the top of the list retiring each year.

4154. Is the management in the hands of the whole body, or do you appoint committees?—The management is in the hands of the whole body. The governors have four meetings in the course of the year, unless there is something special; and at the July meeting, when the governors are elected, they appoint committees,—a house committee, which takes particular charge of the house; a finance committee; a law committee; an education committee; and a committee for the deaf mutes.

4155. Has the head master a control over the whole establishment and the appointment of the subordinate masters?—No; the governors appoint the whole of the subordinate masters, but he has a general control over the establishment, subject to the authority of the governors.

4156. Is there a full attendance at the meetings of the governors?—Some of the *ex officio* governors do not attend very regularly, some do attend regularly, and upon the whole the attendance is very good.

4157. What is the usual attendance?—Our quorum is nine, and our numbers may range from nine to fifteen, or even more.

4158. Is the selection of applicants for admission made by the governors?—It is done not at the regular meeting of the governors, but by a committee of the whole governors; we meet about a fortnight previous to the meeting for election, and go over the whole cases. It is usually a very long and a very fully attended meeting.

4159. The terms in the deed of constitution as to admission are very general? The hospital is for the benefit of poor children?—You will see that Mr. Donaldson said it was to be upon the plan of John Watson's Institution and the Orphan Hospital. Now, these two institutions were very different in the nature of the children they selected. Watson's selected children of rather a better class, the Orphan Hospital admitting a much poorer class. What we have understood, has been that destitution was our test; and we have preferred, so far as we could, children who were fatherless,—children of parents who had been cut off by some unexpected bereavement.

4160. Did you understand by the terms of Mr. Donaldson's will that you were enabled to extend the institution beyond the plan of John Watson's Hospital—the terms are very precise that you are to follow the plan of the Orphan Hospital and John Watson's?—We considered we were not to extend it to a high class of children. Our test was to be destitution. We satisfy ourselves that the children we admit are children who are destitute, who have no parents to support them.

4161. In fact, these general terms in the deed of constitution were framed by the trustees in order to give you a larger latitude?—To give us as large a latitude as possible, following out Mr. Donaldson's will.

4162. Were they empowered in the will to execute the deed of constitution?—Yes. He left his fortune in a peculiar way. By writing under his hand, he left all his fortune to one gentleman, Mr. Irving, who was his agent and confidential friend, with a direction to him to make it over to other five gentlemen (of whom my father was one) as trustees, to found an hospital, to be called Donaldson's Hospital, for poor boys and girls, on the plan of the two institutions already mentioned.

4163. Was that deed of constitution submitted to the Court of Session in any way?—No.

4164. Were they themselves authorized under the will to execute it?—

Yes. I believe they consulted counsel about it, but it was not submitted to the Court of Session at all. John Cook,
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4165. Then it was as matter of expediency and for public benefit you thought proper to give that particular interpretation to it,—that it should be for the poorer classes, and not, as in the case of John Watson's Hospital, for the better ones?—Yes.

4166. The children you admit are not restricted in any way as to locality?—Not as regards Scotland. We have not taken children from beyond Scotland.

4167. When did you decide to apply a portion of the hospital funds to the deaf and dumb?—In 1848, before the hospital was opened. The hospital was opened in 1850.

4168. Was any representation made to you as to the importance of such an institution?—It was. We had at that time several governors who took an interest in the subject, and among others the late George Forbes, the banker. I myself took a great interest in it, and thought that such a branch would be very useful.

4169. Was it part of the ground of your decision that there were already a number of important institutions in Edinburgh providing for cases of destitution?—We were unwilling to interfere with existing institutions for deaf mutes, because we thought they should be kept up. We were not entitled to take children who were getting education elsewhere; and we resolved to try to supplement these institutions, by sweeping in all the children who could not get the means of education at these establishments.

4170. Was that your reason for going beyond Edinburgh and taking in Scotland?—Yes; we considered we should extend it as we have done.

4171. In order to be able fully to employ the funds at your disposal?—We might have employed these funds by taking in a greater number of hearing children.

4172. I am speaking of hearing children. The hearing children being very largely provided for by institutions connected with Edinburgh, you wished to extend your institution beyond Edinburgh?—Yes; and with regard to deaf mutes, we thought the want was more felt in distant localities, because in large towns, where there were deaf mute institutions generally, the children could manage to be educated. But under the Poor Law there is no power for parishes to pay for deaf mutes in these institutions, and therefore we thought it was an advantage to open an institution where they could get their education gratis.

4173. Now, with regard to the selection made, have you many applicants for vacancies?—A great many.

4174. Take the case of the indigent?—We have a great many applications in regard to hearing children.

4175. How do the governors direct their inquiries in regard to these? Do they make inquiry in the locality?—When we resolve upon the number to be elected, we advertise it, and issue schedules to all the parties who apply for them. These schedules are very minute in their inquiries about the children. Then our clerk makes out an abstract of all the cases, which is printed and circulated among the governors.

4176. Is any preference given to orphans?—Practically there is a preference; that is to say, you will see from the returns made to you that a great proportion of our children consists of orphans. Among our hearing children we have considerably over a hundred who are fatherless. We take the greatest possible care in discussing the cases, and in selecting those which are really the most destitute. Even where there is a strong *prima facie* case, we endeavour to find out if there is not some

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friend or some person who, if we did not take the child, would support it. We try, so far as possible, to select those cases which are friendless, and where there is no friend or party to take care of the children.

4177. As to the occupation of their fathers, there are cases where they are described as being of a particular trade. Are they mostly working people?—Generally the children are the children of working people.

4178. You do not note whether they are mechanics or master workmen?—No.

4179. But they are practically almost entirely of the artisan class?—Of the artisan class, I would say, almost entirely.

4180. With regard to the deaf mutes, have you had it under consideration whether that part of the system should not be extended?—It has been extended so far; that is to say, we are anxious to take in every case which is presented to us, and where we are satisfied that the child has not the means of getting education at one of the other institutions.

4181. Have you more applications than you have room for in the case of the deaf mutes?—No; and I believe at this moment we have taken in every case which has been presented to us, and which has been a suitable case.

4182. But you are anxious to extend it further, if there is any necessity?—We are quite prepared, and have resolved to do it.

4183. But have you any reason to suppose they will, to any considerable degree, encroach upon the hearing children?—That remains to be seen. I believe you are aware we took every care in making our inquiries. Some of the governors had the idea that the whole of our hospital might have been filled with deaf mutes; and we made very extensive inquiries, to try and ascertain if there was any necessity or possibility of filling it up in that way, and the result of our inquiries was to satisfy us there was not the need to provide for so large a number, and consequently we resolved we would arrange to meet the want, whatever it might be.

4184. It is stated there is some advantage in the deaf mutes mixing with the hearing children?—That was the idea at first. It might be supposed that from their infirmity they would be very reserved and shy, and we thought it would be an advantage for them to mix with the hearing children; and it has been so. It is very difficult to say from their looks, after they have been for some time in the hospital, which are the deaf and which are the hearing children until one has been a short time with them. Going constantly amongst them, I am constantly puzzled to say whether a child is a deaf mute or a hearing child.

4185. The deaf mutes mix with the others?—They necessarily associate more with each other, but still they mix very freely with the hearing children.

4186. Do the hearing children learn to talk with them by signs?—To a certain extent I think they do.

4187. Has it ever been under the consideration of the governors whether the hearing children should be boarded out?—Never.

4188. Or whether the establishment should form part of any out-door school?—Never.

4189. In your opinion, would it be an improvement on the system to do so?—I think it would be the opposite.

4190. Would you state why?—In the first place, the situation of the institution would not be very well calculated to bring children of the same class to attend it; and I think if you got other children from the town,—children of the same class,—the chances are they would injure the education of the others rather than promote it.

4191. Very strong representations have been made to the Commissioners as to the disadvantages of what is called the hospital system, and

the importance of having the hospitals connected with day schools; but that is not your opinion?—It is not my opinion, from what I have seen.

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4192. Nor the opinion of your colleagues?—Nor the opinion of my colleagues. It has never been proposed to bring children in as day pupils.

4193. That is a matter which has not been under your consideration, and you desire to maintain the hospital in its present condition?—I think we must maintain it in its present condition in its situation; but I can only speak my own opinion, for the governors have never come to a resolution upon the subject.

4194. Do I understand you to say that the hearing children would be at a disadvantage if they formed part of a mixed school of your own inmates and some out-door children?—I am not sure that they would; but then, of course, as our children live in the hospital, we have a supervision over them. To bring in a large number under the same roof and to keep them in proper order and discipline is a matter of some trouble, and the introduction of a number of children from the town to attend the school would very likely, I think, make the children within the hospital rather less orderly than they are.

4195. You would find them much more docile if they were kept by themselves?—That is my idea. I think they would be more docile and easily managed.

4196. Don't you think they would acquire more practical knowledge and derive greater activity of mind from mixing with other classes?—Well, they might; but our anxiety has been to prevent inactivity of mind by sending our children out as much as possible. We do not strictly keep them in. We let them go away to see their friends for six weeks each season, and we let them out on the Saturdays. Their friends see them very readily, and we try to make the institution as little monastic as possible.

4197. Those who are connected with the neighbourhood of Edinburgh, of course, go to visit their friends; but that would not apply to those who come from a distance?—Not to those who come from a distance, and have no friends here. Some have friends in Edinburgh, and they are allowed to go to see them.

4198. Do all who have liberty go out regularly every Saturday?—I believe very regularly.

4199. What is your rule?—They go out on Saturday and come in in the evening. They do not go out on the Sunday.

4200. They are allowed to go just to pass the day?—Yes, with their friends.

4201. They never pass a night away?—Never, except at the time of the long holidays.

4202. Do any large number take advantage of the long holidays?—The whole of them do so now. There are some whose parents cannot afford the expense of the journey, and we assist them. We think it an advantage for them to go home.

4203. You are treasurer of the hospital?—I am.

4204. A very large portion of the income is derived from dividends and interest. Is that money lent out on security?—Partly on heritable security, and we have a large sum in Bank of Scotland stock.

4205. And another large portion is from an estate?—We have an estate in the north, which was purchased by the trustees.

4206. Are your funds likely to increase?—So far as I can judge, I should be inclined to say they are not. So far as the bank stock is concerned, we are not likely to get any more income.

4207. But there is some property near Edinburgh besides the estate.

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Is any of it feuing land?—Some years ago we entered into an arrangement for feuing out that. It is a small picce of ground, where old Mr. Donaldson lived. We may get some small increase on the income from it, but not to any considerable extent. It is not very well adapted for feuing.

4208. At present your building could take in more pupils?—It is capable of holding more.

4209. Is it likely you will have the means of providing for them in the hospital?—We have annuities to the amount of £800 a year, left by Mr. Donaldson, still payable. When the annuitants die, we will have that addition to our funds.

4210. Have you any opportunities of following the children who pass from the hospital into their after life? What becomes of them?—We have endeavoured to follow them; and a good many years ago we suggested to the then governor, Dr. Forbes, that he should give the children cards with them, and ask them to send these back in a certain number of years. They have done that to a very considerable extent, and in that way we have some knowledge of the trades to which the children have gone. Then we invite all we know to our examination, and a good many of them come back at that time to the hospital. We have no further accurate means of following them.

4211. What does become of them generally?—So far as our experience has gone, it has been very satisfactory. They have generally become respectable tradesmen, clerks, or servants, and have turned out exceedingly well.

4212. And the girls,—do they go out to service?—They become servants, or dressmakers, or shop girls.

4213. Do they ever go into employment in the country?—They very often do, because our rule is for them to go back to their friends, and then they go into occupations in the country as dressmakers or servants.

4214. And so far as you have followed the girls, the results of your inquiries have been satisfactory?—Very satisfactory, upon the whole. Many of them come back and see the matron or some of the old hospital servants, and so in this way we hear of their progress in life.

4215. You have no funds except the Donaldson Bequest?—None.

4216. You have no donations or subscriptions to the deaf mute branch of the institution?—None.

4217. And have never sought to increase it in that way?—Never.

4218. Is it the only institution of that kind in Edinburgh?—The only one. There is a deaf mute institution in Edinburgh, a very old established one, but it is partly maintained by private subscriptions, and at it they charge a certain board for the inmates; so that ours is the only institution where education is given without charge.

4219. There is a privilege of names?—Yes; Donaldson and Marshall, the names of the father and mother of the founder. We have a good many of those names.

4220. Are the boys who come in under that name under any disadvantage?—No. We have had some very nice children indeed, and many of them very fit objects for the charity, who bore the name of Donaldson or Marshall.

4221. Do they take precedence, apart from the question of the poverty of their parents?—We exhaust them in considering the cases before we proceed to the other cases. We do not take any case of a Donaldson or Marshall which we do not think is a fit object for the institution; but we do not consider ourselves entitled to exclude them merely, for instance, because their fathers are alive. We are not so strict in that respect as we are in regard to the others.

4222. Do those who get in in consideration of this privilege come as well prepared as the others?—Yes; there is no distinction in that. We apply the same rules. John Cook,
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4223. You have an entrance examination?—We have; but it is not very severe by any means. We apply it to the Donaldsons and Marshalls as well as to the others.

4224. *Mr. Parker.*—In selecting the most destitute children, do you think the governors are influenced at all by canvassing?—I would say not at all. We make it a rule to disregard all private entreaties. Having been all along connected with the institution, both as governor and treasurer, I may say that private influence is a thing we are most especially anxious to disregard. We constantly disregard applications from parties we know.

4225. If you had many influential applications on behalf of a child, you would think that proved it had friends?—That would be the result in my mind, and I would be rather disposed to reject than to favour it for that reason.

4226. Are there many deaf mutes among the children whose parents could maintain them well?—I would answer not; but I may mention that we are not so strict in our consideration of the circumstances of the parents of deaf mutes as of hearing children, because a parent might be able to maintain a hearing child who would not have the same means of maintaining a deaf mute, and giving it a proper education.

4227. Are there ever applications from parents in better circumstances to send their children to the institution on payment of a small fee?—We have had one or two cases, I think, in which parties intimated they would be willing to pay; but of course we accept no payment, and that would be a reason for refusing the application.

4228. And deaf mutes of that class would go to the other institution?—They would go to the other institution. We would consider ourselves precluded from taking them.

4229. And in receiving deaf mutes from other parts of Scotland, you have never entertained the question of taking any payment from parents or friends?—No.

4230. I see it is mentioned that the teachers are all of the Established Church with one exception, the principal female teacher of the deaf and dumb. On what ground is the exception made in this instance?—The original female teacher of the deaf mutes was a deaf mute herself, and I think the exception was made on the ground that she seemed a very suitable person.

4231. Would it be thought undesirable, in other similar cases of persons specially qualified, to admit them without such a test?—I think the idea at the first, as the parties who framed the constitution were very much connected with the Established Church, was that it would be an advantage to have the teachers attending church with the children.

4232. If practically there were any persons specially qualified, perhaps the governors would consider the question?—Possibly they would. We have never yet required to consider it. In the selection of the house governor, we of course advertise that he must be a member of the Established Church.

4233. And as regards the servants, etc., they are allowed liberty?—Yes; the rule does not extend beyond the teachers.

4234. Have you formed any estimate what the maintenance of the children costs per head?—I have tried. It is a very difficult thing to do, owing to the great rise in the price of provisions and everything. It is not a very easy subject to estimate, either, because you have to consider

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our staff, which is a very expensive one,—having both a staff for the hearing children and a staff for the deaf mutes, which makes the expense of our establishment greater than it would be if the inmates were all hearing children.

4235. I suppose such a large building is somewhat expensive?—Well, it is expensive. In my accounts you will see the expense of repairs.

4236. I see you have set down a round sum of £1000 for hospital buildings, furniture, etc., and keeping the grounds in order?—Yes. We every year lay out money on the building. One year may require more than another. As a general rule, we paint part of the house every year.

4237. Do you consider that the diet of the children and the general amount of comforts given them is just such as is suitable for the class from which they are taken?—It is our endeavour to make it suitable for the class.

4238. But you give them no luxury beyond what they would expect in that class of life?—Nothing beyond the plainest of food.

4239. *Mr. Ramsay.*—I wish to draw your attention to the sum stated here to be the cost of victualling the establishment—£2794?—Yes.

4240. The clothing amounts to £1039, and the number of children in the institution, I understand, is 220?—Yes.

4241. Do you not think that for that number of children of the poorer class of working men these are large sums?—You will see from our dietary how we feed them. They get nothing beyond what is absolutely necessary, in the opinion of our medical men, for their maintenance.

4242. Without including the wages of the matron and the female servants, the maintenance and clothing comes to above £3800?—That includes the maintenance of all the masters and all the household.

4243. The sum I have mentioned, divided by 220, gives £17 or £18 for each child?—It would.

4244. That is surely more than each of the children of working men could possibly have in their own families?—You must, of course, take into account that there is the maintenance of a very large staff of people included in that sum.

4245. I am not including the wages of these?—I am aware of that; but there is included there the maintenance of the masters and mistresses, and of the establishment generally.

4246. Do you think the food for the teachers and servants would make up more than the wages which the servants are paid?—I have no doubt of it; at the rate at which provisions are now, the expense is very great. I am afraid that this year it will be even greater than last year.

4247. Have the governors ever had under consideration the question of bringing the children up in the way in which their parents, or parents of the same class in better circumstances, would be able to do?—I consider we bring the children up in the same way, and give them the same sort of food. They get it with a regularity, and probably an excellence, with which they did not get it at their own homes; but still they get nothing which we think they would not require for their proper maintenance if they were the children of parents of the working classes.

4248. But still you must be sensible it costs you more than the parents could possibly afford for the maintenance of the children in their own families?—You will notice that in this expense there is not merely the cost of maintaining the children, but the maintenance of the staff of teachers who give them instruction, and also of the servants.

4249. *Sir William Stirling-Maxwell.*—What is the staff?—It is a large staff. We have a house governor, a matron, a head master of the deaf

mutes, four masters of the deaf mutes, two female teachers of the deaf mutes, and three masters for the hearing children. John Cook,
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4250. *Mr. Ramsay.*—I have not the slightest doubt but that the governors are doing their best to secure economy; the point I wish to draw attention to is, that the cost for each pupil, according to this account, comes to some £18.—That is putting the whole expense upon the pupils.

4251. I am excluding the salaries of the masters and of the servants; and it occurred to me that the wages would probably compensate for their food, because the wages of the female servants are a necessary part of the maintenance of the establishment?—Yes, of course.

4252. It strikes me as a larger sum than a working man could possibly allow for each child; and if the governors make it a rule (as you have indicated) to keep the children only in the circumstances in which they would be if their parents were maintaining them in their own condition in life, then it seems that the cost is much greater?—Yes; but if they lived with their parents there would be no attendance necessary, and there would be no masters or mistresses to feed.

4253. How many masters are there?—About thirteen, I think.

4254. And servants?—About sixteen.

4255. You have not very much reduced the sum; you bring it down to about £15?—Yes. Grown-up people eat more than children.

4256. I do not understand you to state that the governors have ever had under consideration the propriety of admitting day pupils to your school?—That subject has never been under discussion.

4257. Your own opinion is, I understand, that the children at present in the hospital would not benefit by the admixture of an out-door class?—I think not.

4258. *The Chairman.*—Would you state what proportion of the hearing children come from the country, and what proportion from Edinburgh?—I am afraid I cannot state that with any degree of accuracy.

4259. I see it is stated that 122 visit their friends in town on Saturday. Does that include many of the deaf mutes?—Yes, a good many of the deaf mutes.

4260. That would probably be an indication of the number connected with Edinburgh?—A good many of the children from the country have friends—uncles, aunts, and other relations—in Edinburgh, who take them out.

4261. How many more than one half are connected with Edinburgh? If those 122 may be taken as representing all who have friends, and some others, there are probably more than one half unconnected with Edinburgh?—Yes. I may mention we are very anxious to take country cases.

4262. Do any of the pupils go to higher schools after they leave you?—I should say not generally, hitherto. We have not hitherto given them an education fitting them for going to college.

4263. I do not mean to college, but to middle-class schools?—You see we lose sight of them after they leave us at fourteen. But I may mention that, since Mr. Balsillie came to us as house governor, a few of the cleverer children have been getting an education fitting them to go to college. We have one instance of a very clever boy who was Professor Tait's assistant, and whom the house governor had brought on with his studies so as to enable him to attend college. Mr. Balsillie is giving instruction to the cleverer boys to fit them for going on with their education when they go out, so as to enable them to go to college.

4264. Are any bursaries given to those hopeful students?—Wherever we see that the children on leaving us need it, where their parents are so poor that they need something to maintain them in their trade for a time,

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we are in the habit of making a small allowance. We do it very carefully, because, if it was the general rule, it would be one of those things that would be always asked; and our object is to make the parents and friends support the children as much as possible after they leave us.

4265. What encouragement is given to clever children?—In the case of David Henry Marshall, whom I referred to, we continued him an allowance, to enable him to attend college until he was able, by bursaries and otherwise, to support himself. I believe that if we had other children showing capacity in that way, who had not the means, we would give them support.

4266. This was only one case. What would be your course if you saw others?—It is the only case of a boy who went from us to college, and showed he was a lad of great capacity; but I believe if we had others, we would give them an allowance.

4267. *Mr. Sellar.*—You made some inquiry in 1870 as to the numbers of deaf and dumb in the different institutions in Scotland?—Yes.

4268. Did you get accurate statistics as to the numbers?—I think you have got the numbers in a printed form. I was convener of the committee of governors, and we took as much trouble as we possibly could to try and get at the numbers. You have in the report all the information I can give you upon the subject.

4269. Have you any means of ascertaining the number of deaf and dumb in Scotland?—That is very difficult to get at. In a great many cases we did not get returns. There were many of the towns where, I suppose, parties could not give them to us.

4270. Do you make any difference in the age of the deaf and dumb as compared with the hearing children?—No difference; but we prefer not to get the deaf mutes till they are about eight. We find they cannot make much progress before that age.

4271. Do you draw any deaf and dumb children from England or Ireland?—None.

4272. Do you know what arrangements are made in England for the maintenance and education of deaf and dumb children?—I do not know. I know there are large institutions in various places, but I know no more.

4273. I suppose, by the terms of the founder's deed, you can admit any class of children to the institution?—We think not. His direction was to make our hospital upon the plan of John Watson's Institution and the Orphan Hospital, and that is what guided the trustees in making the deed of constitution under which we proceed.

4274. Following that model, on what ground are the deaf and dumb children admitted at all?—We thought there was no reason why we should not admit them. There were deaf mutes destitute as well as hearing children. If we found deaf mutes who were destitute, they had a peculiar claim.

4275. Is there any reason why the whole institution should not be given up to the deaf and dumb?—There is this: we do not wish to interfere with existing institutions; and there are deaf and dumb institutions in Edinburgh, Glasgow, Aberdeen, and Dundee.

4276. But if you widen your area, and go to England and Ireland?—I think we are precluded from doing that.

4277. Is it expressly mentioned in the deed that the hospital should be limited to Scotland?—I think it was so intended. The gift was left by Mr. Donaldson, a Scotchman, for Scotland. He did not contemplate going beyond Scotland.

4278. It is stated: 'The whole property to build and found an hospital for boys and girls, to be called Donaldson's Hospital, preferring those

of the name of Donaldson and Marshall, to be upon the plan of John Watson's Institution and the Orphan Hospital.' That would not preclude your drawing from England?—It would not, perhaps, but we have always acted on the principle of confining the institution to Scotland.

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4279. You have accommodation for 400 children?—I think that is more than we could accommodate easily.

4280. Are you prevented by the expense from accommodating a greater number?—We have got up to the full number for the funds at our command.

4281. But the expense of the establishment is increased by having a double institution for hearing children and the deaf and dumb?—Yes.

4282. So that if you confined it to deaf and dumb alone, you might take in a greater number?—Yes; except that it is more expensive to educate the deaf mutes. It requires a much larger staff than the hearing children, and a more expensive staff, so far.

4283. There were 93 applicants at last election. Do you remember what proportion were deaf and dumb?—The 93 applicants were hearing children only. We took in every deaf mute case which was presented to us.

4284. On an average, how many deaf and dumb do you take in every year?—The number varies according to the number of applicants; and our resolution is to increase the accommodation for the deaf mutes, so as to supply whatever want there is in that direction.

4285. How do you find the hearing children and the deaf and dumb get on together?—Exceedingly well.

4286. You think it is an advantage to the hearing children to have the deaf and dumb there?—I do not know if it is an advantage,—it is not a disadvantage; but I think it is a great advantage to the deaf mutes.

4287. You do not think it is a disadvantage to the hearing children?—I do not think so.

4288. Are the deaf and dumb received on equal terms?—Quite received on equal terms.

4289. How long has the entrance examination been instituted?—Only for the last two or three years, I think. Some of the governors had a prejudice against it. They thought we might be shutting out cases which would have got in in the absence of any test; but a majority thought it would be a great advantage to have it, because, when we had a great number of children perfectly ignorant, they had to be taught separately, and they lagged behind the others.

4290. That does not apply to the deaf and dumb?—No.

4291. Are they generally of the same class of society as the hearing children?—They are very nearly so. I explained previously that we do not draw the line as to destitution quite so strictly in regard to the parents. For example, we are unwilling to take in hearing children whose fathers are alive, but we do not apply that to the deaf mutes. I may mention we also take in illegitimate children who are deaf mutes, while we do not take in illegitimate hearing children.

4292. Among the hearing children, do you not have a considerable proportion of those who, under the Education Act, would be educated by means of the rates?—Very possibly there may be; but they are usually the children of respectable parents, who have been cut off, leaving them destitute, and who have no friends to do anything for them. That is the class we usually select.

4293. Do you find the youthful age at which the children leave any disadvantage?—In fixing the age at 14, we thought it was expedient they should go out at that age. It is an age when the boys and girls are fit

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to begin trades, and there is a disadvantage in keeping a great number of young people together at that time of life; the management is more difficult.

4294. Are the boys and girls taught together?—Yes.

4295. Has the hearing school been inspected by Government inspectors?—It was inspected last session by your secretary, Mr. Laurie.

4296. I do not understand from you on what you form the opinion that the foundationers would suffer injury from an admixture of day scholars?—I think that day scholars of the same class of children are rougher in their manner and language than our children are.

4297. But is that intermixture of (we will call it) manliness a disadvantage?—I think our children are just as manly as those out of doors, so far as I can judge.

4298. Would it not be letting in the outer air a bit?—I think they get sufficient of the outer air by allowing them to go away to their parents every year, and to go out once a week.

4299. The Fettes College admits day scholars along with foundationers?—I am aware of that; but a totally different class, you must keep in mind.

4300. If there were already sufficient provision in Edinburgh for the education of the hearing children of the class you get now, would you see any reason why changes should not take place in your institution?—I think that the institution does a great deal of good in the way of charity, by giving a home and a good education to the class of children which we take. If we took children who had the means of being educated in Edinburgh, of course we would not be doing good; but if we are really taking children who are homeless and friendless, and giving them a good education, I think we are doing a positive good.

4301. To the children?—To the children.

4302. But do you think you get an equivalent in the good you do for the money you spend?—Yes. We are spending the money as the party who left it wished it should be spent. We are endeavouring to do as much good as we can.

4303. Would there be any objections to converting the hospital into a great deaf and dumb institution exclusively?—I think there would be this objection, that you would do injury to the other deaf and dumb institutions.

4304. I am supposing you took a wider area than Scotland, and drew children from England and Ireland?—I do not know in regard to drawing destitute children from England and Ireland. I think they might provide for their own children.

4305. By means of rates?—By rates or private charity, as we do here. I do not see why we should extend our charity to England and Ireland.

4306. *Mr. Ramsay.*—You state that the governors are precluded from taking in a greater number of children by the state of the funds. I observe in the accounts with which you have furnished the Commission, that you have £1000 more last year than you expended?—You will see from the accounts that I always try and make an estimate at the commencement of each year for the governors, taking experience to show what would be the result for the next year. Of course it is a matter of great uncertainty, and I am obliged to be usually on the safe side, so far as possible. This year, when the prices of provisions and coal have risen so high, I am afraid the income will not meet the expenditure.

4307. You had £1815 in bank at 31st December 1870, and £2925 at 31st December 1871, showing a difference of £1110?—My wish has always been to be on the safe side, and lay up something for a rainy day.

The governors gave lately £2500 for the building of West Coates Church, which the children attend. Since that we have been saving a little; but I am afraid this year will bear very heavily upon us.

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W.S.

4308. Did the governors, in virtue of their donation to that church, get any rights?—We got a certain number of seats for the children.

4309. But you had that surplus of £1100 although you had spent so much?—That had arisen from our estimate of the previous year. Prices of food and clothing were in an uncertain state, and the estimate had been on a safer side than this year.

4310. *The Chairman.*—In your report on the hospital schools, I see it is stated that it was thought better for the children not to go home for the Christmas holidays. What was the reason for coming to that conclusion?—We are going to give them a fortnight in April, and it was thought that the short holiday at Christmas took them off their studies more than was expedient. Some of them, besides, have to go a great distance; and therefore we thought it was better to keep them in at Christmas and give them a longer time in April.

4311. Is there any objection on the part of the governors to their going out on the Sunday?—We think it better to keep them in the hospital, because they get religious instruction from the house governor and masters, and attend church together.

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4312. *The Chairman.*—You are professor of mathematics in the University of Edinburgh?—Yes.

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4313. You have inspected many of the schools connected with the Dick Bequest?—Yes.

4314. And examined the masters, under instructions from the trustees?—Yes; for upwards of thirty years.

4315. Have you visited all the schools connected with the bequest from time to time?—With the exception of one or two, visited when I was not there, I have seen them several times.

4316. And reported to the trustees upon the state of the schools?—Yes.

4317. Will you state generally what your duties were in visiting them?—I had two duties. One of these was to examine the schoolmasters. Every schoolmaster, on his appointment, before he can participate in the Dick Bequest, has to come to Edinburgh to be examined upon certain subjects, —a very large and broad range of examination indeed. I have been one of the examiners for upwards of thirty years. Then, to get a knowledge of the working of the schools, and to make myself perfect in it, I went first along with Mr. Menzies as co-examiner, and subsequently I have been with your secretary as a companion. Of course we always had our reports outlined the same evening, and I took my share of the work, and I reported what I saw. That was my part in the examination of the schools.

4318. The examination of the schoolmasters was part of the early rules that were established connected with the bequest?—Yes.

4319. Did any large number of the schoolmasters make application in order to participate in the grant?—The proportion who participated must have been nine out of ten.

4320. From the beginning?—At the beginning some were taken who were not capable of passing the examination; but it was considered hard at the beginning that old men, who were good enough teachers in their

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way, should be subjected to an examination in branches which they could hardly be expected to have got up. I think, however, there is hardly one alive now who did not go through the complete examination. In a certain time after the scheme was once started, the rule was that no one should participate until, subsequently to his appointment, he had passed an examination in Latin, Greek, all the branches of mathematics,—geometry, algebra, arithmetic, and trigonometry,—English, history, geography; and physics were subsequently added, fifteen or sixteen years ago.

4321. To what extent were they examined in physics?—In physics their knowledge is supposed to amount to a popular (not a very scientific) knowledge of optics and hydrostatics, and a tolerably scientific knowledge of the elements of mechanics.

4322. So as to be able to give popular lectures?—More than that; enough, if requisite, to train a young man in mechanics, in the earlier portions, for the University.

4323. The standard has been raised considerably since the bequest was first instituted?—There has been a gradual but not a very large rising.

4324. Are they all branches in which the schoolmaster is expected to teach up to that standard?—If required.

4325. Can you say whether in your examinations you found them generally employed in teaching (for instance) trigonometry and Greek, and so on?—In the larger schools every branch was represented, except, probably, some such thing as optics, which was outside. They did not think optics and hydrostatics very necessary for their education. There were very few schools indeed in which some of the higher branches were not represented.

4326. Is the present standard of examination higher than is necessary to obtain the Privy Council certificate?—Very much higher.

4327. And higher than the standard of examination for schoolmasters who are appointed at present to parochial schools?—A great deal higher than applies to those who are examined in Edinburgh. I can speak for that, being one of the examiners.

4328. And this standard was adopted by the trustees on their own responsibility?—And was worked out very much by the activity of Mr. Menzies, their first clerk.

4329. Are you sole examiner?—I am not. Principal Tulloch of St. Andrews and Dr. Dickson of Glasgow University are associated with me.

4330. How long is it since you introduced the examination in physics?—We have had trigonometry, algebra, and geometry all along; and we introduced physics about twelve or fifteen years ago.

4331. Now, with regard to the examination of the schools themselves, is there a high standard of teaching carried on in them?—In a very large number of them indeed the style of teaching is excellent. I was particularly impressed, on my first visit to the northern schools, with the excellence of the parish schools as compared with what I had been accustomed to see in England, where I come from. The contrast was very great indeed. For example, in a very remote place—Knockando—up the Spey, lying on the borders of the Grantown district, I found a lad, whose whole costume was worth about a shilling, reading Homer with great appreciation. That impressed me very much indeed.

4332. Then do many of the pupils make considerable progress in Greek?—Not a great number. There are a good number of fair Latin scholars. In some of the better schools I have seen a class of six or eight very good Latin scholars, and in geometry not quite so large a number; but not many in Greek. The case of the boy I mentioned was an exception, which impressed me the more.

4333. You do not find the elementary branches neglected in consequence?—No; it was an important matter in the examination, that when we found a large class doing upper work, we must find also a large number doing lower work.

4334. Would you state what course is adopted to test the quality of the elementary teaching?—The way we did it when we went round, was partly to make believe to teach the school ourselves, and partly to see the teacher do it, so as to lead him on to the free exercise of his powers as a teacher; and then we examined the children, to see what they knew under his teaching. We judged of him by two elements,—how he conducted himself with the class, and what amount of knowledge the children had got.

4335. You did not examine every child?—Not individually.

4336. Not as in the examinations under the Privy Council Code?—No; we were content to examine the class orally, and to judge of the appearance of the class by what we found before us.

4337. And by seeing the teacher work his own class?—Yes.

4338. The condition of a teacher receiving the grant was, you stated, that he must pass an examination, and that upon your inspection you should report upon the higher and elementary teaching in his school. Was there any other condition?—There were several other conditions enforced by the trustees. The attendance at the school was one thing; the numbers who attended for so many days in the year formed an element in the case.

4339. Did they not receive the grant unless there was a certain attendance, or was the grant modified in consequence?—It was modified. The master, if his teaching was below a certain standard, and very defective indeed, might be deprived altogether of the grant, or restricted to receive it only on improvement; but that was an extreme case. The amount which he received depended first on his appearance as a scholar from the examination, then as a teacher, then on the numbers in his school, and so on. It was varied from year to year, according to his apparent merits.

4340. Were many of the teachers who presented themselves for examination graduates of the University?—A very large number. I should say the major part were graduates of the University of Aberdeen. There were one or two graduates of St. Andrews and of Edinburgh, but the major part were graduates of Aberdeen.

4341. Was any part of the funds applied for the encouragement of scholars to go to the higher schools or universities?—No. The masters were allowed, on certain limitations, to attend the University when they had not completed their course, but the trustees did not meddle with the scholars.

4342. Your opinion is that the fund is very well administered, and on a very sound system?—Yes, I think so.

4343. Have you any suggestions to make as to the mode in which it should be administered?—I think it is as good a system as could be, and I do not think you could improve it.

4344. Do you think it a superior system to that which is in operation for the Privy Council grant?—The Privy Council system is useful in making a man efficient, training him up to a certain point; but the object of the Dick Bequest is to add to the power and ability of a man to educate students, fitted, in fact, to enter any of the universities of Great Britain.

4345. By teaching the higher branches?—Yes. I believe that in Aberdeenshire three-fourths of the masters are quite capable of preparing

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students for any university in Britain. I do not mean to say they would altogether compete in every department with those who are educated in the higher schools.

4346. How do you secure regular attendance on the part of the elder scholars?—I do not know that the statistics about that have come before me. Unfortunately, many of the scholars being very poor, they have to come during only a part of the year, and leave for the purposes of the harvest, and at various other times; and I am not sure that the expectations held out by the higher teaching are capable of keeping all as they might do.

4347. You think the same system could be generally applied throughout the country?—I should like to see a similar system applied.

4348. If funds were available?—If funds were available. It would require to be a supplement to any Parliamentary system.

4349. Have you had opportunities of visiting other schools in the country districts with which to compare the system in operation under the Dick Bequest?—I have seen very little of the ordinary schools. Of course I have seen other schools, and been examiner in various schools, such as Dollar Institution, with which I have had more or less connection as long as I have had connection with the Dick Bequest. I have a good knowledge of what Dollar can do in my own department, and some knowledge elsewhere.

4350. Have you examined at Dollar frequently?—I have frequently examined *viva voce* and by writing in my own department—mathematics and mechanics.

4351. Was the system in operation there a good one as regards your department?—In my department I thought it excellent in former days,—none better. I did not quite entertain the same opinion all through; but in my own department the teaching of mechanics and the preparation for applying it was admirable.

4352. In what way applying it?—They had a good deal of apparatus for the purpose of applying their mechanics—for knowing, in fact, such things as the construction of bridges and the strength of materials; and their then teacher, who is now one of their trustees, was a capital man for working them up, after first laying a good foundation in the principles of the subject, and then illustrating these principles, so far as he could, by such apparatus and other means as he could gather together.

4353. Your opinion is that technical education should receive more attention in the school than it does at present?—I hardly think much could be done for technical education in the country schools.

4354. Parochial schools?—Parochial schools. I think it would have on the whole an upsetting influence. I think you should educate a man in his general education in his earlier days, and leave him to build upon that the requisite knowledge of applied science.

4355. By technical education do you mean professional education or scientific education?—I mean generally the knowledge (for instance) how chemistry may be applied to various little details of life, or how mechanics and other subjects may be applied, not exactly to professional, but to all the ordinary requirements of life. To take my own immediate department, surveying, in its humblest form, is a part of technical education, and measuring and levelling; and descriptive geometry, again, is the application of another branch of it. But I do not mean preparing a man in all respects for his trade—such, for instance, as paper-making.

4356. In the sense in which you describe it, do you think that further inducements might well be made for its encouragement in this country?—I think not in the parish schools.

4357. I do not say in the parish schools—in the secondary schools?—What I should like to see, if there were funds, would be a system (but I feel there is great difficulty in it) by which, in some of the great centres of business, we should have something like the system of the *Ecole Centrale* in Paris made available for Scotland, but with a much modified programme. I have here a programme for the first year of the *Ecole Centrale*; and when one looks at it, one feels the exceeding difficulty of imagining what classes of the community in this country could become students in such an institution. It is a great Government school for arts and manufactures in Paris. The *Ecole Polytechnique* is a much higher thing, and belongs rather to the advanced university system than to the system of the *Ecole Centrale*. The Polytechnic at Zurich is more akin to the *Ecole Centrale* in Paris, and the object of the latter institution is to prepare men in their preliminary education (some more than preliminary) to take the positions of engineers and so forth. In his last report, the director of the *Ecole Centrale* said that all attempts to introduce a similar thing into England had failed; and, looking to the programme for the first year, it seems to me we have no great prospect at present.

4358. Can you state what attempts have been made?—I am not aware.

4359. But there is nothing of the kind?—There is nothing at all corresponding to it that I am aware of. They have a three years' course. The rich pay high, and the poor pay low. The first year's course is such, that it seems to me that to prepare for it a young man must abandon what we think so important in balancing the mind—the study of classics, philosophy, and language. It would seem to me as if it must be an exclusive system of education, unless Scotchmen are different from other men.

4360. Exclusively scientific?—Yes; and I for one would be very sorry to see it made the system in this country.

4361. But it is not a professional training?—It is preparing for professional. It is the basis of the power that makes a man eminent as a professional engineer. They give two diplomas, corresponding to a degree and to a certificate of merit, and they get about 120 or 130 to take these diplomas in the *Ecole Centrale*.

4362. You see great difficulty in the way of establishing such a school in this country?—I do not think it is congenial to our habits of mind. We are of opinion here, that before a man begins professional education he should begin all the other branches of study—he should have a little knowledge of science in the abstract, of philosophy, of language, and literature; and I do not see how we can ask young men to begin their career on such a very large programme.

4363. *Mr. Ramsay*.—What is the course of study?—In the first year they start with geometry (descriptive with applications), analysis, differential and integral calculus, cinematics (the theoretical part of the science of motion), mechanics in general, physics in general, chemistry in general, and hygiene. I see no hope of our ordinary schools, or extraordinary either, training 120 young men to go up annually to commence their education on any such platform as that; and therefore I am of opinion that what we should attempt is not one grand *Ecole Centrale* as in Paris, but four technical schools, where a good deal of the preliminary education was incorporated.

4364. *The Chairman*.—Do you speak of language?—At any rate I would like to see a little language until a young man is of a certain age; but he should certainly be taught geometry and algebra, and the elementary matters requisite, and should not be supposed to start on such a platform as I have mentioned. It is perfectly hopeless.

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4365. In your opinion it would be better to have a technical school, such as you have described, rather than attempt to have a technical branch attached to existing secondary schools?—That is another question. I should be sorry to see technical education frittered away into little bits throughout the country; but in some of the better existing schools I would be very glad to see a technical branch established, if it were really established. As it is, I hope it is competent to say I do not think we have very much, with the exception of Dollar, that has been very successful, and I am afraid Dollar is hardly keeping its position.

4366. Do you think there would be a popular demand for that kind of instruction if a school were established?—I think there would be after it was properly understood what it was; if you give it a little dignity and stability in its establishment, and not merely make it, as at the High School, a little botany, and a little of one thing and another. I was requested to take part in our local examinations at Inverness, and there I saw the working of what you may call the science department in that part of the world. Inverness, Nairn, Elgin, and some other districts were represented, and with one exception,—free-hand drawing, which very much interested me,—all the rest went for nothing. Botany, for instance, was a mere makebelieve; you could not call it science at all.

4367. Would you state what branches should be included in what you conceive to be a technical course?—I can speak best of my own department. I would have geometry (plane and solid), algebra, the calculus, and then descriptive geometry, including perspective, taught scientifically and not as mere results.

4368. That would involve the teaching of drawing, would it not?—Not of necessity.

4369. And in applied mathematics?—The branch of mechanical applied mathematics I am always afraid to speak upon. Strength of materials and so on rather belongs to another department than my own, and I am afraid I might differ from others. I have spoken of some of the more important things in my own department. No doubt a good many things might be appended, but these are what seem to cry for a little increase of power.

4370. Speaking from your experience of the way in which pupils come to the University, is there a want of knowledge of mathematics in the secondary schools of the country?—It is capable of improvement. I think we are improving it a little. We had a very remarkable evidence of that in the fact that recently we had 80 or 81 for our preliminary examination. We had never been accustomed to get half that number; and I think the system of examining the young men when they first come up is improving the education. In fact, we have a very great number of good pupils making their appearance from all parts of the country; but no doubt there are many obliged to come up ill-informed, and not in the same predicament as they come up to Aberdeen from the three counties.

4371. Do you think the secondary education of the country might be very much improved?—It might be very much improved.

4372. And that would enable you to carry the training of pupils at the University much higher?—Undoubtedly.

4373. Have you any further suggestions to make with reference to the objects of our inquiry?—I think I have spoken on most of the points.

4374. What is the average number of students who have come up to the preliminary examination in the mathematical classes hitherto?—The average number since it was instituted cannot be above 25, perhaps not so many. Although we had a very large number this time, we have had as few as 10 or 12.

4375. Has there been the same increase in the other faculties this year?—There are only three departments in which they are examined,—Latin, Greek, and mathematics; English is appended only for a few, and with regard to certain bursaries.

4376. To what do you attribute the increase this year?—I think it is due to the fact that it is beginning to be circulated and known that it is a great advantage to the lads to pass, and the masters are bestirring themselves in the secondary and primary schools to get the lads prepared.

4377. Do you think the passing of the Education Act has helped to create such an interest in Scotland?—I cannot speak as to that.

4378. In examining the Dick Bequest schools, did you examine any of those participating in the Milne Bequest?—Yes; in the county of Aberdeen most were participating in that bequest.

4379. Have you paid any attention to the system of administration of the Milne Bequest?—I only heard of it accidentally. The examiner in my early time was Dr. Cruickshank, an excellent and able man, but not very severe. We were pointed at as being a contrast to Dr. Cruickshank.

4380. Should you consider it an improvement if the Milne Bequest were administered on similar terms to the Dick Bequest?—Decidedly.

4381. Have you paid any attention to the administration of the Ferguson Bequest?—I have examined for four years for the Ferguson Bequest.

4382. Can you tell us the system upon which it is administered?—So far as the trustees are concerned, it is given to encourage very high attainments.

4383. These are the Ferguson Scholarships for the University?—Yes.

4384. But I mean rather the Ferguson Bequest for the schools?—No; I have no information on that subject.

4385. Dollar is recognised by the Secretary of State for India as a training school for the Indian Civil Service?—Yes; for the engineering department.

4386. Are there any other schools that are so recognised?—I am not aware of any.

4387. Do you suppose that gives a stimulus to the technical department?—I think it is the technical department being in so good a state that has brought that about.

4388. Mr. Lindsay is no longer there?—No. I am very sorry for it, as he was most energetic and enthusiastic, and was an eminent student with Principal Forbes and myself.

4389. Have you examined the school since he left that department?—I have examined it by written papers. It is in a very fair position in that department, but, I should think, hardly so lively as it was.

4390. *Mr. Parker.*—How far do they carry mathematics in the Aberdeenshire schools?—Generally they go through three books of Euclid, and algebra to quadratics.

4391. And when one hears of higher subjects, they are exceptional cases?—Quite exceptional. I have seen six books of Euclid, and higher algebra; but in parochial schools what I have already stated is very good, and all you can hope for or expect as a rule.

4392. Do you think it desirable to carry boys as far as quadratic equations?—I think it desirable to allow boys to get that length who have talent for it. It picks out from the country population those whose talents are worth cultivating for the good of the State.

4393. Do you attach much importance to the teaching of physics in elementary schools?—No; my experience and belief is, that in elementary schools anything like a copious addition of physics draws off the attention

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of children, being a little captivating in appearance,—such as experiments in electricity, and so on. I can only remember one or two schools in which it was prominent. I remember one school under the Dick Bequest, and it was very inferior in other ways. I do not think it is a good thing for the children that their attention should be abstracted at that age from the harder elements which build up the man.

4394. Do you think it desirable that their reading books should include subjects in natural science?—Certainly.

4395. And they should be examined upon these subjects, to see how far they understood them?—Most certainly.

4396. You do not regard Greek as being really part of the programme?—Only as an exception.

4397. You would retain Latin for the higher classes?—I think every country schoolmaster should know Latin. He has no chance of being a thoroughly competent teacher of English without Latin; and in the next place, the requirements of the country side are moving in Scotland, and are becoming very great.

4398. Have you considered how you would apply the smaller local endowments that exist here and there in the country districts, to the advantage of the schools?—In my opinion, the advantage of the schools would be met if you had a higher class of men; therefore I should apply them to draw out a higher class of men, as in the Dick Bequest, giving them to those men who, when they are instituted into a school, prove themselves to be really worthy of continuing in that place; and I would make the inducements such as would lead them to continue.

4399. Then you would give them such inducements in aid of their salary?—Not as eleemosynary aid, but on the teacher showing himself a good man, and to be retained on that condition.

4400. And if these endowments were so devoted, how would you prevent their going simply to relieve the ratepayers from a part of his salary?—I would make it a condition that no schoolmaster should participate who did not receive from the ratepayers and the Privy Council allowance a minimum sum of say £80 a year, so as not to give it for the relief of the ratepayers, or on account of the poverty of the teacher.

4401. Is that a rule at present with the Dick Bequest?—The rules are undergoing revision; but in the former position of the Dick Bequest the law took that into its own hands as to the heritors giving a certain allowance.

4402. Do you think it desirable it should be so?—Yes; and the Dick trustees will undoubtedly take that into consideration,—not to give the funds in any way for the relief of the ratepayers.

4403. If there were local endowments more than sufficient for the aid to salary, what would be the next important object?—I think the secondary schools are certainly the next, and we should not forget at any time to make them as really efficient as they ought to be. If in any district there was more than sufficient money to put the primary schools into an efficient state, I would do a little for the secondary schools.

4404. Would you expend any such endowments on small bursaries, to carry boys on or retain them at the school?—As a member of Senatus, that is rather a difficult thing for me to answer, but my own opinion is rather in the negative.

4405. You rely more on the improvement of the teachers?—Yes; but I would not like to speak positively on that point. Small bursaries are somewhat doubtful, except by a broad, open competition in a district (say a county) where the county at large competes, but not little frittered ones. at this school and that.

4406. Does your answer apply to bursaries from elementary to secondary schools, or from secondary schools to the University?—I am speaking of bursaries from the secondary and elementary schools to the University.

4407. What should you think of small payments in aid, to enable promising boys to go from the primary to the secondary school?—I think it might be a proper thing, under regulations, to help them to come up from the country side. That, of course, would require a good deal of money to do it efficiently.

4408. I think you stated you would rather see four technical schools established than one large one: do you mean in different towns?—Yes.

4409. And in such technical schools, would you have any literary element side by side with the technical?—It is a little difficult, perhaps, to see how that might be done. They might then come into direct competition with those at present existing, which would be unpleasant. It might be a good thing, I dare say, but I doubt whether it would be desirable to introduce such a thing at present.

4410. In such a technical school, what do you think should be the lower limit of age for admission?—That is a point I have not thought of; but reasoning from those who enter the universities, I should think it might be something like seventeen. I would not go lower than seventeen or eighteen. I am thinking of a technical school of the higher class.

4411. But if a technical school were to be founded in Edinburgh, you would not take mere children?—Not at all. They should be kept to English, Latin, and other things which are the basis of a person's education in this country. These should never be lost sight of.

4412. And the mathematical basis for technical instruction,—do you think that also would be laid at the elementary schools before the age of sixteen?—A great deal of it certainly.

4413. You would not be afraid of an unsound foundation being laid in the elementary schools?—I think not. Judging from the Dick Bequest schools, we are safe in that respect.

4414. Do you know the age at which they enter such a school as the *Ecole Centrale*?—No, I have no information on that head.

4415. In such a technical school, do you think drawing of various kinds should form a very large part of the teaching?—Not a very large part, I should say. It is rather a finishing than an improving; it is the principles that are the main point. But drawing is beyond the point of the school, and verges on the professional. A technical school is to prepare men for all professions, to give them education in the bases of the application of mathematics, mechanics, chemistry, and natural philosophy, so as to prepare them for all.

4416. You consider the branches you have mentioned more important than architectural or industrial drawing generally?—These come subsequently, rather as the extreme end of the school,—what would correspond to the third year course in France.

4417. *Mr. Ramsay*.—You have stated that attendance is one of the tests or conditions on which grants are given from the Dick Bequest?—Yes.

4418. Then have you any reference to the population of the district in which the school is situated in judging of the attendance?—No reference to the population or district, because we consider a good man in a good district ought to be a little better paid than a man in an inferior district; but if a very superior man gets into a very inferior district, he makes it up by his scholarship mark.

4419. What I wish to know is, whether those qualified teachers secure a higher proportion of attendance than there is in the other parishes?—

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As a rule, certainly. I have no doubt of it whatever, because I have seen in populous districts very thinly attended schools, owing to the inferiority of the master.

4420. Do you think the high acquirements of the teacher tend to create a demand for higher instruction?—It does not create a demand for it, but it forms an outlet by which those who are clever and have genius and life in them find themselves able to go on. I do not think any one would be drawn out from the knowledge that the master was able; but when he gets into the school, the master stimulates him by what he does, and by and by the boy is drawn forward.

4421. Is it not the case that a teacher possessing acquirements and seeing the ability of the scholar induces the scholar to go on?—He feels the scholar's pulse. There is a mutual sympathy between them; and very beautiful it is to see in the country schools how the poorest lads showing ability and talent are *en rapport* with their teachers.

4422. Is it your opinion that throughout the country generally we should have in every parish and every district a teacher possessing those higher acquirements?—We can scarcely ask for Greek, but I should like to see all the others I mentioned in connection with the Dick Bequest.

4423. Is it, then, your opinion that the present standard of examination for certificates to enable teachers to obtain the Privy Council grant is too low?—I think it would be better to be higher.

FRIDAY, 24th *January* 1873.

PRESENT—

SIR EDWARD COLEBROOKE, BART., *Chairman*.

SIR WILLIAM STIRLING-MAXWELL, BART.

MR. PARKER, M.P.

MR. RAMSAY.

MR. LANCASTER.

MR. SELLAR.

ALEXANDER CAMERON, examined.

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4424. *The Chairman*.—You are Provost of Elgin?—I am.

4425. And a trustee of the Elgin Institution?—Yes, simply *ex officio*.

4426. I understand the trustees had at one time under their consideration the expediency of some change in the constitution of the institution?—They had. I think it was in 1870 that the matter was brought forward.

4427. In that case I believe you were favourable to the proposed change?—I was the person who, in conjunction with the Sheriff-substitute of the county, who is also an *ex officio* trustee, brought forward the proposals for a change.

4428. Who are the members of the trust?—The members of the trust consist of the two Established Church ministers of the parish of Elgin, which is a collegiate charge, the moderator of the Established Presbytery of Elgin, the Sheriff of the county, the Sheriff-substitute, and the Provost of the town.

4429. Is the parish of the moderator in the neighbourhood of Elgin also?—The presbytery pretty well surrounds the town, in a circle of from six to eight miles, and the moderator is always within easy distance of the town. He can never be ten miles away from it.

4430. And he might be a minister of Elgin?—He might be, but he never is. It is not for me to explain why, but I believe since this institution was in existence, no minister of Elgin has ever been appointed moderator of the presbytery.

4431. The trust is, among other things, for the foundation of an hospital for old men and women?—Yes. But before I leave the subject of the trustees, I think it right to mention that the present Sheriff-depute of the county, Mr. Bell, formally resigned his office of trustee a good many years ago, and has ceased to act. The previous sheriffs of the county took a good deal of interest in the institution, and attended the meetings when they were in the county; but Mr. Bell has never done so, so that the trustees have consisted of the three clergymen and the Provost and the Sheriff-substitute. I don't know that Mr. Bell ever did act, and he has executed a formal deed of resignation.

4432. *Mr. Sellar.*—Was it before the trustees passed their statute, which was in 1865, that he resigned?—I think it was subsequent to 1865 that he resigned; but he declined to act in any trusts of that kind in the county, and has never done it. I cannot tell the exact time when he resigned; but the fact is that the thing is now managed by the three clergymen and the Provost and the Sheriff-substitute.

4433. *The Chairman.*—Would you state generally what is the nature of the foundation?—The hospital is established for the purposes of founding and endowing an hospital, a school of industry, and a free school, within the town of Elgin, in North Britain, or its immediate vicinity. The Hospital, as distinguished from the teaching department, is a wing of the building, in which are located five old men and five old women belonging to the town of Elgin, making ten in all in that department, and who are kept there very comfortably, I believe. The School of Industry applies to the boys living in the house. The will of General Anderson calls it a school of industry for the separate maintenance, clothing, and education of male and female children of the labouring class of society whose parents are unable to maintain and educate them. Now, at the time when that will was made, and even when the institution was opened, there was no poor law in Scotland; and since the recent Education Bill has been passed, people who hold my opinions think that, for that class of children, we have now a poor law and an education law, by which the necessity for an institution of this sort is interfered with to a considerable extent. The third purpose of the institution is for the establishment of a free school, conducted by a properly qualified master and mistress, for the education of male and female children, whose parents may be in better circumstances, and able to maintain and clothe them, but who are not very well able to educate them. That has been an exceedingly useful department of the institution. There is a school, now called the Free School, connected with the institution, which educates about 300 children, and has been a great boon, I have no doubt, to the labouring population there. Had it not been for that school, in a place of the size of Elgin, with a population of upwards of 7000, there must have been some other means than there are at present established for educating such children. I may mention that we have no parish school in the town or parish of Elgin. There is an academy, which is a burgh school, and is the only thing to come in place of a parish school. There are two schools in the

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country district of the parish, supported chiefly by Lord Fife on different parts of his property.

4434. *Mr. Ramsay.*—Does the burgh comprehend the whole of the landward part of the parish?—No. There is a very large landward part of the parish beyond the burgh.

4435. And there is no parish school there?—There is not. The parish extends five miles on the one side of the town, and seven or eight miles on the other; and Lord Fife, who is a large proprietor in the neighbourhood, is the chief supporter of two schools there. But they are not parish schools in any sense of the word. They are just schools set up chiefly by him, and I suppose the farmers pay the fees for the education of their children. I have not much acquaintance with them, but they are not endowed in any sort of way, except that I believe his lordship gives a small sum to the teacher annually, which is often done by a gentleman in the country for schools of that kind.

4436. But he does not make any payment in respect of a parish teacher?—No; there is no payment. There has never been a parish school in Elgin.

4437. *Mr. Sellar.*—And no parochial assessment?—None.

4438. *The Chairman.*—Would you continue the statement you were making with regard to the institution?—After the passing of the Endowed Hospitals Act, my attention and that of the Sheriff-substitute, Mr. Smith, was directed to this institution at Elgin, and we had a good many consultations upon the subject,—the result being that we proposed a scheme for the better application of the funds of the institution. We proposed, in the first place, with regard to the old men and women, or the hospital part of the establishment, that they should get so much a year each,—I think we proposed not exceeding £20 for each old man and not exceeding £15 for each old woman,—and let them go and live where they liked, and do the best they could with the money. We believed they would all take that money instead of the maintenance in the hospital, if it was offered to them; but if they wished to remain in the hospital, we had no intention to turn them out so long as the present inmates survived.

4439. After their death, what did you propose?—Then we proposed to appoint other people, giving them similar annuities.

4440. You proposed to continue the charity, only in the shape of pensions instead of maintenance in the hospital?—Yes. Then, with regard to the School of Industry, we proposed that maintaining children in the establishment should cease; and until the expiry of the periods for which the present inmates were admitted, that the children should be boarded with their friends or other suitable persons, and maintained and educated at the expense of the trustees. Then there is a system of apprentice fees, paid in terms of the will, after the boys have left the institution, which we proposed to discontinue.

4441. Did you propose to do away with the School of Industry altogether?—Yes.

4442. And the Free School also?—Not the Free School—I will come to that by and by; but we considered the School of Industry quite a misnomer. There is nothing whatever of an industrial nature taught in it except some garden work. It is neither more nor less than a common school for teaching children, who are boarded and lodged in the establishment. We did not think that system was worth the money that was expended upon it, but that the funds could be much better applied to general education in the town and county of Elgin. Having in view that if we took a large endowment of this sort, and set up free schools and a free system of education, as we proposed to do, we would have starved

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out the teachers of all the present schools in Elgin, we proposed to absorb them all under our system; and we proposed to invite the Town Council of Elgin to join us in going to the Home Secretary for a Provisional Order to combine with our scheme the present Elgin Academy, which is endowed to the extent of from £120 to £140 a year from funds in the hands of the Town Council. We proposed that should be included in a general scheme which is detailed in resolutions, a copy of which I have here with me, and which I will leave. [Produces copy of resolutions.]

4443. The Academy, you said, was a burgh school?—It is entirely a burgh school.

4444. And it will now, as such, be transferred to the management of the new School Board?—It will be transferred to the management of the School Board, and it is one of the schools scheduled in the Act as schools to be set aside for the purposes of higher education. Then there were certain details of our scheme, with which, however, I suppose I need not trouble the Commission.

4445. There are some parts of it about which I may ask you some questions presently; but would you explain with regard to the School of Industry your reason for wishing to abolish it—why you thought it would not be wanted for the future, and that the name was a misnomer? Do you consider that it did not work well as a school?—We considered not only that it did not give anything like an adequate return for the outlay by educating 25 boys and 25 girls with the old people at an expense of about £1500 a year, and turning them out to be domestic servants and apprentices to trades with a very so-so kind of education; but that the name was misapplied, and that a very great deal more could be done with it now-a-days, if, under the provisions of the Endowed Institutions Act, which was in force at that time, we could have educated a few hundreds of children instead of maintaining and educating forty or fifty. We considered that the forty or fifty children of parents who were unable to maintain and educate them were neither more nor less than the children of paupers, and that it was relieving the poor rates of the different parishes of the county; and we thought the scope of the Endowed Institutions Act was such, that while we applied the funds to educational purposes with the sanction of Parliament, that application might be varied in the way that we proposed.

4446. With regard to the School of Industry, it is stated in the answers to the schedule that there was an alteration in the age at which children were to be admitted. By the original trust they were to be admitted at six, which was changed to eight. Was that a point about which you took any legal opinion as to whether or not it was within the terms of your trust?—That change was made many years ago.

4447. You were not in the trust at that time?—No; it was done thirty years ago,—early in the history of the school. The will, I think, says that children shall be not under six years of age at their entry, and not exceeding twelve years of age when they are to cease to enjoy the advantages of the trust; but the trustees found that twelve years was far too early an age to send children out, and they altered it, by a bye-law of their own, to eight and fourteen. There is no doubt whatever that that was better than six and twelve, because fourteen is young enough to send out any child to be an apprentice to a trade.

4448. I suppose the School of Industry itself was a well-conducted one? You had no reason to complain of the manner in which the children were educated?—No; I had no complaint to make on that score.

4449. Was any complaint ever stated to you as to it not being well worked?—No; there was no complaint made to us on that point.

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4450. The county has a preference with regard to the election of children: will you state in what proportion the children are from the county?—The county as distinguished from the burgh of Elgin has no preference under General Anderson's will. But a great many years ago the then trustees framed a scheme whereby the children were apportioned among the different parishes, according to the population. That scheme, I believe, was revised about ten years ago, after the census of 1861, and it has remained at the rate then fixed ever since; but the will simply says that the children from any part of the county of Elgin shall have the preference over children from other parts of the country.

4451. Or from other counties?—Yes; but the trustees, soon after the establishment of the institution, apportioned so many to each parish. They don't take the most necessitous; they don't take the whole county into view whenever there is a vacancy; but if a certain child leaves the institution, and if he belongs to the parish of A or B or C, then the parish of A or B or C, as the case may be, nominates another child. The way in which it has been done is this: the governors of the institution issued schedules to the kirk-session of the parish, and the kirk-session sent in the names of one or more children whom they considered fit and proper objects to receive the benefits of the institution. But on one occasion at least since I have been a trustee, within the last three or four years, there were no proper objects in the parish, and no person wanting it very much. The proper way to do, in my opinion, would be to let children from any part of the county, including the burghs, apply every time, and let the trustees take the best means they can find of ascertaining which child is the most necessitous, and put him in, if the institution is to be maintained on its present footing.

4452. That rule of giving the benefit to the nomination of a particular parish is one which has been worked up to the present day?—It has been worked up to this hour.

4453. Although occasionally, owing to the manner in which the county is divided, there is sometimes not an applicant for that benefit?—Yes. Our scheme was objected to very much by the moderator of the presbytery, and by the clergy generally throughout the county, on the ground that by it we were going to confer all the benefits of these endowments upon the town of Elgin, at the expense of the rest of the county. We proposed in our scheme that every parish should get so many children educated; that instead of sending one child to the institution, the education of these children should be paid for in the parish school, and that there should be so many small bursaries of £10 or £15 each, which should be competed for by the children at the parish schools; and when they got these bursaries, then they could come to the advanced school which we proposed to establish in Elgin, and work their way to the University if that was desired. We thought that if the child was a clever enough child at the advanced school in Elgin, he was quite capable of gaining one of the numerous bursaries at the University of Aberdeen, and that that would be reserving an advantage to the poor class of children, whom the money was meant to benefit, by educating, say, 10 or 20 children, as the case might be, as the funds would admit of, from the country parishes, and establishing £10 or £15 bursaries, as the case might be, which clever children in the county could compete for.

4454. These bursaries would be for special competition in the county?—Yes. £10 or £15 would keep a poor child in Elgin perfectly well while he was receiving his education; and in addition to that, he would have got education free in the highest branches taught in Scotch country schools.

4455. You mean that a bursary of £10 or £15 would bring the

children into Elgin, and allow them to get their education there?—Yes; for their higher education. And then, if they wished to rise in the world, they could go to Aberdeen, and if they had abilities they would get a bursary there.

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4456. Would you say what proportion of the fund you proposed to allocate in this way to the county?—We proposed, by Resolution 10—‘That from time to time, so soon as the institution is relieved from the charge of maintaining the present inmates of the School of Industry, the fees of educating 200 poor children in the parish and other country schools throughout the county, including the Burgh School of Forres, shall be paid out of the institution—the number of children to be so educated in each parish to be regulated from time to time, according to the population of the respective parishes; and that twenty bursaries of £10 each be established, for the purpose of defraying the maintenance of twenty children while attending the advanced school at Elgin. Such bursaries to be competed for by the poor children educated on this foundation at the country schools, and to be tenable for three years; such children, in addition to the bursaries, to receive their education at the advanced school free. That the proposals contained in this resolution be gradually carried into effect, as regards each parish, as the funds of the institution are relieved from supporting the child or children from that parish within or without the institution.’ We had an alternative resolution, that if the trustees did not approve of that way of settling it, then some neutral persons should be called in as arbiters, to say between the county and the town what was a fair thing to do with regard to the benefits that the country parishes receive at the present time.

4457. Can you say the amount that under that rule would have been allocated to the country parishes?—I can state something like it in this way:—There were £200 that we proposed to go for bursaries. Then we proposed to educate 200 children in the country parishes. I calculated that that would cost £1 each, or possibly more for the boys. I thought that would take from £200 to £300 more; but at the discussion which took place upon the subject, the moderator of the presbytery, Dr. Mackie, of the parish of Alves, corrected me, and said that the average fees of a parish school were only 14s., and he gave that as an authoritative statement, having been for a good many years a parish schoolmaster himself. My answer to that was, ‘Well, if it is only 14s., I am very glad to hear it, because then we could educate 400 children instead of 200, as I thought.’ But the whole of our proposals with regard to money were made in a tentative form. We were quite willing to discuss all the details of the thing, and add to or subtract from any of the pecuniary proposals, as might be the opinion of the majority of the trustees.

4458. But the part of the scheme in which the county was specially interested was the change you proposed by the abolition of the School of Industry?—The great objection that the county made to the scheme was as to the abolition of the School of Industry. They said that a parish gained £25 or £30 a year by having a child educated in that school; and what they wanted was, that we would give £25 or £30 a year—I think they put it at £27, 10s.—when we shut up the School of Industry. Now, that would have been of no use whatever, because it would have absorbed all the funds. We proposed to continue the present free school attached to the institution itself in the town of Elgin. We proposed to embrace the Academy and the Trades’ School, which is a school established a good many years ago by the Incorporated Trades of Elgin, and which is supported entirely by fees and any money they may get under the present Government grant. I don’t think the master has

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any salary; or if he has, it is a very trifling one. But we proposed to embrace all these schools in our scheme, and have a certain number of members elected by the Town Council to form the managing body, along with the trustees of General Anderson's Institution and the Convener of the Incorporated Trades, in consequence of our embracing their school in our scheme. Our proposal was to have a free school, and then we proposed to have a general school, the education in which should extend to mathematics, geometry, principles of chemistry, machine drawing, and theoretical mechanics.

4459. Were these branches to be taught in a higher school?—Yes; we proposed to have a free school, and then to have a middle school as it were.

4460. In Elgin?—Yes; and that the fees for that middle school should only be 1s. per quarter.

4461. The free school would virtually be a continuation of the present free school?—Yes.

4462. I wish to return for a moment to the point with regard to the School of Industry, and the claims that were put forward on the part of the parishes. As I understand, they said they were entitled to something like £25 a year?—They claimed £27, 10s.

4463. *Mr. Sellar.*—That would be for fifty children?—Yes; but the parish of Elgin had about ten from its population out of the fifty.

4464. How many parishes are there in the county of Elgin?—About 24 or 25. Some of them are pretty large. Forres, for instance, with a burgh in it of 4000 inhabitants, would have four or five children; while some of the very small country parishes had only half a child—that is to say, they elected one child alternately with another parish.

4465. *The Chairman.*—I suppose you don't deny that they virtually did receive something like that amount? You only object to the manner in which it was applied?—I denied that they received that amount at all. What I said was, that they got a child which, if they had not had it maintained in that way, would have been maintained by the poor rates, and that what they gained was the cost of the maintenance of the child at the rate that it would have cost them under the poor law.

4466. But if that were changed, would not that particular parish have a claim to have the £25, or whatever it was, applied to the improvement of the education in that parish?—If this had been an endowment expressly left to the parish by General Anderson, probably it would; but it was merely an arbitrary way of apportioning the endowment, which the trustees adopted thirty years ago.

4467. And you don't think it was a just one as between the different parishes?—I don't think it was a proper one. I would not like to say that the trustees intended to do anything which was unjust—I am far from saying that; but I don't think it was a proper way to apportion it for this reason, that I think the trustees were bound to exercise their own discretion in selecting fit and proper children, and that they were not doing a right thing in devolving that upon the kirk-sessions of the different parishes. I think that if there were more necessitous children in one parish than in another, then that parish should have got a greater benefit.

4468. Do you consider that the proposal you made fully exhausted the pecuniary claims of the county?—I thought it did, because the whole county would have had an interest in the advanced school in Elgin, where they could have got as many children as they were likely to require educated in the best manner free of expense, and maintained at the same time by the bursaries that we proposed to establish.

4469. And you would have allowed that question as to the pecuniary

claim of the different parishes in the county to have been settled by arbitration?—Yes; we proposed that.

4470. You would have been content, and would have been bound, if the arbiter had said that a larger sum than is proposed should be given to these parishes?—Certainly.

4471. Your object was that there should be a great improvement in the education supplied by the fund; and as to the relative claims of town and country, they might be settled by arbitration?—Exactly; that is what we proposed.

4472. Then you proposed by your scheme to abolish the system of apprenticing?—Yes. We do not think that is a thing that is very much to the advantage of the children of the establishment generally. We thought that if they got a good education, and were started in the world for themselves, they were quite as well off as if they were apprenticed to a trade. The institution at present pays high apprentice fees for these children, and, in fact, gives them an advantage over the children of poor people who are not in much better circumstances than they are.

4473. Then, in fact, you think it is not wanted?—It is not wanted. We did not think it was worth the money that was devoted to it.

4474. Was that one of the express provisions in the trust as to the application of the money?—Yes; to put them out as apprentices.

4475. But you thought on the whole it was a case in which the money might be better applied, and that it was a reasonable application to be made under the Endowed Schools Act that you should be allowed so to apply it?—We thought so.

4476. What have you to say with regard to the remainder of the scheme?—With regard to the advanced schools, we proposed that the endowments of the Academy should be used as they are at present for salaries to the teachers, but that the buildings of the present institution, which are of an extensive character, should be made use of for the purpose of the school, and that those who were able to pay fees—that is, the middle class, because one really cannot say that there are any very rich people about a country place like Elgin—should get a good education for their children on sending them to that school, and paying ordinary, fair, and reasonable fees for them.

4477. What do you mean by ordinary, fair, and reasonable fees? Do you mean lower than the present fees that are paid?—No. I should say that, for the education that we would have been able to give with the help of these funds, the fees would have been higher than they are at the Academy at present. We calculated that probably the fees for a boy of twelve or fourteen getting his education there would be from £8 to £10 a year. We proposed that these fees should go to the benefit of the institution—that they should not go into the masters' pockets; but that we should pay the masters proper salaries, and take the fees and apply them for the purposes of the school.

4478. The Academy, I presume, is one for the benefit of the county as well as of the town?—Yes; it is an open burgh school.

4479. It is considerably resorted to by boys from the neighbourhood?—Yes; a good deal.

4480. Is it an elementary school also?—It is; and in my young days it was a great school for many boys from other parts of the country as well. People from the more northern counties sent their sons to board in Elgin with the masters of the Academy. It was a school which had a very good reputation in those days. A brother of Mr. Scellar was a schoolfellow of mine there, and afterwards at the Aberdeen University.

4481. Would you state how much of the fund would be applied to

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that part of your scheme?—I am afraid I could not state that exactly off-hand. In fact, all our proposals with regard to the pecuniary part of the scheme were put forward more in a tentative shape. We felt under obligation to sketch out some proposals, but at the discussions on the subject we said again and again that we were ready to listen to any proposals for modification, and to discuss them in a fair and reasonable spirit.

4482. You have said that you proposed to keep up the Free School; was that as a free school without any payment of fees?—Yes; without any payment of fees. At first it was proposed that we should make a limit that no parent who was making more than £40 a year of wages should get his children admitted to the Free School; but we afterwards came to think that it was unnecessary to make any particular restriction of that sort, and that where there was another school, opened with fees of only one shilling per quarter, no respectable artisan or labourer would send a child to the Free School if he could get his education for one shilling a quarter, and if he could at all afford to pay that sum. But, of course, a poor man with six or seven children cannot afford very well to pay six or seven shillings a quarter, and there are a great many children of that sort at the Free School getting their education for nothing.

4483. How are children admitted at present? Do the trustees at their meetings select them out of any number of applicants?—For the admissions to the Free School, the trustees meet once a month. The teacher attends and states the number of vacancies, and there are cards of application, which we require to have signed by two householders recommending the applicants.

4484. Do you make special inquiry into each case?—No; but there is a small schedule on the back of the card, stating who the parents are, whether both parents are alive or not, and how many children there are and their ages, and some other questions of that sort. We look them over, and sometimes when there are a good many applications—perhaps 50 or 60 applications for 10 or 15 vacancies—we have no difficulty in getting fit objects without going very far.

4485. Do you decide in favour of the most necessitous?—Yes.

4486. At least you endeavour to do so?—Yes.

4487. And there is a preference in favour of children from any part of the county? Does that come under your consideration?—The Free School, of course, is entirely confined to the town of Elgin, because the parents of children in the county have no means of maintaining them in the town.

4488. And they could not come from a distance?—No.

4489. With regard to the proposed constitution of the trust under these changes, how would you propose to regulate it?—Our proposal with regard to that was contained in Resolution 5. We proposed that the Elgin Academy should be combined with the scheme, and that the Town Council should elect from their own number, or from outside the Council, three trustees on their behalf, to form, along with the acting trustees of Anderson's Institution, and also, in the event of the adoption of the Trades' School, along with the convener for the time being of the Incorporated Trades of Elgin, a joint board for the management of the Academy. We proposed that the trustees of Anderson's Institution should retain the exclusive control of the funds for the old men and women, but that the educational board should consist of the present trustees and of three trustees nominated by the Town Council.

4490. This was very much objected to by the clerical members of the board?—They did not seem to like to have three town councillors put in among them, and said they would never consent to anything of the kind.

4491. They themselves would have been retained in the trust?—Yes; the existing trustees would have been retained. But our proposal was that the Town Council should name other three, not necessarily town councillors; they might have been any gentlemen in the town or neighbourhood.

4492. But as the Town Council has ceased to have any control over the Burgh School, it would fall to the School Board to appoint persons who would now be amalgamated in this trust whenever your scheme was carried out?—It would, unless the Town Council were taken as representing the community in the matter. But as their control over the education of the burgh is to be taken away, the School Board would probably be the most natural party to look to for that. It is a great pity that such a scheme was not carried out at the time we proposed it, because if that had been done, we should probably never have required an educational rate in Elgin.

4493. But you are anxious still to proceed substantially with your scheme if you have power by law to do so?—I cannot say that I should continue to advocate the scheme now, because, before any action can take place in it now, the new School Board will have set to work, and will have established new schools and may have changed the present state of things in Elgin a good deal; so that I would not like to commit myself to what might be proper proposals two or three years hence, if any legislative action should be taken.

4494. You have not considered in what respect you, as a trustee, would desire to have your scheme modified now?—If no Education Act had passed last session, I should still have been prepared to advocate the scheme which I proposed then.

4495. What part of the scheme do you think the Education Act supercedes?—I have not considered that point, because I don't know what action the School Board shortly to be elected in Elgin may take.

4496. Might it, for instance, affect the position with regard to the propriety of continuing the Free School?—It might to some extent; but the Free School, I understand, will continue outside the School Board. Of course I cannot say anything about that; I have not had time to consider the regulations of the Education Department for Scotland with regard to these matters, but I rather fancy that the free school connected with this institution will not come under the School Board.

4497. Then you think the passing of the Education Act may still leave room for the Free School to be continued with advantage?—I have no doubt the Free School will be continued with advantage.

4498. But these are matters you are not prepared to give an opinion upon at present, until you have seen the working of the Act?—No; I should not like to do so until then.

4499. *Mr. Sellar.*—But your objection to the School of Industry would still continue? It would not be affected by the passing of the Education Act?—No. My opinions on that point remain precisely the same.

4500. Do you still consider that it ought to be done away with?—I do.

4501. How many children are there at the School of Industry just now?—There are between forty and fifty at present. The number was twenty-five boys and twenty-five girls, but by a recent resolution, passed a month or two ago, the trustees have resolved to reduce the number maintained in the School of Industry from fifty to forty. They are to have fifteen boys and twenty-five girls. Their reason for doing so is on account of the greatly increased expense of everything. We found last year that our expenditure was exceeding our income; and boys are more expensive than girls, because their maintenance as apprentices after they leave the hospital falls upon us; and we thought we would require to reduce our expenditure.

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4502. Do you consider that the small number which you can maintain under the hospital system increases the disadvantages of that system?—I think so.

4503. Have you followed the lives of any of the hospital-trained boys?—I have not. There was no register of them kept.

4504. So far as you know, they have done nothing to distinguish themselves in after life in any way?—Not that I ever heard of. Some of them have turned out respectable enough members of society, but I have never heard of any of them who became a scholar except one, a lad of the name of Rennie, who was lame. My father, who was then Sheriff-substitute of the county, and Mr. Cosmo Innes, who was the Sheriff, took an interest in the lad, and pushed him on after he left the institution, and he became an assistant to Mr. Innes in his black-letter researches.

4505. Then is the basis of your opposition to the School of Industry chiefly on the ground of its expense?—Chiefly.

4506. And that the system of education is not satisfactory?—Yes; that the system of education is not satisfactory. I should prefer to see the children of the School of Industry turned into the Free School and educated there; and, except that I believe it is rather contrary to the will, I don't see any reason why that should not be done.

4507. On what did the other trustees base their opposition to your scheme?—They based it mainly upon this, that we were proposing to take the money of General Anderson, which was left to educate the poor, and to establish with it a grand school for educating the rich; and Mr. Sheriff Smith and I were pelted with letters in the newspapers, as well as with speeches in the presbytery of Elgin and other places, upon our schemes of confiscation, and were called all manner of hard names upon the subject.

4508. Did any of the opposition admit that the School of Industry was a mischievous institution, or was unsatisfactory in its working?—I don't think they did. So far as my recollection serves me, they did not say more about it than they could help.

4509. In the report of the proceedings one of them is stated to have said that he considered the name was a misnomer and the school a failure. Do you know about that?—Yes; I believe one of them did say something of that sort. But the fact is, that while we wished to include the poor, we certainly did not propose to exclude the rich from getting the benefit of any education that was going, on paying a fair price for it; and my opinion in that respect was, that I did not want to see the classes in this country more separated than they are already. Besides this, I do not suppose the poorer classes could send forward pupils in sufficient numbers to occupy a staff of masters for the higher branches if the children of the middle classes were excluded.

4510. In devolving the selection of the poor children upon the kirk-sessions, was that confined to the kirk-sessions of the Established Church?—Yes.

4511. Then were not poor children from other denominations, such as the Free Church, admitted to the benefits of the institution?—I cannot say as to that, but the matter was left entirely in the hands of the Established Church kirk-sessions.

4512. Do the teachers belong to the Established Church?—Yes; I think they have always done so.

4513. Is that by the statutes of the governors?—I don't think that the three clerical trustees who belong to the Established Church would be very likely to put another man in. The present house-governor is a clergyman of the Established Church.

4514. Is it not provided in the statutes that the house-governor or

master, and the female teacher of the Free School shall be members of the Church of Scotland?—Yes.

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4515. Is there any provision made in the statutes for catechizing in the Shorter Catechism?—It is stated in the statutes that he is to catechize the children and old persons and the servants on the truths of the Christian religion from such catechisms, besides the Assembly's Shorter Catechism, as the trustees may from time to time direct and appoint, or cause them to read portions of Scripture. I think there is at least one hour a day devoted to religious instruction.

4516. In your scheme, in instituting bursaries for the county of Elgin, did you propose to confine them to the poor children who were educated in the parish schools by the trust, or to open them generally?—We proposed to confine them to children educated by the trust. The words we used were: 'Such bursaries to be competed for by the poor children educated on this foundation at the country schools, and to be tenable for three years.'

4517. The object of the bursaries was that the children who obtained them might be educated at the higher-class school which you proposed to establish in Elgin?—Exactly. And then if they displayed ability, the teaching they got at the higher-class school would enable them to go to the University; my own idea upon that subject being, that under the new Education-Bill, unless some such school as that is established for giving poor children such higher-class education and passing them on to higher-class schools, the education of poor children for the future under the new Act will be very much confined to the elementary branches, and that they will not have so much means of rising higher as they have had from the parish schools hitherto.

4518. One of your reasons of opposition to the existing system is that it is really a means of relieving the poor rates?—There is no doubt it does that.

4519. And that you disapprove of?—I do. I think the money should be spent in the way I suggested, and then it would all go to education, instead of relieving the poor rates of so much a year, as is done just now.

4520. On the same principle, I suppose you would object to the money being used to relieve the school rate in Elgin?—You cannot establish any educational establishment for poor children without relieving the school rate; and if you confine it to poor children, it must relieve the poor rate in spite of anything you can do.

4521. By the Act it is provided that the education of pauper children shall be paid out of the poor rate?—Yes; and if you have a free school beside the other, you relieve the poor rate to the extent that the children are educated there. You cannot help doing that; but our great objection to the system was, that the salaries of the teachers in the Free School, where 300 children are educated, only amounted to £120 a year. That, with £30 expended upon the books, made it £150; and the whole of the rest of the money, with the exception of such a proportion of it as might be chargeable against the Free School for the use of the building, playground, management, and the like, was spent on maintaining the ten old people and fifty children who were in the hospital. Now, the ten old people, five men and five women, represented, say, ten families with five children each of the poorest class of the community, and upon these people we were spending about £1500 a year.

4522. Had you not some proposal to make provision for evening classes for those who could not attend during the day, and especially for education in the branches recommended by the Science and Art Department?—Yes; that was part of the details of the scheme which I did not care about troubling the Commission with.

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4523. Is there a demand for that in Elgin?—There is no teaching of the kind in Elgin.

4524. But you have reason to believe that it would be taken advantage of if it were instituted?—I have no doubt it would.

4525. *Mr. Parker.*—Did I understand you to say that there has never been any parish school in Elgin?—There never has been.

4526. Is that in consequence of its being a burgh?—I suppose so. There are other burghs in the same situation.

4527. But there has been a burgh school or academy there, has there not?—There has been a burgh school there for many years.

4528. Is it well endowed?—Not very well. I should say the outside of the endowment is from £3000 to £4000, consisting of property in the hands of the Town Council.

4529. Is there any payment made to that school from the common good?—I don't think there is anything paid to it from the common good, because the rent of the lands which have been left a century or two ago for the express purpose of maintaining that school is now quite equal to anything that is paid to the teachers of the Academy.

4530. So that under the new Education Act there would be no burden on the common good?—I don't think there would.

4531. Are the buildings of the Academy in good condition, and suitable for the purpose?—They are not; they are very much in want of renewal.

4532. Are there two separate buildings belonging to General Anderson's trust?—No; they are all in one block. There is a separate entrance to the Free School; and about five or six years ago the trustees acquired an additional piece of ground, adjoining the institution, of about three acres, which they had enclosed and turned into a playground for the boys attending both the Free and the School of Industry. Of course that is a great boon, because the playground was very limited before; in fact, there was scarcely anything that could be called a playground.

4533. The building is a good substantial one, is it not?—It is a very good substantial building, and quite modern, having been erected about 1832.

4534. And standing in a kind of park?—It stands just in the very outskirts. There is only a single house or two built beyond.

4535. The resolutions you have mentioned were only submitted, they were not passed by the trustees?—No; they were rejected. I now produce a report of the discussion which took place on the occasion, which shows that the resolutions were rejected by the votes of Drs. Wyllie and Mackie and Mr. Mackie, Sheriff Smith and I only being in their favour.

4536. There was some negotiation, was there not, with the landward parishes about their claims?—Merely in the way of discussion. There was no formal negotiation.

4537. So far as that went, was it carried on by the minority alone or by the whole body of trustees?—It was carried on chiefly during the discussions that took place in the newspapers and the discussions when the trustees met. We heard what they were saying, and we said we were quite willing to modify our proposal. We also, if they could not get the gentlemen representing the country parishes to agree to anything, suggested the alternative proposal of arbitration.

4538. From whom did the proposal come that £27, 10s. should be assigned to each parish? Was it from some of the parish ministers?—It came from Dr. Mackie of Alves, the moderator of the presbytery. He was the person who put it at that sum.

4539. Did he propose an equal sum to each, irrespective of their population?—It was to be £27, 10s. for each child; I think he put it so that a parish with two children should get £55.

4540. The number of children at present coming from each parish depends upon an arrangement made many years ago according to the population?—Yes; many years ago. But the arrangement with regard to the number was, I believe, revised after the census of 1861.

4541. And it has not been altered since to suit change in the population?—No; it has not been altered since the census of 1861.

4542. Did it appear what use would be made of the £27, 10s. in each parish if it were paid over to them?—No; they did not give us any information upon that point.

4543. Did they seem to consider that it was applicable in relief of the rates in each parish, or that the parish would be bound to spend it upon education?—They never admitted that it was in relief of the rate, and some of them said they did not select children who would be chargeable to the rates.

4544. Do you know how children in these landward parishes receive instruction at present who cannot afford to pay for it? Is it out of the rates, or by the schoolmaster himself giving the instruction without charging any fee?—If the parents of the children are upon the poors' roll, then the parochial boards pay the fees of the children; but the boards, so far as I am aware, do not pay the fees of children whose parents are not in themselves in receipt of parochial relief.

4545. Do you happen to know whether the schoolmasters in your county are much in the habit of remitting fees to children in needy circumstances?—I believe they are very good in that way. Of course, as you are aware, the schoolmasters in our three northern counties, Aberdeen, Banff, and Moray, are a good deal better off than they are in many places through the Dick Bequest, and in Aberdeenshire through the Milne Bequest in addition. That enables them to be a little more independent with regard to fees than men who have nothing but the fees and a small salary to depend upon.

4546. If bursaries were established at the higher school in Elgin, I understand it was proposed to limit them to the children who had been gratuitously educated at the primary schools?—Yes.

4547. Was that to be continued in the case of bursaries to the universities? Were these to be limited, or were they to be open?—We only proposed to have the bursaries in connection with the advanced school in Elgin, because there are so many bursaries at the University in Aberdeen that we thought it unnecessary to devote any of the funds of this institution for that purpose.

4548. But the University bursaries would be open to all the children at the advanced school in Elgin?—The University bursaries are open to everybody, rich and poor. There is no restriction upon them at present. We did not propose to establish any bursaries in connection with the University. What we proposed was, to establish twenty bursaries of £10 each, for the purpose of being employed in the maintenance of twenty children while attending the advanced school at Elgin.

4549. Then it is no part of the scheme at present to establish any bursaries from the school at Elgin to the University?—No.

4550. You think that is sufficiently provided for by the bursaries already existing?—Yes.

4551. When you said that the Free School would continue outside the new School Board organization, I suppose you meant that the present trustees would wish to keep it outside? I suppose it would rest with them whether it should or should not be included under the School Board regulations?—I suppose it would; but I calculate that the three clergy-

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men will not give up the control of that school to the School Board. At least I don't think it is at all likely.

4552. And I suppose, as a body, the trustees think it desirable to keep it entirely as a free school, and not to have any admixture of children paying fees?—Yes. I don't think that would answer.

4553. Your own opinion is also to that effect?—Yes; my own opinion is that it would not answer.

4554. Up to what age do you think children should be educated at this free school?—I should say fourteen probably, or fifteen; but that is a question which in such schools regulates itself. The parents cannot afford to keep their children at school beyond a certain age; and as soon as they are able to earn any kind of livelihood for themselves, they are sent away to do so.

4555. And the bursaries at the higher school, I suppose, would be for children educated in the Elgin Free School?—They would be for those educated on the foundation.

4556. But for those educated in the Free School in the same way as for the children from the country parishes?—The bursaries were only intended to be for the country districts, because the children in the Free School at Elgin are living with their parents. The words of the resolution on that point are that the bursaries were 'to be competed for by the children educated on this foundation at the country schools.' It was not considered that there should be anything of that kind for the parish of Elgin, because it had all the other advantages.

4557. Do you think it would be advantageous that a child of ability, on reaching the age of fourteen or fifteen, at the Free School in Elgin, should be eligible for a bursary at the higher school in Elgin?—That certainly would be an advantage; and if the funds had permitted it, probably such bursaries might have been established.

4558. Without such aid it is hardly likely that the poor at the Free School could have their education continued?—They would have got their education free.

4559. Up to that age?—Yes; and then there was provision for their education at the advanced school. Resolution 9 says: 'Pupils in the Academy displaying superior ability and attention, not under ten years of age, and who shall have attended such school for not less than one year previously, may, on the selection of the master, be passed to the advanced school; and the difference of fees beyond one shilling per quarter, as long as it may be certified from time to time by the rector that such pupil continues to display satisfactory ability and attention, if the parent or guardian of such pupil declare that his or her income does not exceed £40 a year, and that he or she is unable to pay the same, shall be defrayed from the funds of the institution.' That was part of our graduated system of education. We proposed that the children in the Academy, at which the fees were to be only one shilling a quarter, should be passed on by the certificate of the master to the advanced school, and get their education there free. We did not think it necessary to make any provision for passing from the Free School to the Academy, because we thought that any clever child of respectable parents would be able to pay one shilling per quarter, or, at all events, that it was not necessary to make special provision for such a small thing as that. If there was a clever child to be passed on from the Free School to the Academy, and then from the Academy to the advanced school, he would, when at the advanced school, be put in a position to compete for a bursary, at the discretion of the trustees.

4560. Then the course would be this—for a poor child in Elgin to go first to the Free School?—Yes.

4561. Then he would need some private help to go from the Free School to the Academy, and remain some time there?—Yes; the one shilling per quarter.

4562. That must come from some private source?—That would come from his parents or from some private source.

4563. I am putting the case of a boy whose parents were not able to give that help?—Then it would require to come from a private source or from the poor rates, or perhaps in future from the School Board.

4564. Then when he was at the Academy the way should be open for him to go to the University?—Yes; if he is at the advanced school, he can open the University doors for himself.

4565. Then there is that break in it as a graduated system of education, that a poor child from Elgin, not from a country district, would depend upon private help for one year's maintenance at the Academy before he could be qualified for a bursary?—A child residing in the burgh of Elgin would have no advantage of the bursary; but then it was thought that the effect of having the Free School at their doors, and the other advantages of the educational establishment which we proposed to set up, would compensate for that to the community as a whole.

4566. If there were any funds available, would it not be an advantage as a stimulus in the Free School that there should be some bursaries from it to the Academy?—Probably there would; and I should say that if the scheme had been worked out, probably so many bursaries would have been set aside for that purpose. It probably was a defect in our scheme that we did not provide for that.

4567. Another form of the same thing would be, if the Academy had funds sufficient to give a free education and books to any boy from the Free School who reached a certain standard?—Yes; that would have been a very proper thing to work out, I should think, in settling the details of the scheme.

4568. And if the children from all the landward schools were competing for these bursaries at the Academy, would you not think it on the whole preferable that children from the Free School in Elgin should compete at the same time, and in that way be compared with the children from the landward districts?—I think, probably, it would only be fair to increase the number of bursaries, and let the children from the Free School in Elgin compete for them as well as the children from the country.

4569. So far as you know public opinion in Elgin, do you think it would be favourable to some such scheme as was proposed by you?—I think the public opinion of the community in general was strongly in favour of the scheme.

4570. Both in the burgh of Elgin and in the country?—I cannot speak so well for the country districts, because you always had this element to take into consideration, that their clergy told them on all hands that we were proposing to confiscate a great benefit which they had hitherto enjoyed; and I dare say many people in the country thought they were to lose a great advantage if the scheme had been carried out. But in the town of Elgin there was a decided majority in favour of the scheme, so far as I could judge. The Town Council of Elgin were unanimously in favour of it.

4571. Under the new Education Act there will be a legal obligation, both in the burgh and in the landward districts, to provide needy children with their school fees?—Yes.

4572. Do you think the feeling would be that these old endowments should go in relief of those who are under the legal obligation, or that they should be employed to give something over and above the ordinary

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education?—My feeling would be decidedly that they should go to provide a higher description of education than is to be got in the elementary schools; and unless a higher education is provided for the poor in some such way as that, I don't see how they are to get it now.

4573. Your impression is, that under the new Education Act there may be even less than hitherto of the higher education, unless these endowments are used for that purpose?—That is my impression. We are told on all hands that the Government will not contribute any funds except to teach elementary education. Then if you want to go higher, unless by funds mortified (as the Scotch phrase is) for educational purposes, I don't see how you are to get it. It appears to me, and to those who hold the same opinions as I do, that with regard to funds left, perhaps fifty or a hundred years ago, for educating poor children in such a way as is proposed by General Anderson's will,—now that the Government have provided funds not only for educating but for maintaining children whose parents are unable to maintain and educate them,—a portion at any rate of these funds cannot be devoted to a better purpose than if applied for the higher education, and for enabling those children to get the advantage of a better class education than they would get under the elementary schools established by Government. We think that if men like General Anderson, who made this will, had known when making his will how things were to stand at the present day, he would, if he wished to educate poor children, have adopted, I don't say our plan, but at any rate a different plan from the one laid down in his will, which, if carried out strictly as it is laid down there, simply goes to do what the Government is now undertaking to do for the poorer classes of the community.

4574. Do you consider that by his will he meant to give the poor children something they could not otherwise obtain?—Yes.

4575. And now they can otherwise obtain it, because there is a legal obligation to provide it for them?—Yes; and while we did not wish to take the funds for any purposes except the purposes of education, we think it is quite within the scope of the will, if authorized by Parliament, that we should apply these funds to a different kind of education, but still to education, and that proper provision should be made to see that the poor should get the full advantage.

4576. In applying the funds to higher education, you think it may be done so as not necessarily to give it to the higher class of society?—I think so; but at the same time, if you establish schools where poor children can get education under some such scheme as ours—if you can establish a good school, and the people in the neighbourhood are willing to pay a fair price for the education there distributed, I don't see why you should hinder the children of those who are able to pay from coming and being taught in a place where poor children are taught for nothing, if their richer neighbours are ready to pay for it. In fact, without admitting the children of the middle classes there would not be sufficient occupation for the masters of the higher branches. Children of the middle class going to such a school and paying fees would rather be a support and advantage to it than otherwise.

4577. In the higher school you proposed, would you think it desirable to combine the more promising children of the humbler class with the children of the higher class?—Decidedly I do.

4578. It was proposed, was it not, in your scheme, to allow boarders to a certain extent?—It was proposed that the rector should be able to take a few boarders.

4579. Did you anticipate that in that way you might perhaps get a man of higher qualifications to undertake the position of rector?—No doubt

that would be the result. With regard to that, I may mention that there is an institution at Fochabers by which a free education is given to every child in the parish, whether his parents are rich or poor.

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4580. Is that in the parish of Bellie?—Yes; it is established in the village of Fochabers and in the parish of Bellie. There the rector is allowed to take so many children to board with him, and I believe his house is generally full.

4581. *The Chairman.*—The Elgin Academy is a girls' school as well as a boys'?—Yes.

4582. In your scheme with regard to admitting to bursaries, did you propose to give equal advantages to both boys and girls?—Yes. We did not propose to bring ourselves into collision with the Women's Rights Association in that way at all.

Rev. Mr. MACKIE, examined.

4583. *The Chairman.*—You are one of the trustees of the Elgin Institution?—I am, *ex officio*.

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4584. A full statement has been given in of the nature of the institution and of its administration, and of the proposals that were made for an alteration upon it two years ago, which, I understand, you opposed as one of the trustees?—I did.

4585. Would you state generally whether you consider the institution, in its present state, is a sound and efficient one, or whether you propose to recommend any change in it?—I think it was sound and efficient, although there were certain changes which I would suggest; but I found that I could not carry them out, because they were *ultra vires* of the trustees.

4586. What was the nature of these changes?—I have brought certain documents along with me, in order that I might answer the questions satisfactorily, in which there is recorded the proposals I contemplated making at a meeting of the trustees.

4587. Was that before the resolutions were proposed by Provost Cameron and Sheriff Smith, or subsequent?—Subsequent.

4588. Perhaps you had better, in the first place, state what your views are with regard to the institution, and then what changes you think desirable in it?—I may mention that my speech at that meeting was reported in the local papers, and Mr. Boyd of Edinburgh, the Master of the Merchant Company, wrote in the *Scotsman* newspaper a reply to what I had said. I took it upon me to write a letter to Mr. Boyd, which letter was published in the Elgin papers, and it contains the proposals I made, which are few, and which I may here enumerate. I stated that there are upwards of 200 children in Elgin attending no school, belonging to poor parents who are not able to educate them. Secondly, There are two or three schools in Elgin attended by the boys and girls of poor parents, and the teachers are miserably paid. Thirdly, Such boys attending the Industrial School as indicate capacity might be taught French and German: in mercantile pursuits these branches are now indispensable. Fourthly, Should any boy desire to enter the ministry, and appear to have the necessary gifts and graces, he might be trained for it. Fifthly, Should any scholar at the institution indicate great and decided talent, he might be pushed forward by a bursary. I also said: There is another matter of great importance connected with education in Elgin which should attract attention. At present the children of tradesmen are educated at the Academy and at the Trades' School. The fees bear heavily on a poor trades-

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man with a large family; and if one or two teachers could be added to the staff at Anderson's Institution, who could educate children for limited fees, a great boon would be conferred on the industrial classes who are struggling to get their children taught without having recourse to charity schools where no fees are exacted. The fees at the Academy for the quarter, for reading, writing, grammar, and arithmetic, are 12s. 6d., and at the Trades' School the same branches cost 4s. These come hard on a tradesman who has got a few children to educate. These were the proposals I made in the letter which I addressed to Mr. Boyd, but I was advised by Mr. Patrick Fraser that they were *ultra vires*, and illegal.

4589. Do you mean *ultra vires* of the Endowed Schools Act?—Yes.

4590. But if the Legislature would take the subject up, they are proposals which you would recommend to this Commission?—They are improvements which I would recommend to this Commission.

4591. You would maintain the existing schools,—the Industrial School and the Free School?—I would.

4592. And you would extend the Free School by the addition to it of the teachers that you have proposed?—Yes.

4593. You said there were 200 children in Elgin attending no school; is there not provision already made for these 200 children in your Free School?—No. There are 300 children attending the Free School, and we cannot take in more; the school is full.

4594. Are there 200 children still wanting instruction whom you would admit without payment of fees, or moderate fees?—I would admit them without payment of fees.

4595. In addition to the admission of a certain number with small fees?—Yes.

4596. These proposals were made before the passing of the Education Act?—They were.

4597. Would your opinion be modified by what has taken place in connection with that Act?—That question did not come across my mind.

4598. You are speaking merely of what your views were at the time when these questions were fully discussed in Elgin?—Yes.

4599. I did not quite understand what you said with regard to the Academy and the fees being high there. Would you apply part of the funds of the institution towards the improvement of secondary instruction?—If you mean by secondary instruction the instruction given in the Academy, I would not.

4600. You would, in fact, confine the benefits of this trust to the three specific objects to which it is now applied?—Entirely; such objects as were in the spirit of General Anderson's will.

4601. And you would maintain the Industrial School?—Out and out.

4602. Bringing in children to be supported and educated there?—Yes.

4603. Would you add to their numbers in any way?—I am sorry to say that we are not able to add to their numbers. In fact we must reduce the numbers.

4604. Then your view as to the change which you said you were ready for would apply chiefly to enlarging the sphere of the Free School?—Distinctly.

4605. What would you say with regard to giving advantages to persons who proposed to enter the ministry?—I would say that if any lad shows superior abilities, and has a desire to enter the ministry, some provision might be made for that lad; and I may state that a case of that kind actually occurred. Mr. Cosmo Innes, who was at one time sheriff of our county, recommended a young man for whom he had a regard, and that lad was sent to the Elgin Academy, and his fees were paid by the trustees

of Anderson's Institution. He afterwards went to the University of Edinburgh, and was licensed to preach the gospel by the Presbytery of Edinburgh, and I think he became an amanuensis to Mr. Cosmo Innes; but unfortunately he died.

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4606. Was his name Rennie?—Yes.

4607. These students, I suppose, would be selected by the trustees?—Yes.

4608. And not by any competitive examination?—We would be guided entirely by the teacher or by the governor of the institution reporting upon these lads.

4609. Would you state, with regard to the scheme which was proposed by Provost Cameron, the principal objections that you have to the different proposals?—I objected out and out to Provost Cameron's proposition, because his proposals were beyond the scope of the Act. General Anderson's intention was to benefit, in the first place, aged and indigent people, and in the next place, the children of the labouring classes. Provost Cameron's scheme, generally speaking, is to provide a higher class of education than can be got in Elgin for those who desire such education. Then I was of opinion that General Anderson's trustees have no power of expending any part of their funds in supporting existing schools, or in establishing additional schools in localities at a distance from the institution; but such objects I maintain are within the spirit of the General's will, and such are the kind of objects for which a Provisional Order might be properly asked and rightly granted. That you may follow what I say on that point, I may explain that for these 200 destitute children I should like very much if a school had been built at another part of the town of Elgin.

4610. For destitute children?—Yes; only for destitute children. But I was told that that could not be done. In fact, I was advised by Mr. Patrick Fraser that it was illegal, and that we could not do it.

4611. Under the Endowed Schools Act?—Yes; under that Act.

4612. Would you have applied part of the funds that are now given to the Industrial School to establish a new school in another part of Elgin?—I would have given part of the funds of the trust for that purpose.

4613. You would not apply part of the funds that are now applied to the existing objects? You would only have done so in the case of there being a surplus?—Yes; and there will be a surplus some day, because there are one or two annuitants, the funds paid to whom will, when these annuitants die, come to the institution.

4614. Would you state what the investment of the funds is?—I think the present investment of the funds is about £1800 in landed security.

4615. That is to say in heritable bonds?—Yes.

4616. How would that be increased?—I think I am stating what is correct when I say at this moment there is £200 a year paid to a relative of the late General Anderson, and on her decease these funds will revert to the trustees of General Anderson's Institution.

4617. Then it is not from any increase in the sums actually invested that you expect that addition to the funds?—No.

4618. *Mr. Parker.*—That annuity does not appear in the annual discharge for the year 1872?—It does not; but I know that she gets it annually.

4619. Probably the trustees have invested what was free for the purposes of the school, and they have retained the £200 out of funds in the hands of the executors up to this time?—I cannot say how that stands, but I understand it was, before I was a trustee, invested in Consols.

4620. The capital is £44,000, invested at 4 per cent. in landed security,

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and yields £1776?—Yes; but whether the £200 is paid out of that or not is a question I cannot answer.

4621. Do you know what was the free residue left for the income of the school?—I do not.

4622. There is another return which makes the income £1884 on 31st May 1872, and there is a note by the secretary of the institution to the effect that the funds of the three objects of the institution are blended together, and cannot very well be distinguished?—Yes. In replying to the chairman's question, I had in view that the £200 would by and by come into our possession, and that we would be enabled to do more good by building a school at the west end of the town.

4623. *The Chairman.*—You have no doubt that there is that £200?—None.

4624. With regard to the School of Industry, you are desirous to maintain it?—Yes.

4625. In the report of the discussion which you have produced, you are reported to have said that you were not an uncompromising advocate for the maintenance of the School of Industry in its present form?—It was Dr. Mackie who said that. There are two Mackies in the presbytery.

4626. Then you do not agree with Dr. Mackie in that?—I do not.

4627. You think the School of Industry in itself good, and that it ought to be maintained?—I not only think it should be maintained, but that it does incalculable good.

4628. *Mr. Sellar.*—I think Dr. Mackie states that the School of Industry is a misnomer and a failure: you don't agree with that?—With regard to that, since you have put the question to me, here is my answer: Dr. Mackie of Alves states that the word 'industrial' is a misnomer as applied to the School of Industry. My answer to that is this: The school was industrial; its object was to promote, to teach, and to produce industry in all the pupils; and if that purpose were accomplished, it was no disparagement to say that some other or collateral object should not be so fully maintained.

4629. *The Chairman.*—I wish to ask you as a trustee, with reference to a proposal that had been made for an alteration in the school. Dr. Mackie said that attempts had been made by the trustees to remedy this failure, and to make the school in reality what it is in name; but these experiments all failed, and after a season were abandoned: would you state what these proposals were?—I will. Mr. Innes, when he was sheriff, proposed that some of the boys should be taught tailoring, and others should be taught shoemaking, and the trustees entered heartily into his proposition. There happened to be a vacancy in the office of head master at that time; they left the appointment to him, and he appointed a man from Edinburgh for the purpose. This was carried on for several years, but it proved a failure; and we were recommended by the parties who had the management of the boys in tailoring and shoemaking to drop it, and hence it ceased.

4630. Dr. Mackie is further reported to have said that he was firmly persuaded that much greater advantage to several parishes might be derived from the funds than is presently the case. Do you agree with him in that?—That may be said about anything in this world.

4631. But with regard to this particular case, you don't think that any greater advantage could be derived by the parishes from the funds than by their present application?—I don't think there could.

4632. And if the parishes desired that, instead of supporting a certain number of boys in what has been reported to us as a rather expensive

manner, they would rather have the funds applied in the parishes themselves in a different manner, you would not agree with them in that?—I would not.

4633. Do you consider that in the school the children are not subject to any of the disadvantages which in hospitals generally are said to attach to the system?—I am not acquainted with any schools, unless by report, which are conducted on that system except the Anderson Institution.

4634. You don't think that the children had better be boarded out than kept together in the school?—I think they are better where they are than boarded out.

4635. Then you are not of opinion that these children would derive advantage from being educated with a number of other boys, all in the same school, if it could be so arranged consistently with the objects of the trust?—If it could be so arranged consistently with the objects of the trust, I would have no objection that they should get education in the Free School along with the children who are educated in that school.

4636. Do you think that would be a desirable object to attain, or would you rather maintain the system as it is?—A good deal could be said on both sides of that question.

4637. Do you think it is a fair subject for consideration?—I do.

4638. And you think that might be carried out, provided the funds of the institution were applied to the same children as are described in the original deed of the founder?—Yes.

4639. You have not heard that, in the parishes of the county who consider that they have a claim for educating their children, there has been any desire to have the funds applied in any other way than the present?—No. There may have been one or two individual clergymen who have countenanced—I know of one case, at any rate, of a clergyman who countenanced Provost Cameron in his scheme; but that feeling is confined to one or two.

4640. When you are speaking of clergymen, you are speaking merely of the opinions of the clergy on that matter?—Yes; merely of the clergy.

4641. The clergy are the main upholders of the present system as it stands?—Not only the clergy, but, I believe, the whole community are the main upholders of the present system, with a few exceptions.

4642. Do you mean the community of the whole county, including the burgh of Elgin?—Yes.

4643. We have been informed that there is a strong feeling in the burgh of Elgin in favour of a change?—Then you have been misinformed. I believe that if the feeling of the community was tested at this moment, the overpowering majority would be fatal to the scheme of Provost Cameron and Sheriff Smith.

4644. Then you have no suggestion to make for a change?—None, beyond what I have already made.

4645. That is, that if there are funds available, they might be applied in establishing a new school?—Quite so.

4646. But you would rather defer any final opinion upon that until you see what action is taken by the new School Board?—Yes; I would be very much guided by that.

4647. *Mr. Sellar.*—You say there are 200 children in Elgin attending no school?—Yes.

4648. Were there any vacancies in the Free School this year?—There were.

4649. How many?—At this moment I believe there were ten.

4650. At what time of the year do you fill up such vacancies?—We do so monthly.

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4651. Have there been more applications than vacancies?—There have been fewer applications than vacancies this year.

4652. And are there still these 200 children in Elgin attending no school?—As to that, of course, I cannot at this moment say. I got the information that I have communicated to you from an eminent authority. I may add that there is a school at the west end of the town, supported by a number of gentlemen and ladies in the town, which school Provost Cameron takes an active part in superintending; and at the last meeting but one of the trustees, I said to him: ‘There are ten vacancies at the Free School; why don’t you draft some of the boys and girls from the school you are maintaining at the west end of the town to us?’ But at the last meeting there were still vacancies, and they were not filled up. In fact, there were no applications.

4653. So that there is provision for these 200 children, or at least for a portion of them, if they choose to apply for it?—Yes; now there is.

4654. The numbers at the Industrial School are very small?—Yes; very small.

4655. And you propose to diminish them?—Yes.

4656. Is there any system of examination there?—Yes.

4657. What is it?—The trustees, with others, examine the Industrial School once a year.

4658. Do they examine it as a presbyterial examination?—Not as a presbyterial examination, but as members of the board.

4659. Is it after the model of the presbyterial examinations?—Yes.

4660. There is no independent educational examiner who examines it regularly?—No.

4661. Except Rennie, whom you have mentioned, have there been any pupils who in after life have distinguished themselves?—I am very glad you have put that question to me. At this moment there is a minister of the gospel in Africa, belonging to the Congregational body, who got his whole education at Anderson’s Institution; and I am credibly informed that whilst he was there he held sceptical views.

4662. Was he in the School of Industry?—He was; but in consequence of the instructions of the house governor, and his blameless life, he was converted to the truth of Christianity. This gentleman has at this time published a book which has created a great sensation as to Africa, and he has been employed by the Congregational body for several years. There is also a young man in Edinburgh named Rhind,—I don’t know if he is an S.S.C.,—who was instructed at the School of Industry. Then I know that since the school was founded there are at least thirty who were educated there who are engaged in commercial life, as clerks and schoolmasters, and the remainder are tradesmen and artisans; and it has been ascertained that of the boys who left the School of Industry, not ten per cent. of them have been ill conducted in after life, and of the girls not five per cent. The very first boy who was admitted to the institution was from Garmouth. He happened to be home two years ago from India, where he has made a competency. He told me that his success in life was very much to be attributed to the education which he had received at the School of Industry in Anderson’s Institution.

4663. With regard to the proposals by Provost Cameron and Sheriff Smith for the education of poor children in country parishes, it was objected, was it not, that their scheme confiscated the money that belonged to the country parishes with respect to these children?—Yes.

4664. Do you concur in that view?—Most distinctly.

4665. Do you consider that that money was gifted to the country parishes in accordance with the testator’s will?—Yes.

4666. Were not the words of the will that the children were to be taken from the county of Elgin?—They were to be from the town and county of Elgin.

4667. And they are selected by the parishes?—The trustees at that time thought the best plan would be to apportion the funds, and they took a child, I think, from every 900 of the population.

4668. Who select the children in the parishes?—The kirk-session have always selected the children.

4669. Which kirk-session?—The session of the Established Church.

4670. Has the selection been confined to the Established Church kirk-session?—Entirely; because you must bear in mind that the kirk-session, before the passing of the Poor Law Amendment Act, had the bestowing of alms upon the poor; and the trustees thought they were the best persons to recommend children for admission to the school. They have not the absolute nomination. They must send us more than one name.

4671. You said you had not considered the provisions of the Education Act with regard to this matter?—I have not.

4672. If any provision was made in that Act for the elementary education of all the children in Elgin, both town and county, would you be still inclined to maintain the Hospital and the Free School on their present footing?—Most distinctly.

4673. Do you think the majority of the inhabitants of the town and county would also be prepared to keep the existing state of things exactly on its present footing?—It is impossible for me to answer that question; but I know the feeling is very strong in the town of Elgin against the scheme of Provost Cameron and Sheriff Smith. As to the county I cannot say.

4674. But you yourself would be inclined to maintain the *status quo*, even if the provisions of the Education Act provided education for the whole county and town?—Most distinctly I would.

4675. *Mr. Parker.*—When there are vacancies for each landward parish, do you know whether there are usually several applicants for admission?—In some cases there are many applicants, but it happens occasionally that there is not more than one. When there is not more than one applicant, we remit again to the kirk-session to send us a selection.

4676. And on the whole, are there always children forthcoming who are willing to leave their native parishes to come to Elgin and live in the hospital?—Yes.

4677. Do you think it advantageous for a child to go away from its relatives in that way, and live in a different place in an hospital?—I do, with regard to the children of such parents, because they derive advantages at the hospital of Anderson's Institution which they cannot get at home.

4678. Do you not think it would be preferable to assist them at home with their education?—I would rather keep the plan that is in operation than give the money to assist them at home.

4679. The Established kirk-session has the choice of these children. Do you know whether they limit themselves entirely to their own congregations?—They do not; and I wish to say that it is the practice of some of the clergymen to state to the Dissenting ministers that there are such vacancies, and to request them to make intimation from the pulpit in their respective places of worship that such vacancies have occurred, and to recommend parties to the kirk-sessions to be brought before the trustees of Anderson's Institution. There is due publicity given, and the children of Dissenters, if eligible, have, I may say, the same *status quo* as children of the Established Church.

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4680. I think you mentioned that one boy from the hospital had become a Congregationalist minister?—Yes; Mr. Mackenzie, who has written a book on Africa the other day.

4681. Do you think that gratuitous education is itself desirable when a parent can with a little economy pay fees?—If a parent can with economy pay fees, I should prefer that they paid the fees; but how many hundred cases there are where the parents are unable to pay fees! At this moment, at the Madras College at St. Andrews,—at all events that was the case in my time,—there were a great number of children receiving gratuitous education. General Anderson himself got gratuitous education in Elgin.

4682. Do you think it desirable, in any case, to admit children upon the payment of lower fees than the ordinary fees of the school?—I think it is desirable to admit them on the payment of low fees; but there are hundreds who are unable to pay even these low fees.

4683. When you said that there were still 200 children requiring free education in Elgin, you spoke not exactly of the present time?—Not exactly of the present time. I may mention that I got that information from a person who had made diligent inquiries on the subject.

4684. You said there are two schools in Elgin where the teachers are insufficiently paid. Which schools are those?—There is a school at the west end, of which I spoke some time ago,—the Ragged School, as it is called,—where the teacher, I think, is very insufficiently paid.

4685. Would you think it a proper application of the funds of the trust, if you had legal powers, to add to the teacher's salary there?—Yes, certainly. I would not only aid the teacher's salary, but I would build a new school-house, or improve the existing school.

4686. What other school is there in Elgin where the teacher is insufficiently paid?—I think the teacher of the Trades School is insufficiently paid.

4687. Do you think it of great importance in schools that the teachers should be liberally paid?—Distinctly.

4688. You think that would be a very proper way of applying the funds of endowed schools?—I would think so.

4689. In the Industrial School you said you would like to see French and German taught?—I would.

4690. These branches are not taught there at present?—They are not.

4691. And you think that for setting the children out in life it would be an advantage if they were taught these branches?—I think so, for those who showed ability.

4692. When you spoke of bursaries for outside education, did you refer to bursaries for the University?—Distinctly.

4693. Or bursaries to some secondary school?—I would have both, if you mean by a secondary school such a school as the Academy.

4694. Then you would, according to the abilities of the boys, pass them on to the Academy, or even the University?—Yes.

4695. I understand there are a good many bursaries already procurable at the University, if a boy is brought far enough forward to compete for them?—Yes, at Aberdeen, but not at Glasgow.

4696. But I suppose that for a poor boy from Elgin, Aberdeen University would be the natural place to look to?—There are those who have gone to Glasgow in preference to Aberdeen, and there are those who have also gone to St. Andrews.

4697. You would think bursaries to the Elgin Academy from the Industrial School or the Free School of Elgin a fair application of the funds, if there were legal powers to apply them in that way?—I would think it a fair thing for the trustees to pay the fees of boys of ability, and

allow them to get instruction in Latin and Greek and mathematics at the Elgin Academy, but still remaining in the house. If that could be done, I think it would be a matter of considerable importance.

4698. But you think the boys should still be boarded in the hospital?
—Yes.

4699. And receive their books free, I suppose?—Of course.

4700. Would you object, in lieu of their boarding in the hospital, to their receiving a sum towards their board and maintenance outside?
—The system in the hospital is entirely a family system, and the advantages of it to the boys are incalculable, and greatly superior to the advantages of a boy living in a private house, or boarded out with people in that condition of life. There is an attention paid to religion and to morality in the hospital which they would not have in a private house.

4701. What staff is there at the hospital? Are there several resident teachers?—No; there is only one master.

4702. Is there a matron?—There is a matron, and there is a teacher for the female department.

4703. Are these three persons able to make it sufficiently like a family, so as to give the advantages you speak of?—I think so.

4704. What is the number of boys and girls in the hospital?—Fifty.

4705. Have they much liberty to go outside the house?—They have quite enough,—just as much as I had when I was a boy at St. Andrews, or that anybody would have who was boarded with the late Mr. Smeaton, or any of the masters there.

4706. Do they ever get home?—Yes; they get home three weeks in midsummer, and also at another part of the year.

4707. Then, so far, the hospital is just like a boarding school?—It is more like a boarding school than anything else.

4708. You also spoke of cheapening the education at the Free School for small tradesmen and people of that class?—I think what I said was, that for the children of the labouring classes who are not able to pay the fees, and for the poor tradesmen with large families, if one or two teachers could be added to the staff at Anderson's Institution, who could educate children for limited fees, a great boon would be conferred on the industrial classes who are struggling to get their children taught without having recourse to charity schools where no fees are exacted. If that could be done, I think it would be a mighty boon.

4709. When you say at Anderson's Institution, that is the same thing with the Free School?—Yes.

4710. Is the hospital in the same building?—They are all connected together, but the children who go to the Free School enter by a separate avenue.

4711. Then in that case the children paying a small fee would, I suppose, associate with the children from the hospital?—Yes, they would; in their playground.

4712. And they would be in the same classes according to their abilities?—They would not be in the same classes as the children in the hospital. The children in the hospital are taught by a separate master altogether. The children in the Free School are taught by Mr. Brown, who was at the Normal School here; but the children all meet together in the playground.

4713. Would it not rather tend to economy, and have other advantages, if they mixed in the class as well as in the playground?—The only answer I can give to that question is just this, that that is not what General Anderson intended.

4714. Does it clearly appear from his will that he objected to the

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children in his hospital being mingled with other children?—No, he did not say that; but he says distinctly that one of the purposes of the trust is to establish ‘a school of industry for the support, maintenance, clothing, and education of male and female children of the labouring classes of society whose parents are unable to maintain and educate them, and for placing or putting out the said children, when fit to be so, as apprentices to some trade or occupation, or employing them in such a manner as may enable them to earn a livelihood by their lawful industry, and make them useful members of society.’ Now that is the distinct object which he has in view, and we have tried to carry that out. When you ask me whether it would not be better that these children should be merged in the Free School, then my reply is simply this,—that that is not what General Anderson wished.

4715. I mean at present only to ask this question: Even if you retain the hospital, would it not be better economy that the children living in the hospital should attend the same classes as the children in the Free School, being close at hand?—I don’t understand what you mean by better economy.

4716. I mean, would you not be able to pay the masters better, if one master undertook the management of all the children instead of having separate arrangements for each school?—The master of the School of Industry is, I think, very inadequately rewarded; he has only £55 per annum. The master of the Free School, and his wife, who teaches the girls sewing, knitting, etc., have £90 and a free house.

4717. Would you not be able to increase the salaries if the children were all taught together?—I would just repeat again that the advantages which these children derive in the School of Industry from being subjected to the training which they get there, and having family worship morning and evening, are, in my opinion, invaluable.

4718. But while retaining these advantages, do you see any objection to the children going for their higher instruction to the same classes as the children paying small fees in the Free School?—They cannot get higher instruction in the Free School, because in it matters which take up the attention of the children are what may be called the three R’s.

4719. But you would like to see French and German taught in the Free School?—Not only in the Free School, but in the School of Industry.

4720. And by the same master?—Yes. There is a gentleman at the Academy who teaches French and German; and if we could get him to teach perhaps about three hours a week in the Free School and the School of Industry, I think that would be a matter which would be conducive to the best interests of the boys.

4721. Would you add any other subjects besides French and German to those at present taught in the Free School?—Yes; botany.

4722. So far as there may be higher instruction given at the Free School, you see no objection to the children in the hospital being taught together with the others?—Certainly not.

4723. The fees of the Trades’ School, you said, were 4s. per quarter?—Yes.

4724. Would that not be considered in Elgin a fee quite within the reach of parents who are in regular employment?—No. In fact, at this moment there are many of them who can hardly get the necessaries of life. With reference to the question which Mr. Sellar put to me as to whether there were not applicants for the vacancies in Anderson’s Institution, I may mention that the thought struck me the other day that the reason for that was partly the high price of provisions, and because the children have not shoes with which to come to the school.

4725. Of course the School Board will have compulsory powers, and will see that the children come to the school?—I believe they will.

4726. I suppose you hold most of your opinions open to some modification after experience of the working of the School Board?—Of course; and I said so to Mr. Sellar.

4727. Is there a good attendance at the Academy now?—Yes; it is very much improved.

4728. Are the fees there complained of as being too high?—They are.

4729. Is there at present anything like bursaries at the Academy for children coming from the elementary schools?—No; but the kirk-session at Elgin have certain bursaries, which they give to parties who come either to attend the Academy or attend the Trades' School. I think they amount to £4 a year.

4730. That would be sufficient to pay the whole school fees?—Yes; merely the school fees.

4731. General Anderson's intentions, so far as they were educational, were generally to provide elementary education for poor children?—General Anderson's intentions, of course, can only be known from his will.

4732. If the elementary education which he contemplated should be otherwise provided, do you not think it would be reasonable to employ the funds left by him in giving higher education also to the poorer classes?—No, I would not. I would say that was a species of communism.

4733. If a testator intends to leave that which is not otherwise provided, and after the lapse of years that is otherwise provided, is it not reasonable to take the nearest thing which is not provided of the same kind?—My reply to that is very clear. We have an hospital in Elgin called Gray's Hospital, which was endowed by the late Dr. Gray with £20,000. It was intended for the sick poor of the town of Elgin and the county of Moray. Would you say that, after the poor law of 1845 came into operation, these funds should be taken from that hospital and merged into the poor law funds of the several parishes? The Poor Law Board provides for the sick poor of the county, and has to pay for medicines and for doctors; but because that is so, are you prepared to upset Dr. Gray's Institution, and subvert what he intended, and apply the funds to the purpose of buying medicines and paying the salaries of doctors all up and down the county, and thus relieving the poor rates?

4734. Would you not think it reasonable in such an institution rather to provide comforts beyond what the poor rates provide?—But the poor rate is also bound to provide for their comforts. The parochial boards are bound to provide doctors, and also to provide wines and every kind of food.

4735. Do you think it desirable that boys belonging to the humbler class who have special abilities should be carried on to higher education?—Yes; and I say so most distinctly.

4736. Are you aware that in the new Education Act there is no power of rating or taxing for such a purpose?—I must just say that I really have not studied the Act as, perhaps, I ought to have done, and I am not able to answer that question.

4737. But assuming that there is no power either to rate or to tax the community for higher education, do you not think that endowments which have hitherto been for lower education may be fairly extended to give the humbler classes higher education?—I just reply to that by stating that I look upon it as communism.

4738. *Mr. Lancaster.*—Why?—A gentleman has left a certain sum of money for a certain purpose, and you divert it to a purpose he never contemplated. If that is not communism, I don't know what it is. You might

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as well take the property of Lord Fife and apply it to some other purpose.

4739. So that any deviation from the purposes set forth in a founder's will, under whatever change of circumstances, is communism?—I don't say that. I said that what was proposed in the question put to me by Mr. Parker was communistic. If I can carry out the purposes of General Anderson's Trust by application to the Legislature to get an additional school for the poor of the community of Elgin, I would say that that was carrying out the trust; but to apply for the benefit of the rich the funds that were meant for the humbler classes, I would say again that that, in my opinion, is unmitigated communism.

4740. I don't think that was what Mr. Parker meant to propose. There is no proposal to apply the funds provided for the poor for the education of the rich; but the question I put to you was: Do you think that any departure from the terms of a founder's will is to be put upon the same level, in point of equity or of law, as taking away a piece of property from Lord Fife?—If you take away the funds that were meant for the humbler classes, and apply them to the education of the rich in the town of Elgin, I would say that that, in my opinion, was the very same as taking away a part of Lord Fife's property.

4741. Try to consider the question I am putting. I said nothing about the purposes for which the deviation was to be made, whether it was from the poor to the rich, or from the rich to the poor. The question was a general one: Would any deviation from the will of a founder, in the application of his funds to purposes which he has not expressly stated, be upon the same footing as taking away a piece of Lord Fife's property?—I would just say that if the purpose be to turn the institution into a ragged school, that would be more in the spirit of General Anderson's bequest than what Mr. Parker proposed to me.

4742. Is that the only answer you can give to my question?—Yes.

4743. *Mr. Parker.*—What I proposed was, not to devote the funds to the education of the higher classes, or of the richer classes, but to higher education, because the lower education was otherwise provided for?—Then I would just say that, so far as I am concerned, I would, *toto celo*, oppose any such proposition.

4744. You would rather that the funds went to prevent the ratepayers of Elgin from being rated as they are elsewhere for elementary education?—No. Let the ratepayers be rated for education, but don't divert the funds that were given for other purposes for that object.

4745. But if the ratepayers are rated according to the Education Act for elementary education, we should have sufficient funds for elementary education, and this bequest would be set at liberty?—But I have said more than once that at Anderson's Institution there are advantages to be got in the hospital that could not be got at the houses of the parents of children in that station in life, and these are advantages of the most incalculable importance.

4746. *Mr. Lancaster.*—Are you aware that in the Education Act there is provision made for the payment of fees for children whose parents are unable to pay them?—I am sorry to say that, not having read the Education Act, I am not familiar with it.

4747. Assuming that it is so,—that provision is made for paying out of the rates the fees of children whose parents are unable to pay them,—would that in any way modify your opinion as to the utility of gratuitous education?—No.

4748. You still think that gratuitous education would be an advisable thing?—I do.

4749. But you think that a founder who provided for gratuitous education when no such power of paying for people unable to pay for themselves was in existence, provided for a very different state of matters from that which exists now?—I am not very sure but what there was gratuitous education before this Act was passed.

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4750. There was no power for paying children's fees out of the rates when the parents were unable to pay?—No; but did not heritors and kirk-sessions in hundreds of cases pay for education, and did not schoolmasters give it gratuitously?

4751. I am not speaking of paupers—not of those on the poor roll, but simply of children whose parents are unable to pay. The new Act provides for these people being provided for: does not that modify your opinion with regard to gratuitous education?—No; I just keep to the opinion that I expressed before.

Rev. JOHN STRUTHERS, examined.

4752. *The Chairman.*—You are a trustee for Schaw's Hospital at Prestonpans?—I am.

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4753. We understand from the statements you have made that the trustees were anxious to take advantage of the Endowed Schools Act, and prepared a scheme for that purpose?—We did.

4754. But that scheme was refused?—Yes.

4755. Do you still think it of importance that there should be some change in the administration of the trust?—Yes; to the extent of enabling us to take in day scholars. That is the main change we wish.

4756. And to board out?—Yes; and to board out such foundationers as we maintain.

4757. I understand the number of scholars at present is very limited?—The funds are limited. We have only recently introduced day scholars; and as we cannot take in girls, there has been rather an aversion on the part of some people to send their boys, as they could not send their girls as well.

4758. Are these day scholars received on payment of fees?—They are.

4759. The children who are received are children of the working classes?—They are children who might be attending the parish school, or some other school in the place. In fact, they all belong to the working classes.

4760. Is there any limitation as to the districts from which the children are to be drawn?—Not in the original deed, but of course there is a limitation as to convenience for day scholars.

4761. But I am speaking of the foundationers?—No, there is no limitation. They may come from any place, and they come from all places in the kingdom.

4762. They are admitted on the ground of poverty?—Yes. We require to be satisfied that they are poor children.

4763. Have you many applications for admission?—We have frequently many applications; but of late, since the institution has been in a sort of transition state, we have had fewer applications, because we have admitted fewer of late. We have some boys from Ireland and some from England, but the bulk come from the neighbourhood.

4764. And there are some boarders?—We introduced a few boarders, as we had a smaller number of foundationers latterly than at one time. We had some spare beds, and we thought it would be advisable to bring in a few boarders, who would occupy these beds, and be a little stimulus

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to the education in the institution, because they would be all of rather a better class than the pauper children.

4765. In fact, you wish to make the institution of wider benefit, and to receive more pupils?—Yes.

4766. With regard to the boarders, are they from the same class as the foundationers?—No; they are rather of a higher class necessarily, because they have to pay something. They have to pay £20 a year for education, bed, board, and washing.

4767. Are the payments made by their parents or from some charitable fund?—By their parents or by others interested in the children. They pay at least £20 a year.

4768. Have you always kept up that price since the system was introduced?—Yes.

4769. Are there always persons ready to take advantage of that?—Yes.

4770. Yours is an elementary school?—I would say it is both elementary and secondary. The master teaches a little Latin and a little French, and can teach Greek and German.

4771. Is it the same education that is given at a parochial school?—Yes; it is, in fact, just the same as a parish school.

4772. I understand that the number in the school has been lately decreased?—Yes.

4773. Is that on a falling off in the funds?—It has been mainly from a falling off in the funds, which falling off has arisen, partly from the coal being largely worked out and producing less than it formerly did, and partly from the great increase of pauperism. Prestonpans is a very peculiar place as to poor rates; and so heavy is the burden on the land, that in some instances so high as about £1 per acre is paid. Most of our revenues are from land, and in that way our funds have been very much lessened.

4774. I see in the accounts that the public burdens are put down as £200?—That is about the sum.

4775. Is any large proportion of that poor rate?—Yes; a large proportion of it is poor rate. And other burdens are pretty heavy also, for this reason, that Prestonpans, although a very small parish territorially, is a populous parish, and a great portion of the inhabitants are seafaring people. They earn their livelihood by their seafaring life, and they live in small, poor houses, many of which are only rented at scarcely over £2 a year; and therefore there are a great many of the inhabitants who in no perceptible respect contribute to the maintenance of the poor in the place.

4776. The income of the hospital is, I understand, invested in land?—A great part of it.

4777. How is the rest of it invested?—In the public funds.

4778. But the land investment is not likely to increase in value?—I don't think so.

4779. Do you expect a falling off in the coal rents?—At the time when we applied for the Provisional Order we expected an early falling off, inasmuch as the mining engineer, Mr. Geddes, thought the coal was scarcely worth working; but the recent impulse given to coal-mining has rather improved the position of matters, and I think this year we shall probably have an increase of coal rent. At the same time it was substantially correct, as was represented in our petition, that we may expect the coal rent to fall off.

4780. Is that from the exhaustion of the mine?—Yes.

4781. And though you are at present deriving a larger income, it is a

precarious one, which you cannot count on for many years?—Yes. There are a number of questions that might be suggested as making it doubtful whether we might yet be able to increase the coal rental by mining seaward. We have a good deal of coal in the sea; and if we chose to lay out a little money in order to get through a trap dyke, we would come to a large field under the Forth; and if the present prosperity of the coal trade were to continue, we might be induced to run that risk.

4782. You stated in your scheme that by substituting a system of boarding out pupils, you would be able to provide for a larger number of out-door scholars?—Yes.

4783. How is that? Would you be able to board them out at less expense?—We can board them out at a great deal less expense than is required to maintain them in the hospital, from the limited number we keep in the hospital. We have to maintain a master and matron and so many servants for eleven children; and these children could be taken charge of quite easily outside, either with their relations or in the families of respectable working people.

4784. Then the saving would be in consequence of the small number of boys that you can maintain at present?—Yes.

4785. It is not from there being any extravagance in the management?—No.

4786. But you think that with the small institution it would be much better to have the boys boarded out?—Yes.

4787. And then the rooms that would be available would answer for day instruction?—We wished to get power, either to adapt these rooms for school-rooms, or, if it was thought advisable, to build schools nearer the mass of the population of the village; and then we might feu out or lease the hospital buildings as a gentleman's residence. It is in a very good position, it is on a beautiful site, and is a capital house.

4788. With regard to the funds which would be available in that way, what would they amount to? Would you say £100 or £200 a year?—It was I who drew up the estimate, and the substance of the thing is stated there generally. As near as I can give it at this moment, the sum is somewhere under £200. Then we proposed still to retain five foundationers. I was rather disposed to have had no foundationers at all, but some of the trustees, Sir Alexander Grant amongst others, thought it better to keep the five in for the present; and we proposed to take power, in the event of the trustees, at two consecutive meetings specially called, thinking proper to reduce the number below five, to reduce it below that number, or even to dispense with indoor boarders altogether.

4789. But you would still maintain the same principle of selection with regard to those who are to be admitted to the institution?—Yes.

4790. You would not throw it open to competition?—We proposed to take in the children of the humbler classes, and the benefits of the foundation would be chiefly confined to those who showed merit in the school.

4791. That is to say, at the day school?—Yes; out of the day school we would select the foundationers.

4792. And you would select a certain number?—Yes; what we could afford to maintain. Then we proposed that these foundationers might get allowances to the extent of £20 or so, and that they might go to Edinburgh or anywhere else in order to get the higher class education.

4793. *Mr. Parker.*—Do you mean a capital sum of £20?—No; £20 annually.

4794. Do you mean £20 a year while they remained at the school?—No; after they had shown merit in the school, and when they were going

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away somewhere else to advance themselves further, we would give them £20 a year for a certain number of years—two, or three, or four years, as the case might be; in fact, making these allowances a sort of bursaries.

4795. *The Chairman.*—Do you consider there is room in that neighbourhood for a large day school of the kind you propose?—Yes. There is plenty of room in the place for such a school to give elementary education, because there is a very great number of very poor people there. Prestonpans is a very old place and a very exhausted place. There were a number of works there at one time, and a number of houses were erected; but many of the works have fallen off, and the houses are now occupied by a large mass of poor people, principally fisher and colliery people, and it is only by giving them education very cheap that they can get their children educated at all.

4796. There is another hospital in your neighbourhood, called Stiel's Hospital?—Yes.

4797. Does it provide for the same class of persons as Schaw's?—The same class of children, but it is confined to children from Tranent parish in the first instance. Prestonpans has a reversionary right to send children to it, provided all the children that are needing education in Tranent parish are first provided for; but we have never got any benefit from our reversion, as there has always been a sufficient number from Tranent to forestall us.

4798. Have you ever considered the propriety of uniting the two institutions together?—Yes. That was suggested to me, and there were some who thought it might be advisable, but I don't think it would. I don't see any gain that would be got by it, because it is mainly for elementary education that we wish to make provision, and this must be furnished near at hand.

4799. Did I not understand you to say that they are both for elementary education?—Yes.

4800. Then would not the two together combine to make a much more efficient school than if they were separate?—Of course it might make a larger school, if you choose to make one school out of the two; but there is sufficient population in Tranent to be made available for that purpose, if it was thought proper, out of Stiel's funds. I don't, however, see that that would be of much advantage to Prestonpans. What I mean is, that so far as higher education is concerned, it would be fully as convenient for children from Prestonpans to go to Edinburgh as to go to Tranent; and I am quite sure they would prefer to go to Edinburgh and get education in some of the schools there, rather than to go to Stiel's Hospital.

4801. But for an elementary school such as yours is, and such as you contemplate in its extended form, might it not be made more efficient if the two places were combined together?—It would be too far to send young children from Prestonpans up to Tranent to school.

4802. What will be the distance?—It will be fully a mile from the two schools, and it will be nearly three miles from a considerable portion of Prestonpans parish.

4803. Is there as much population about you as about Tranent?—There are 2000 people in Prestonpans village, and there are about the same number of people in Tranent village. Then, to the east of Prestonpans, there is Cockenzie, where there are 1500 people; and Schaw's Hospital is as conveniently situated for Cockenzie as Stiel's. We have several of our day scholars that come just now from Cockenzie to Schaw's Hospital, being partly influenced by the fact that the class of children there are more select than in Stiel's.

4804. Then, in your scheme, you would have no place for boarders

being brought in?—No; if we dispensed with the foundationers we would not.

4805. You would keep the foundationers as part of the institution, only boarding them out?—Yes. Of course we would have no public boarding-house as we have just now, and we would dispense thereby with the necessity of keeping the matron and staff of servants.

4806. With regard to the preference given to certain names, are there any boys of these names at present in the hospital?—Yes; there are generally one or two. Schaw, M'Neil, Cunningham, and Stewart are the four preferable names. They are the names of the testator himself, his wife, his mother, and of his paternal grandmother.

4807. Are you bound to give a preference to boys of these names?—That is in the original deed; and of course, as the gentleman left his money with that condition attached to it, we always, other things being equal, and the children being necessitous, give the preference to boys of these names. I mean that, in a question between two boys equally necessitous, the preference would be given to a boy having one of those names.

4808. I suppose you have cases of that kind occurring constantly?—They frequently come up.

4809. But you only receive the boys in the case of their being necessitous?—Yes. Practically the preference which is said to be given to boys of that name comes to little, because, if the majority of the governors are in favour of one boy, the name is thrown overboard; and it is very difficult to make up your mind as to whether they are exactly equal.

4810. Then you do not find any great disadvantage to arise from that restriction?—None whatever. It was merely a natural feeling which the gentleman had in favour of his own name. There are other places where there are similar preferences. In Buchanan's Institution in Glasgow, boys of that name had a preference; and in Heriot's also they had a preference.

4811. I suppose there would be very little advantage in the institution to people of the name of Schaw over what is derived by people of other names?—I don't think it makes material difference either the one way or the other.

4812. The trustees, I understand, would be anxious to carry out the changes you have mentioned if they received any encouragement from the Legislature?—They were almost unanimous in their favour. There was some difference of opinion, but there was a majority who supported the proposed changes.

4813. The trustees are all *ex officio*?—Yes, or proprietors of certain estates in Prestonpans parish. Sir George Suttie and Mr. Syme of Northfield are the proprietors; and then there are the Principal of the University of Edinburgh, the sheriff and a number of ministers, and six or eight of the Town Council or people in Edinburgh. The president and treasurer of three of the hospitals in Edinburgh are also trustees.

4814. Do you have a full attendance of trustees from time to time?—Always when there is an election there is a full attendance, but at an ordinary time there are not so many of them who attend the meetings. It is not often that many of the Town Council come, except just, perhaps, at the first meeting after they have been elected, when they come to see the place. They are changing every year, except the provost, who is continued usually for more than one year.

4815. Is the selection of pupils made once a year?—We elect twice a year.

4816. Who attends to the ordinary administration of the trust?—There is a standing committee, that meets every quarter and examines the pupils.

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4817. Have they the complete management?—They have the complete control over the whole internal affairs of the hospital. Then there is one meeting of the general body of trustees, which takes place at the hospital during the summer, and there is probably a full attendance on these occasions of the Edinburgh people; but as they are most of them only in office for a short time, they do not practically do much in the management of the hospital—they come more to see how it is getting on; and as they have every confidence in those who take the principal charge in the management of the affairs, they do not often interfere to alter anything.

4818. It would be in your power, I presume, to take in day scholars without an Act of Parliament?—That is a question. We take them in the exercise of our judgment for what we hold to be in furtherance of the interests of the trust.

4819. But you could take them if they pay for their education?—That is my opinion, that is what I suggested at first,—that we should take them in, but take none of the hospital funds for their behoof. We take one-half of the fees we get from them, and expend these in the form of prizes, which prizes are open to competition by the boarders, by the day scholars, and by the foundationers; so that the hospital in that way gets a benefit from taking in day scholars and taking in boarders, both by the additional competition and also by the application of that portion of the fees to extra prizes.

4820. Would you propose to connect the school with the Privy Council grant?—We have never done that as yet.

4821. But I mean the day school that you propose to establish?—We never thought of that.

4822. You would not object to do that?—Not at all.

4823. Or to the Government inspection?—No. We expressly stated so,—that at all times the school should be open to any Government inspector who chose to come to visit it. We are perfectly agreeable for that.

4824. *Mr. Ramsay.*—But you have never invited them to come?—No, never; there being so many professional educationalists among the trustees.

4825. *The Chairman.*—How are the pupils examined at present?—Just the same as an ordinary examination at any school. The children are put through an examination in the whole of the classes that they are attending.

4826. By the master?—Yes; by the master, in the presence of the Standing Committee, which comprises some who have had professional experience in teaching. They generally leave the master to conduct the examination himself; but some of the trustees occasionally put questions, so as to see that it is not a got-up affair—that the children are not crammed merely for the occasion.

4827. Do any of the pupils from the school at present go to the High School, or to any secondary schools in your neighbourhood or in Edinburgh?—Some of those who have been in the school as day scholars go to the High School, and some to the New Academy. One boy who was a day scholar lately is now at the New Academy, and another is at another secondary school in Edinburgh; but the class of boys in the hospital is generally such that there are very few of them who can get the means of maintaining themselves at a school where they can obtain a higher education than they have in our school, unless their parents happen to belong to Edinburgh. If their parents belong to Edinburgh, they can stay with them after they have left the institution, and in that case they may go to the higher classes.

4828. Is there any money given in prizes?—No; it is all given in the shape of books.

4829. *Mr. Parker.*—What fee do the present day scholars pay?—It is not to be less than 5s. per quarter; and if there is any boy very anxious to get into Greek, he has 1s. extra to pay for that. The object of making the fee a little extra for that is to prevent the possibility of some person capriciously asking the master to teach a single child in some particular branch; and the master gets the extra shilling. But they must all pay at least 5s. per quarter; that was done to prevent the school from unduly competing with the other schools in the place.

4830. Of these fees, about one-half, you said, goes in prizes?—Yes; and the other half to the master.

4831. Do you admit as many children as present themselves who are willing to pay that fee?—Yes. There have been none refused if they were well-behaved boys. I think there were one or two refused, on the ground that they were badly conducted children who had been put out of some other schools, and we did not want to be bothered with having them there.

4832. One of the further powers you wished was to charge a lower fee for this day school?—We might charge a lower fee than 5s. at present if we thought proper; but we did not think it advisable to make this a competitive school with the other schools in the place, but rather to get a selection of boys who would have the effect of stimulating the hospital children. We wanted to get picked boys, clever boys, and also boys who would push on the boys in the hospital, and also that they should be of almost the same educational standing as the boys that are in the hospital.

4833. When the trustees petitioned that they might be empowered to open a large day school at very moderate fees, does that mean a fee such as is at present charged, or a lower fee?—A lower fee; because if they were to open day schools, they would, of course, be comparatively charity schools,—not to make them actually gratuitous, but to take in poor children.

4834. Is not the day school for children paying fees at present?—It is; but they are picked children. They have to pay 5s. a quarter; and, of course, it is only a picked class of children who will pay that.

4835. If you got power to open this day school at moderate fees, and if you did so, then the difficulty would arise about competition with other schools?—Of course it would, and there would be more of the pauper children attending the school. At present the parochial board pays a considerable amount to the different schools for the payment of the pauper children.

4836. If you opened a school with these moderate fees, I suppose you would admit children to it without any qualification of poverty? You would take all that chose to come and pay these fees?—I suppose we would, because there would be a sufficient check upon people sending their children there who could afford to send them to better schools. People who were in good circumstances would never think of putting any of their children to a charity school, where they would be thrown among a lower class of children than they would care for them mixing with.

4837. Are there private schools in Prestonpans?—There are three schools in the parish. There is the parish school and a Free Church school, and there is a school maintained by Sir George Suttie, which is also under Privy Council supervision.

4838. Is that school of any denomination in particular?—No. Children of all denominations go to all the different schools, from all classes of the community. Sir George Suttie's school is near the outskirts of Inveresk parish, and there are a number of children from Inveresk who go to it.

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The parish school and the Free Church school are more in competition, from being nearer each other; but practically the children go to either the one or the other, according to the favour of their parents.

4839. Schaw's Hospital was, I understand, at first in the House of Preston?—Yes; it is now a ruin. It was an old house that belonged to Sir John Hamilton, and which was purchased by Dr. Schaw, who lived there and died. In his testament he provided that the funds should be available for keeping the hospital children in his own house until a new one was built; and the new one was built in 1832, mainly from the increased revenue which was derived from coal being more extensively worked.

4840. Is the hospital, in the words of the will, a house built in a neat, plain, frugal manner?—Yes. Perhaps 'plain' is a relative term. It is not, according to modern architecture, what we would call very ornate, but it is a handsome building. It was built under the supervision of Mr. Burn, architect.

4841. And it is such a building as would bring in a rent as a gentleman's residence?—With modifications, it would.

4842. In his will the founder wished to diffuse the benefits of his bequest, as extensively as the funds would admit, among poor boys?—Yes.

4843. Would you consider you were carrying out that intention in changing from an hospital to a day school?—Yes; I would think we were extending it according to his will. Perhaps we might be going further than he contemplated, because when he made his will there were no such poor rates as we have now. But I believe his intention was to provide for those who would not have had education provided for them otherwise; and though now, with the parochial boards, pauper children are provided for, there are others slightly above the position of paupers who require aid, as being really poor.

4844. But, as they are otherwise provided for now, do you think it would be a true interpretation of the spirit of the testator's will to give them something over and above what the parish provides—some higher education?—If they would take it, I would give them a higher education; but we have such a mass of very poor children in the place, that I am afraid you could hardly maintain a high class school there. At an early date, Prestonpans was a prominent place for education, and a great many gentlemen sent their sons there for education; but most of the ancient mansions are dilapidated now, and you have a pauperized community taking up their place.

4845. What are the present emoluments of the master of the hospital?—£77 a year, and his bed, board, and washing, and his portion of the fees.

4846. What number of out-door pupils are there on an average?—I think there were thirteen on the day we made the return; there are fourteen just now.

4847. Then, at the outside, his emoluments are under £100 a year?—Yes.

4848. And he has his lodging?—Yes; his bed, board, and washing.

4849. And for these emoluments can you obtain such a master as the place requires?—Yes. I consider the man we have is a very suitable man, and a very efficient man altogether. We require not merely educational qualifications in a place of that kind, but a man of good sound sense, as he has to be governor of the domestic arrangements as well as teacher of the children.

4850. Now, if you had the large day school you propose, you would elect to the foundation from boys already in the school, would you not?—

That was what the trustees proposed to do when applying for powers,—to restrict the election to those who attended the day school. I was not so clear about that, but on the whole it was thought advisable to keep to those who attended the day school, and to provide that they must attend the day school for at least a year before they got in, because it was thought, if we were to elect from any quarter, there might be a canvass through the various schools to take off the cream when we had anything to give; but by limiting it to those who were already in the school, we thought we should get a better class to come into it, in the hope of their getting one of the bursaries or getting on to the foundation.

4851. And at the same time you would interfere less with the other schools by drawing off their best pupils?—Yes. Then my idea was, that if our funds would have permitted of it, we might have an evening class, which, in a place like Prestonpans, might be useful. It was tried to word our petition in such a way that we might be entitled to give the master £10 or so to have an evening class during the winter, because the colliers' children usually go away from school very early, when they are only very imperfectly educated, and sometimes they are willing to take education afterwards, if an evening class is opened for them.

4852. Would you charge some small fee for that?—Yes. I would always charge some fee, because I find that what they get for nothing they value at nothing.

4853. Then you would charge some fee for every child who was not paid for by the parish?—Yes, for every one. I have been myself in the way of paying, in behalf of the kirk-session, three-fourths of the fees of a number of children. I give them a ticket, and they go to any school in the parish they like: some go to the Free Church school, some to the parish school, and some to Sir George Suttie's. I pay three-fourths of their fees, and the parents must pay the other fourth, whatever it is; and I have found that sometimes when I gave them that ticket, they neglected even then to send their children to school, because they had not got the other fourth,—one penny, or whatever it might be; but in most cases, and in all where education was really valued, the odd fourth was readily forthcoming.

4854. Have you found that the payment of a sum by the parents, however small, tends to regularity in attendance?—Yes; but with the very poor class of colliers and work people we have, there is very great irregularity in attendance.

4855. Does that depend in any way upon the conditions of their employment?—We have a number of very poor old houses in the place that bring the worst class of the colliers to us. Where there are steady colliers, they settle down where there are good houses provided for them; but as our coal works are in a transition state,—they are nearly exhausted, and I am afraid they will not continue long,—the proprietors do not care about building very good houses, and the result is that we have a poor set of colliers, and their children attend very irregularly. Last week, which included Handsel Monday, and the men had taken a fancy to go on the ramble, I went to Sir George Suttie's school, and there were only 13 children there altogether, while this week there were 35, and usually there are above 60.

4856. When you have a School Board, as you shortly will have, do you propose in any way to associate any members of the School Board with the trustees, or to remain independent?—Of course I cannot say anything about that, whether they would be associated with the trustees or not; but I don't think it would be advisable. I think it would complicate the thing very much, when we have such a number of trustees at present.

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4857. But you expect that there will be easy and cordial co-operation with the School Board?—I think there should be; but of course in a village population like ours there are jarrings, and you cannot account for them,—how they may arise or how they may be quelled.

4858. *Mr. Lancaster.*—I don't quite understand what your foundationers are to be under the new system?—They are simply to get a certain allowance paid for their maintenance.

4859. Which you propose to be about £20 a year?—We thought we might be able to board them out at perhaps £15 a year, or something less.

4860. And then you would raise it perhaps to £20 if they showed a disposition to go on?—After they had been so many years in the institution, if they acquitted themselves creditably, and were thought worthy of going to college, they should get £20 a year to help them to go there, or to go to a trade. I would not wish to tie them down to college. Some of the trustees wished to do that, but I would rather let them go to any place of education they prefer that the trustees approve of.

4861. So that it simply comes to be a bursary of £15 a year so long as they remain in the school, and £20 a year after they leave if they are deserving of it?—Yes. There may be others who are not foundationers at all who would get the £20.

4862. You would have a sum given to them on leaving the school, which might be competed for by all who were leaving the school at one time?—The foundationers would get what was thought to be a suitable provision for maintaining them, which we thought might be about £15, or from £10 or £12 up to £15,—a little higher than what the parochial board pays for boarded-out children; and then at the end of each year we might have two or three or four bursaries to be competed for, which bursaries would be equivalent to about £20, or perhaps £25,—we would have power to give one or the other,—and these would be competed for by the foundationers and by all the day scholars, and it would just be the cleverest children who would get them.

4863. *Mr. Parker.*—Then would the foundationers be elected before they had been in the school?—No. We propose that the foundationers should be elected out of those attending our schools.

4864. Then no poor boy could get admission to the school except by private assistance in the first instance?—Of course, under the new Act, the parents would either have to provide for him or the parochial board; and in that case, if he is maintained for one year at the school from any quarter, he is then eligible to get on the foundation.

4865. The parish would provide his fee, but there might be a difficulty about his maintenance for that year?—They would be under the same law for both the one and the other. If he is a pauper child, it is only on that account that the parish are liable for his education.

4866. They are liable under the new Act for the education of any child, although his parents are not on the poor roll?—Yes, that is the case under the Act now; but of course we did not look into the matter so very narrowly in that way when applying for the Provisional Order before the Act had passed.

4867. *Mr. Lancaster.*—You described the idea that you had in view, in admitting day scholars under your present system to the hospital, to be that of getting clever boys who would push on the hospital boys?—Yes.

4868. Did you find that answer?—It did, to a large extent. There is a freshness about the school now which it did not present before. Formerly we had only, say, 14 boys; they came in at 7 and remained till 14, and you had seldom more than two children at the same stage of advancement. We wished to take in day scholars and boarders,—day scholars

particularly,—of such a standing and state of progress that they would push on our classes; and we found that to answer to a large extent. They are generally picked boys that come in. The parents wish to have them out of the ragamuffin class of the villagers; that is the secret of it. Instead of continuing them where there are a great number of very poor children, they would rather send them to our school, and make an effort to pay the 5s.

4869. Don't you think, with regard to Stiell's Hospital, that it would be a good plan to combine it with Schaw's in this way, keeping Schaw's as a large elementary school, and making the school in Stiell's Hospital a good secondary school?—I don't think that would do any good to Prestonpans. I don't think there would be any feeling in favour of such a combination. Of course, if Stiell's Hospital were opened as a secondary school, where children were admitted on paying fees, any children in Prestonpans whose parents could afford to send them there might go; but I think we have such a pauperized community that we need all our funds for our elementary education.

4870. But I would leave you all your funds for elementary education?—If Stiell's funds were applied to a secondary school, and we could enter it, there would be no objection to that, because we could go to it if we liked; but if I had a child myself, I would rather send him to Edinburgh than to Stiell's Hospital, because there is a very poor class in Stiell's, and I would rather my children should not mix with them.

4871. *Mr. Ramsay.*—How is it that you have so few day scholars? Are all who come forward admitted?—Yes. There have been none refused, except, I think, two boys. The fees in the other schools are rather less; I think they are 3s. to 4s. a quarter. Then another thing is the feeling of the other masters about the system. The present master of the parish school does not say anything about it, but the former one refused to take any of the girls into his school if the boys of the same family were sent away to the hospital.

4872. Did the schoolmaster say that?—Yes.

4873. *Mr. Parker.*—Had he the right to do that?—He had not the right, but at the same time the parents did not care to have a threat of that kind held out to them.

4874. *Mr. Ramsay.*—What is done with the fees that are paid by these children?—The master gets one half, and the other half is applied in purchasing prizes. In point of fact, every child when he goes away gets a book, and those that distinguish themselves get a more valuable book. If a boy has behaved at all well, he always gets some little present.

4875. Do you think it would be necessary to pay so much as £15 for each of these pauper children being boarded in a place like Prestonpans, for the mere maintenance and clothing of the boy?—It would take very nearly that. You could not board and clothe them for much less.

4876. Do you think the parents of the class from whom the children come can possibly have that for each child?—No, they do not get so much; but we wish to make it rather a kind of boon to them. The parochial boards pay somewhere about £10, or pretty nearly that. I proposed to begin at £12; and as they get a little older I would give them a little more, up to £15. It was from £12 to £15 a year that I estimated we should require to pay.

4877. When you speak of your scholars going forward in their secondary education, would your school fit the boys for proceeding to a secondary school or going to the University?—At this moment the master is perfectly capable of qualifying them for that; and I believe if the parents had the money or the self-denial to think of sending their children to the Uni-

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versity, many of them could go from the hospital quite easily. But in point of fact, the labouring classes get so very high wages now that there is no boon which a man gains by getting to college. A preacher gets £80 a year, and a collier at present can earn from £120 to £150 if he chooses to work steadily; there is consequently little use in encouraging a man to go forward to the higher classes.

SATURDAY, 25th January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, BART., *Chairman*.
MR. RAMSAY.
MR. PARKER, M.P.
MR. LANCASTER.
MR. SELLAR.

Lord Provost LESLIE, Dean of Guild LEWIS SMITH, and Bailie URQUHART, examined.

Lord Pro-
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4878. *The Chairman (to Lord Provost Leslie)*.—You are one of the trustees of Robert Gordon's Hospital?—I am.

4879. You are also one of the managers of that hospital?—Yes; I have been an ordinary governor for nine years, and this is now the fourth year that I have been chairman.

4880. Would you state what is the constitution of the trust?—That is stated quite clearly in the rules. It consists of the members of the Town Council of Aberdeen, including the Dean of Guild, and four ministers of the Established Church.

4881. Are you trustee for any other hospital in Aberdeen?—I am one of the trustees for the Boys and Girls' Hospital. I am also one of the trustees for Mrs. Elmslie's Orphan Institution or Female Orphan Asylum. I hold these offices *ex officio*. I am also one of the trustees of Shaw's Hospital, which is a very small affair. There is also the Blind Asylum. I don't remember any others.

4882. Gordon's Hospital is for the education of indigent male children and grandchildren of decayed merchants and burgesses of Guild, with a preference to boys of the name of Gordon?—Yes. There is a preference to boys of the name of Gordon and Menzies and some relations of his own, and after that it is to the sons and grandsons of decayed burgesses of Guild, then sons and grandsons of decayed burgesses of trade, and after that the children of residents.

4883. I believe the area of selection was enlarged last year?—Yes.

4884. And upon that matter you took the opinion of counsel, when you were advised that under the terms of the trust you were fully empowered to make the extension you proposed?—Yes.

4885. Would you state to whom it is now extended?—It was extended, by resolution of the governors passed on 24th July 1872, to all classes of the community within the municipal boundary of Aberdeen, excluding those

receiving parochial relief; the boys to be elected being the lawful sons of persons who are residenters and are indigent and not able to maintain themselves, and also indigent persons residing in Aberdeen the parents of whom had been also residenters. That was the resolution that was passed, based upon the opinion of counsel.

4886. You retained the preference for the boys of the names of Gordon and Meuzies?—Yes. Some of us think that is declared to be one of the unalterable statutes.

4887. Is it one that you were anxious to maintain?—No; I don't think it is, for we have had very few boys of these names since I recollect.

4888. You have not found, in the case of these boys, that the privilege has been abused in their case?—No; I don't think it has. We have really had very few of them, and I don't think it has been more abused in these cases than it has been in any other.

4889. Have you given them a preference over more necessitous cases?—The governors have endeavoured, so far as they can, to act impartially, always giving preference, in cases of equal merit, to those boys who bore these names.

4890. Would you state how the selection of boys is made? Is it by a committee or by a general meeting of the governors?—It is all decided by a general meeting. There is, first, a committee appointed to inquire into the circumstances of all the applicants, and they make a report. That report is laid before the governors, and then the selection is made in this way: If they are unanimous, of course there is no division; but if there are, as sometimes happens, more applications than there are vacancies, and they are not unanimous, then it goes to the vote.

4891. With regard to the extension of the objects of the charity, would you state the reasons why you thought it right that they should be so extended?—In the first place there seems to be a growing opinion that the hospital system, which is part of the monastic system, is not so suitable for boys as the family system.

4892. What I wished to know in the first place was your reason for wishing an extension of the system to residenters, beyond what was the case under the old rules?—The object of the governors was to make the trust more generally useful; and one of their reasons for desiring the extension was, that the number of the Guildry had decreased very much, not only absolutely, but much more so in relation to the population of the city. They therefore thought it would be advantageous, and very much in keeping with the general spirit of the bequest, that the benefits of it should be extended to other classes. It has been confined, up till now, to two classes,—the children of burgesses of Guild, and the children of burgesses of trade.

4893. Do you consider that now the burgesses of Guild and of trade do not really represent the community as they did formerly?—They do not represent it in anything like the same proportion that they did even fifty years ago. The population of the city has increased since 1818, which is about the earliest record that I have got, nearly $2\frac{1}{2}$ times, whilst the actual number of the Guildry has diminished to about one-third. These are roughly the proportions.

4894. Having carried out that change, the trustees, I understand, have been anxious to carry out further alterations on the system?—Yes.

4895. Would you state now what improvements you proposed to introduce?—I think the best thing I can do is to hand in a copy of what was prepared as a memorial to be laid before the Home Secretary, as the result of what was resolved upon by the governors after a great deal of discussion. This memorial, I may say, was based so far upon the Act that was

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passed for increasing the utility of the Merchants' Hospital in Edinburgh. Perhaps I may read the particulars of the scheme which was submitted to the Home Secretary. After the introduction stating the facts, it is said: '1. Power is desired to use the hospital wholly or partly for day or evening schools, and also to build and establish one or more additional day or evening schools, and one or more elementary schools for boys and girls, either within the hospital grounds or in other parts of the city of Aberdeen. 2. The building used for the residence and maintenance of foundationers to be called, as at present, Robert Gordon's Hospital; and the separate buildings used for day or evening schools, as well as the schools within the building separate from foundationers' schools, to be called Robert Gordon's Hospital Schools. 3. Power is desired to sell or lease the hospital buildings or schools, and to sell, feu, or lease the grounds therewith connected; to alter, improve, and enlarge the said buildings; to purchase, lease, feu, or otherwise to acquire or hold suitable land for new houses, to be occupied as school buildings, and for providing such school accommodation and recreation grounds as may, in the judgment of the president and governors, from time to time be required to give effect to the order or scheme, and that either adjacent to or in different localities from the present hospital buildings; and to build on ground so acquired such schools as may by them be thought necessary—a suitable regard for economy to be had in the erection thereof. 4. Power is desired to reduce the number of foundationers as soon as conveniently may be (the number at this time was 124) to 60, or still further if thought desirable; but not under 60 unless by a resolution approved by a majority of the governors present at a meeting to be called at two weeks' notice, and after the proposed reduction under 60 shall have been under the consideration of a previous meeting of the governors, the objects of both meetings being stated in the billets calling the same.'

4896. *Mr. Parker.*—What was the date of that proposal?—It was prepared in July 1871, and it was ready to be laid before the Secretary of State at that time; but on account of a stoppage having been put to the application by Hutcheson's Hospital, it was never presented. The object of the sixth power that was desired was this: That if it were considered advisable to keep up the hospital system, there was a large number of boys in the hospital who would be better boarded out with their parents than kept along with so many others in the institution. There may be differences of opinion with regard to some whose parents could not keep them decently or look after their training, but I think there could be no doubt with regard to a very considerable number of those who are there at present,—children of decayed burgesses of Guild, and others,—who would really be better boarded with their parents and coming to the school for education.

4897. *The Chairman.*—You wished to have a discretionary power for boarding out as many of the boys as you could?—That was part of our proposal.

4898. But this scheme was never sent up to the Home Secretary?—No. I was in London at the time to do it, but I had some communication indirectly with him, and he advised us to postpone it.

4899. With whom had you that communication? Was it with the Government, or with counsel?—It was partly with the Lord Advocate. I did not have a direct communication with the Home Secretary, Mr. Bruce, but I had with his secretary.

4900. Was that last year?—No; it was in 1871. But in consequence of the difficulties in the way of carrying out the Endowed Hospitals Act,

the scheme was never presented. I had been in communication with the solicitors for Hutcheson's Hospital, and also for Heriot's Hospital in Edinburgh; and from the difficulties thrown in their way, I thought it was no use to put our scheme forward. Indeed, the Lord Advocate told me that he thought the Endowed Hospitals Act was unworkable, and that he would have to bring in an amendment of it.

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4901. Were the trustees unanimous with regard to these recommendations?—The Dean of Guild objected.

4902. But there was only one objector?—So far as I recollect, there was only one.

4903. Was the scheme considered at the annual meeting of the trustees?—It had been considered at three or four meetings, and a great number of amendments were made upon it.

4904. Would the out-door school which you proposed to establish in connection with the hospital have been an elementary school?—We had first elementary schools in view; that is pointed at in some of the subsequent clauses. As the clauses are not very long I had better read them. The fifth clause was: '5. Power is desired to enlarge the area of selection of foundationers to all classes of the community within the parliamentary boundaries of Aberdeen, excepting children of those receiving parochial relief, who are already provided for by the poors' hospital for boys and girls; the boys to be elected being lawful sons of persons who are or who have been residenters within the parliamentary burgh of Aberdeen, who are indigent and cannot maintain them, having respect, in each case, to the most necessitous; the boys to be seen and examined by a committee of the governors as to their habits and aptitude for learning; preference to be given, *cæteris paribus*, to children of decayed burgesses of Guild and burgesses of trade, and to boys of the name of Gordon or Menzies, for seven years from the date of the Provisional Order, after which no such preference to be given; and in judging of the eligibility of children for election, the governors to be entitled to decline electing any children whose admission would, in their opinion, be prejudicial to the interests of the other children, and to remove from the foundation any of the present or future foundationers whose continued connection therewith would, in their opinion, have a like effect.'

4905. That portion of your scheme you carried out?—Yes; that was the only clause we found we had power to carry out.

4906. You proposed to establish elementary schools in connection with the foundation?—Yes.

4907. Did you propose to ask fees from the children?—Yes; small fees.

4908. Of what amount?—The amount of fees was really never exactly fixed, but they were proposed to be very low.

4909. Did you propose to receive any of the children gratis?—Yes; those that were deserving, and whose parents could not pay for them. Perhaps if I read on, you will see exactly what we proposed: '6. Power is desired to board out any of the present and future foundationers in family with persons approved of, by and under the supervision of the governors, and in terms of such rules and regulations as may be made by them from time to time, but not more than two in one family; and to pay to the persons with whom the foundationers are boarded, or to pay to parents, near relations, or legal guardians of any of the foundationers, such sum in name of board as they may consider proper under the circumstances, exclusive of clothing, which would be supplied by the governors, but in no case more than would be sufficient to maintain them in the hospital; such boys to attend the classes as regularly as if in the

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hospital, and to be equally under all rules as to proper behaviour during the hours of instruction with those who are in the house. 7. Power is desired to elect, admit, and receive into the schools, there to be educated along with or separate from the foundationers, and on payment of such moderate fees as the governors may fix, such number of day scholars as they may select as suitable and as can be conveniently accommodated, those boys having the qualification which extends to admit to the benefits of the foundation to have a preference over others.'

4910. You could not, under the present trust, carry out any of those objects for which you asked powers?—No. After full consideration, we were fully of opinion ourselves that we only had power to alter the area of selection, and that power we had under clause 20 of the deed.

4911. You proposed to reduce the number of foundationers?—Yes.

4912. Were they to be elected as under the old system, by the selection of the governors?—Yes.

4913. You did not propose to admit any by competition?—Those who had been in some of the previous training schools we proposed to admit into the hospital by competition. Then the scheme proposed: '8. Power is desired, notwithstanding anything in the present statutes and rules to the contrary, to define and fix from time to time the age for the election and admission of foundationers and day scholars, and the period for which they shall remain in the hospital or attend the schools. 9. Power is desired to promote boys of promise and merit, having the necessary qualifications, from the day schools to the benefit of the foundation, as their circumstances in life require, on their passing such examinations as the governors may appoint.' This referred not merely to those who had the qualification of being sons or grandsons of burgesses of Guild or trade, but to any others who had been in the hospital. '10. Power is desired to send scholars at the expense of the hospital to English or Scotch universities, local examinations, or examinations of a like character. 11. Power is desired to establish evening classes in the schools for such persons as cannot conveniently attend the schools during the day.' That would be for those who were grown up, and beyond the age of those in the hospital.

4914. That was to be general?—Yes.

4915. And not to be limited to any class?—No. '12. Power is desired to discontinue the payment of sums in name of apprentice fees to boys on leaving the hospital, and allowances on the expiry of apprenticeship, except to boys who have been elected to the hospital previous to the date of the Provisional Order, to whom the president and governors are to be empowered to pay a sum not exceeding £5 each.' The report of the master and others to us was that they did not think these apprentice fees did very much good, and I think they took about £200 a year. The terms of apprenticeship are now so much changed from what they were when the hospital was founded, that it was considered it would be better to discontinue that practice.

4916. I suppose you thought there would be no difficulty on the part of these boys in getting employment without fees?—If they were well-behaved, and conducted themselves well, we have seen no difficulty in the way of them getting employment.

4917. But they really do readily get into employment?—I think they do. They generally get into shops, or become tradesmen, and some go to sea. '13. Power is desired to apply a sum not exceeding £300 per annum in bursaries not exceeding £20 each, or tenable for longer than four years, to be awarded to foundationers of Robert Gordon's Hospital and pupils attending Robert Gordon's Hospital Schools, by competition,

for the purpose of enabling deserving students to prosecute their studies after leaving the hospital or schools,—the said bursaries to be awarded subject to such restrictions and conditions as the governors may fix.'

4918. You do not have power to give any bursaries at present?—No. By the deed I don't think we have any power to do so.

4919. Did you say to what extent you proposed to reduce the number of foundationers?—From 124 to 60 at once.

4920. But it is stated in the answers that 176 boys are at present on the foundation?—There was an addition of 12 made to the number; and I suppose the number you have now mentioned includes those who are upon the Colleyhill Trust.

4921. Did your proposal not apply to that trust as well as to the hospital?—No. Although the boys upon that fund are treated in every way along with the Gordon's Hospital boys, yet the Colleyhill Trust is under entirely different trustees.

4922. Are the trustees of Gordon's Hospital also trustees for the Colleyhill Trust?—No. I may say that four of them—that is, the four town's ministers—are common to both trusts; otherwise they are quite different.

4923. So far as the money of the Colleyhill Trust has been left to educate boys in Gordon's Hospital, have the trustees of the hospital no control over it except so far as their maintenance and education are concerned? Have they no control over the trust?—I don't think they have any control.

4924. The boys are simply transmitted to the hospital, and then you take charge of them?—Yes.

4925. Then the powers which you applied for and wished to obtain would not apply to any of the boys admitted under that trust?—No; but I may say that the Colleyhill trustees were agreeable to go into the change generally.

4926. Did you communicate with the Colleyhill trustees?—Yes. Negotiations were going on at the time when the promotion of the application to the Home Secretary was in progress; but as it appeared that nothing could be made out of it at that time, the negotiations were stopped.

4927. Had you meetings with them?—We had several meetings.

4928. And so far as the matter went, you understood they were quite favourable to your proposals?—Yes.

4929. Then the reduction of the numbers which you proposed was from 124?—Yes, from 124 at that time, but now it will be from 136.

4930. And you proposed to reduce that number to about one-half?—Yes.

4931. Why was it necessary to reduce it so much?—It was just a sort of arbitrary number.

4932. Then you had it in view to make the whole better, because you thought it would be to the benefit even of those boys who were retained in the hospital that you should educate a smaller number in a more effective way?—It was not exactly so much that, as it was that we supposed, taking them as a whole, it would be a benefit to about one-half the number at least to be boarded out of the hospital, but still to be in the hospital getting their education and getting their clothing.

4933. Then did I understand that the foundationers were to be reduced to 60?—Yes; those who resided within the hospital.

4934. But you would have kept up the full number of children admitted to the benefits of the trust, only one-half of them would have been boarded out?—We didn't tie ourselves down to any particular number.

4935. But that was your general idea? It was not to reduce the number

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of the children who were to benefit by the charity?—No; but we thought that there might have been a considerable advantage in boarding so many of them out, and that that would give room for others.

4936. With regard to the investment of the funds of the hospital, they are partly in land and partly in house property in Aberdeen?—Yes.

4937. Is it a property that is likely to increase in value?—The land has increased very much in value, and is still increasing.

4938. Is much of it available for feuing?—No. I am not aware of any of it, except the hospital grounds, which could be available for that.

4939. It is in Aberdeenshire, but not in the immediate neighbourhood of the town?—Yes. The investments have turned out remarkably well, and the increase in the funds is attributable to the increased value of the land.

4940. With regard to the other hospitals of which you are a trustee,—the Boys and Girls' Hospital and Mrs. Elmslie's,—has any question come before the trustees with regard to altering the conditions of the trust?—No; none with regard to these.

4941. In these hospitals, are the children of the pauper class, or above it?—The Boys and Girls' Hospital is for children of the pauper class. Mrs. Elmslie's Institution is for necessitous orphans.

4942. Are they taken from the poorest class?—Yes; but I think they are not taken from paupers.

4943. Those in Mrs. Elmslie's Institution are not?—No.

4944. But those in the Boys and Girls' Hospital are?—Yes.

4945. And they are both from the poor classes?—Yes.

4946. Is the admission to Mrs. Elmslie's Institution confined to orphans?—Yes; to orphan girls.

4947. Who have lost both their parents?—Yes. That is a bequest that was made, I suppose, about thirty years ago.

4948. There has never been any question as to the propriety of boarding out these children?—No.

4949. Do you not think it would be desirable to do so?—Perhaps my own opinion on that subject is different from that of a good many of the other governors; but I am very much of opinion that it might be of use to board out some of them at any rate.

4950. And there has never been any question as to the expediency of their being taught in a school with other children who are not paupers?—No. I think it would be advisable to teach them in the school; but I may just say, with regard to most of these hospitals for girls, that I think girls in them who are training up to be servants get too much attention when they are children to be well trained to attend to others after they come out, and a good many of them have got rather higher ideas than what their class entitles them to.

4951. But still they find their way readily into service?—They generally do; but some of them at first did not turn out as could have been desired.

4952. Then your own opinion is that it would be desirable to have some change?—Yes; but I speak merely for myself upon that point. It has never been before the trustees.

4953. And does that opinion apply to both these hospitals?—I am speaking now specially with regard to Mrs. Elmslie's Orphan Hospital.

4954. But not with regard to the Boys and Girls' Hospital?—That is a rather more difficult subject. I would not like to commit myself to anything upon that.

4955. What is the number in the Boys and Girls' Hospital?—I might give an idea of it, but I would rather send the numbers afterwards, as none of Mr. Laurie's inquiries referred to that at all.

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4956. The admissions to that hospital are not confined to orphans?—
No.

4957. *Mr. Parker.*—The census says the number are—Boys' Hospital, 52; Girls' Hospital, 52?—Yes; I would say the number was about 100, and they are very equally divided between boys and girls.

4958. *The Chairman.*—When you say these children come from the poor class, do you mean that they are ever received from the poorhouse into the hospital?—I do not remember of a case of that kind.

4959. But they are generally admitted upon applications from their parents or relatives?—Yes; and admitted by the managers.

4960. They are only admitted in cases of extreme destitution?—They are not exactly cases of extreme destitution, but they may be taken in such cases. Paupers' children may be taken, but I think they have never been taken out of the poorhouse direct, although there have been cases of children being admitted the parents of whom were in the poorhouse.

4961. *Mr. Ramsay.*—Have you had instances of the children of paupers being admitted whose parents were on the poor's roll although not in the poorhouse?—Yes, we have had such cases.

4962. *The Chairman.*—These hospitals are inspected by the Government inspector?—Yes.

4963. And Gordon's Hospital also?—Yes; it is also regularly inspected and the children examined, and a regular report given in by the examiner. One of the conditions that we prescribed in our scheme was, that we were to reserve power to the Government inspectors to visit the schools.

4964. *Mr. Parker.*—If this plan were carried into effect, of having a larger day school, what would be the character of the education in it? Would it be elementary?—It would be elementary for the additional schools.

4965. Not going any higher than the standard in Aberdeenshire of parochial schools?—The elementary schools we proposed were to be as a sort of lower grade than Gordon's Hospital, and then a certain number of the deserving boys would be drawn from them and put into the hospital.

4966. Then what would be the character of Gordon's Hospital School? Would it be a higher elementary school?—Yes. The education in the Gordon's Hospital School consists of elementary Latin, a moderate amount of mathematics, and latterly there has been French added to it.

4967. But the children would not be carried so high, I suppose, as in the Grammar School at Aberdeen?—No; but we asked power to send a certain number of boys out of the hospital funds to the Grammar School, or any other higher school.

4968. And you also asked for power to help them to the universities if they showed sufficient capacity?—Yes.

4969. Do you suppose that there are in Aberdeen many children not receiving education at all from destitution?—Not a great number. We have a large establishment of industrial schools in the meantime, supported by contributions which have overtaken a great deal of the want. The children for these schools are taken from the lowest class. The principle upon which they were established was that the children should receive education and maintenance, but no lodging; that they should reside with their parents; and that has hitherto been carried out. The children get an elementary education there,—what are called the three R.'s,—and they are trained to some handicraft trade as far as possible.

4970. Are there many parish schools in Aberdeen?—A great number.

4971. I mean are there many parochial schools in the town of Aberdeen?—Yes, a considerable number of sessional schools supported by the Established Church; and the Free Church has a number of schools.

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4972. Then, altogether, the school provision is already very ample?—I should think it pretty ample. I won't say that it overtakes all the children, but I believe there are means for nearly overtaking the whole of them, if parties would apply themselves to the means that are in their power.

4973. Are the benefits of Gordon's Hospital open to boys throughout the county?—No. They may have come from the country sometimes, but their parents or grandfathers must have been residing in Aberdeen before they can be admitted.

4974. And in the Provisional Order that was proposed it was not intended to extend it beyond Aberdeen?—No; not beyond the parliamentary boundary. I think it was not exactly settled that it should be extended even so far as the parliamentary boundary. Some were of opinion that we should not go beyond the municipal boundary, but I think it was the general opinion that we should go as far as the parliamentary boundary. That boundary in Aberdeen is much larger than the municipal boundary, which forms a difficulty just now with regard to the schools.

4975. Is there anything at all of a denominational character about Gordon's Hospital—any restriction about denominations?—No.

4976. By what inspector has it usually been inspected?—Mr. Kerr has inspected it for some time back.

4977. Does he act for the Established Church?—He has acted for the governors; he is a Government inspector.

4978. But as matter of fact he is the Government inspector for Established Church schools?—Yes, I believe he is.

4979. And there has been no difficulty found with the parents of the children about the religious instruction?—I never heard of any.

4980. Would it be the general desire of the governors of Gordon's Hospital to remain independent of the new School Board?—I should think it would.

4981. But you anticipate no difficulty in the way of a cordial co-operation with the School Board?—I should suppose that the School Board would not interfere with Gordon's Hospital management or with us.

4982. They would simply estimate the results of the education given in your schools, and allow for them?—Yes; but I think we give a better education, and more than would be given in the Government schools, so that we would not be interfered with.

4983. *Mr. Ramsay.*—You have stated, I think, that there is accommodation in the schools within Aberdeen for the education of all the youth of Aberdeen?—I think pretty nearly so. I could not say how many children there are who are not receiving education, but the number is not very large in proportion to the population.

4984. Then with what object did you propose to establish an additional number of elementary schools?—There is still a certain number who are not at the schools at all.

4985. If there be accommodation in the existing schools, would you not think it more economical to send the children to those existing schools where the governors would be satisfied that they would receive a good education?—If that had been the case, we could not have had them so completely under the surveillance of the governors as in schools established by ourselves. Besides, one object of that proposal was that the fees should be reduced very low, so as not really to pauperize the children, but to allow them to pay the small fee which would be charged, and which would be such as very poor people would be able to pay.

4986. What would be your estimate of a low fee in that locality?—I had made up a calculation of it, and, as far as I recollect, it was about 2s. 6d. a quarter, or 10s. a year.

4987. You stated that one of your proposals was that certain scholars should be selected from the elementary schools to go on to the secondary schools. By what means did you propose that they should be selected?—By examination.

4988. By competitive examination?—Yes. In the scheme which I made out, the fee was based upon 2s. 6d. a quarter, or 10s. a year; it might have been a little higher or lower, but that was the general statement I made up in fixing the calculations. However, the governors could have had the power of raising that, or in some cases diminishing it, or doing away with it altogether; but the object was that these schools should not be pauper schools, but that the people should pay a little for the education given in them.

4989. Then your object in selecting the more clever pupils was to bring on those who had an aptitude for acquiring instruction in the higher branches?—Yes.

4990. Has it ever been considered by the governors of the various hospitals in Aberdeen whether any mode of combining the whole into one institution could be carried out?—No; and I don't see very well how it could be done, because the classes for which the hospitals are destined are so different. There is not one cognate hospital to Gordon's Hospital in the city. It is very different, again, from the Boys and Girls' Hospital; the classes for which they are intended are different. Then there is the Orphan Girls' Asylum; it is different. Then there is the Blind Asylum; it is also different.

4991. Leaving out of view the Blind Asylum, do you not think that if your views regarding the boarding out of pupils were carried out, that system might be more economically managed if you had one organization, rather than three separate organizations for the three hospitals,—Gordon's, the Boys and Girls', and the Orphan Girls? Has that ever been considered?—No; and the classes for these different hospitals are so very different that it could not be done without an Act of Parliament to amalgamate them.

4992. But a Provisional Order such as you were to have applied for would have been equivalent to an Act of Parliament in your case?—In our case it would; but although the governors of Gordon's Hospital were almost unanimous in favour of the scheme, with the exception of the Dean of Guild, I cannot say for the unanimity of the managers of the Boys and Girls' Hospital. I don't think they would have gone so far.

4993. In short, no view of that kind has ever been under consideration?—No; not with the Boys and Girls' Hospital.

4994. *The Chairman.*—Did you say whether it had been proposed to have any alteration in the constitution of the trust? Was that ever under consideration?—No; I don't think that was ever considered. Indeed, so far as my experience goes,—although I may be a little partial to it, having been so long a governor,—I must say that the governors of Gordon's Hospital pay every attention, internally and externally, to everything connected with the institution that I think they could be reasonably expected to do.

4995. Was the financial effect of these changes fully gone into?—Yes.

4996. How was it proposed to supply funds for the additional objects,—the out-door schools, the alteration of buildings, and the evening schools?—The scheme which I made up, and which was the only one submitted with calculations, did not extend to selling the hospital. It only extended in the meantime, and in the first place, to reducing the number, and providing teaching for boys and girls, especially boys, out of the hospital. Before we could have sold the hospital the hospital system

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would require to have been given up altogether, and the scheme we had in view did not go so far as that.

4997. Then you would have had funds at once for the establishment of a day school?—The saving which I expected from reducing the number was £550 a year, and the surplus the year before was £740. That was £1290 for these two years, and the balance is considerably increased now.

4998. Have you any accumulated funds?—No. The calculation of the expenses was about £1600; and supposing 1000 scholars at 2s. 6d. per quarter, that would be £500, leaving a surplus at that time of about £196. That would be still further increased now. In a report which I got from a chartered accountant in Aberdeen, he expected that in a few years the revenue would be increased by £400 or £500; but I think it will be more than that. It has increased more than that since the report was made up.

4999. (*To Dean of Guild Smith.*)—I understand you dissented from the recommendations of the trustees as to the proposed alterations on Gordon's Hospital?—My predecessor in office did so, and I entertain the same opinion.

5000. You did not hold this office when the question was considered by the trustees?—No.

5001. But still you have considered the whole question, and you are opposed to the proposed change?—Yes; to parts of the proposed change.

5002. To what parts?—I would object, in the first place, to diminishing the number of the foundationers. I think if reference is made to page 79 of the deed of mortification, being the latest executed, it will be found that there is a very express explanation given by the founder: 'For preventing any dubiety that may arise anent the order of preference, I hereby will and declare that any indigent relations of the name of Gordon applying to be admitted into the said hospital shall be preferred in the first place, any indigent relations of the name of Menzies in the second place, any other indigent boys of the name of Gordon in the third place, and any other indigent boys of the name of Menzies in the fourth place, they being all burgesses of Guild's children or grandchildren, and of the age and qualities mentioned in the said deed of mortification.' That is the last amendment made by the founder upon the original deed, which I conceive to supersede all previous ones.

5003. Then you objected to the proposed change on what ground?—As interfering with the preference laid down in the deed.

5004. You would not have objected to the boarding out of some of the children?—No, I would not.

5005. Nor to the school being united with an out-door school?—No.

5006. Would you object to the establishment of evening schools in connection with the hospital?—No; there would be no objection to that on my part.

5007. Then the only objection you had was the one you have mentioned?—I would object to the hospital being opened to *all* classes of residenters.

5008. Did you object to the change that was carried out last year of throwing the hospital open to certain residenters?—No; I conceived that to be quite within the power of the governors.

5009. Then what further extension is it that you object to?—One of the things contained in the memorial that was read just now by the Lord Provost to be submitted to the Secretary of State, was the doing away with any power on the part of the governors to pay allowances to boys after they are put into situations. Now, it is a fact that many boys who are orphans go into situations after leaving the hospital, and have no

means whatever of going through their apprenticeship unless they get assistance from the hospital.

5010. You would not abolish the system of apprenticeships?—Not altogether. *Lord Provost Leslie.*—It is compulsory just now. *Dean of Guild Smith.*—It is compulsory just now, but I would have no objection to power being reserved to the governors to make such allowances when they see cause.

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5011. But let me understand your objection to the extension of the benefits of the hospital to all residenters. You do not object to it as regards the advantages of the day schools? Is that the case?—I only object to the expulsion or the diminution of the number of foundationers below what the house can contain.

5012. *Mr. Parker.*—Do you wish to retain the preference to certain classes?—I do, most decidedly.

5013. *The Chairman.*—What classes would you retain it to?—To those that the founder mentions in his very last deed; not excluding residenters, of course, but reserving preference in every case, whether in the hospital or out of the hospital, to the children of burgesses of Guild or of trade.

5014. Then, with regard to the alteration made last year, and opening it to the children of residenters, did that not abolish the preference to burgesses?—Certainly not. There was one thing I may mention as a reason why the area was extended upon that last occasion, and why the burgesses did not object to it, namely, that frequently there were children of burgesses of Guild and of trade admitted to the benefits of the hospital who were not exactly poor enough; and by having restricted the admission to the hospital to these two classes, I believe it is a fact that none of those who were intended to come after those classes ever had been admitted to the hospital.

5015. But the changes went further than that, and proposed to abolish the privilege of burgesses?—If they do so, then of course we object.

5016. *Mr. Parker.*—The scheme retained the *cæteris paribus* preference for burgesses?—Yes.

5017. *The Chairman.*—You would only object to it if it was proposed to abolish it altogether?—Yes.

5018. You wish to retain the preference, but not to offer any obstacle to the admission of children of residenters, provided the others are admitted?—Yes; to keep up the preference indicated in the deed.

5019. With regard to the hospital system itself, do you think it would be improved by the children being boarded out, and by their being mixed with out-door scholars?—There is no question but the hospital system has its advantages as well as its disadvantages; it does not meet every case. There are plenty of boys admitted into Gordon's Hospital whose parents are not fit to control or educate them. There are others, again, who could with advantage be boarded out.

5020. You mean that that should be discretionary? But with regard to the boys generally, do you not think it would be a decided advantage to all of them to be mixed with the scholars of an out-door school?—Yes.

5021. You are highly favourable to their being mixed with out-door pupils, but the other part you think should only be discretionary?—Yes.

5022. If they could not carry out the object of having them partially boarded out, in consequence of the want of available funds, without some reduction of the numbers in the hospital, would you not in that case be favourable to some reduction in the numbers?—I don't think the numbers that are now in the house should be decreased; and I think there is ample provision made for them.

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5023. But you think that the other part of the scheme could be carried out, and at the same time maintain the full numbers in the house?—I do. And with the increased revenues that will soon be at the command of the governors they will be able to institute supplementary schools, particularly schools to prepare boys for admission, because boys are not admitted into Gordon's Hospital until they have a certain amount of education.

5024. *Mr. Parker.*—Where the parents of boys in the hospital are respectable, you would be inclined to let the boys board with them?—I would.

5025. Where the parents were otherwise, should you object to boarding the boys out with some well-selected family other than their parents?—Not in every case; but there are many boys sent into that house who do require the discipline of the hospital.

5026. Then you would expect to find that some would be the better of boarding out, and others would be the better of being kept in the hospital?—Precisely.

5027. But on the whole there would be perhaps some diminution of numbers in the hospital?—I don't think the present numbers, or the numbers that the house would contain, are too many.

5028. Are there many applicants now beyond the numbers that are received?—There are a good many. When the last change was made, and an additional class was allowed to send in applications, there was a considerable increase in the numbers.

5029. Then you do not object to admitting this larger class, so long as the others have the preference in the admission?—Certainly not.

5030. With regard to the apprenticeships, what was proposed in the Provisional Order was that power should be given to discontinue them, not that the governors should be bound to discontinue them?—I would not object to that.

5031. You would not object to a discretionary power to discontinue?—No; but still do not take away the power to make an allowance to a poor orphan boy, to help him through his apprenticeship when he leaves the house.

5032. In the same way, are you prepared to adopt a discretionary power to board out, without an obligation to do so?—Certainly; but I am clear for maintaining the full number in the house that can be comfortably accommodated there.

5033. Would you be favourable to the proposal for assisting boys of ability to go on to the Grammar School?—Yes.

5034. And even, if necessary, to the University?—Yes. I think that has been partly carried out. There have been boys sent to the Grammar School, and one or two to the University also. *Lord Provost Leslie.*—The governors have no doubt stretched their powers a little there for the benefit of the community.

5035. (*To Dean of Guild Smith.*)—Then, altogether, so far as the proposals leave it in the discretion of the governors to do the one thing or the other, you would perhaps not oppose them?—No. The only thing I wish to oppose,—and I believe the Guildry are unanimous in that matter,—is being deprived of the preference for admission.

5036. *Mr. Lancaster.*—Do I understand that you are unanimous for maintaining the preferences absolutely?—The Guildry are—not the governors.

5037. The governors are for converting the preferences into a *cateris paribus* preference?—Yes.

5038. With reference to that passage which you read at page 81 of the codicil, do you not consider that the terms of that part of the codicil

fall under the general power given at page 71 of the same pamphlet,—in the original deed section 20?—Do you refer to the power to alter?

5039. Yes.—That turns upon what are the fundamental articles.

5040. No doubt; but don't you think, reading the whole of the codicil, that that part of the codicil at page 81 is controlled by section 20, whatever section 20 may mean?—My opinion was, that I was to read from the end,—to read backwards,—and that the last will of the man is the thing that we are bound to administer.

5041. There is no doubt of that as a general principle, but you must also look at the purpose of the particular deeds. Now, if you look at page 81, it is declared by him that the hospital is to be founded for such or such purposes; and is not the purpose of what follows expressed in the words, 'for preventing any dubiety that may arise anent the order of preference'? Is not that the object of the whole?—Yes.

5042. It is to clear up the preferences?—Yes; and that is all we want to maintain.

5043. But if it is merely put in there for the purpose of clearing up the actual preferences in the original deed, is it not controlled by the power given in section 20 of the original deed?—Perhaps it is. It is only if it would not work, because section 20 says—

5044. Never mind what is the meaning of section 20. Is not the passage in the codicil overridden by section 20, whatever may be the meaning of that section?—You can never by section 20 neutralize what is said on page 81.

5045. Not neutralize it; but is not the codicil under the control of section 20?—I am not able to form an opinion upon that point. The fact is, we have thought of going back.

5046. But then the question of going back or not in the construction of deeds is of course determined very much by the purpose of the deeds with which we are dealing?—No doubt; but my reading of this was, that if after trial and experience there was ground for altering it again, it could be altered.

5047. Do you mean for altering the whole provisions?—Yes; if there is ground for that.

5048. *Mr. Ramsay.*—Is it your opinion that it would be better for the children who are the foundationers that they should be kept in the hospital rather than boarded out?—Not in slump. There are plenty of them who could very well be boarded out, but I hold that there are many who are much better to be kept in the house. But what I am contending for principally, is the preferential right of the foundationers; and I hold that, whether they are kept in the house or boarded out, the parties mentioned in the clause I have read always have the preference.

5049. That is not the question. What I wish to know is, whether you yourself think that, as a rule, it would be better for the children that the governors should keep up the number that are in the house, rather than diminish that number by boarding out the children with their parents, relatives, or guardians, or other persons in whom the governors have confidence?—I have already said that I think the number should be kept up to the extent of as many as the house will hold.

5050. I understand that; but is it with reference to the good of the children themselves that you seek that they should be maintained in the house?—Many of them, I quite admit, and as I have said a little ago, could with benefit to themselves be boarded out; but there are many, again, who ought to be kept in the house, and who require to be subjected to the discipline of an hospital.

5051. Is the discipline of the hospital so good that the children are

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better there than they would be under a judicious person in whom the governors had confidence?—Many of them are. Many of them want their fathers, and many of them want their mothers, and there is no house where they can be well kept at home; and it has yet to be a matter of experiment what benefit is to be derived from indiscriminately boarding them out. There would certainly require to be a great deal of care taken by the governors in selecting the parties with whom these boys were to be boarded.

5052. I quite concur in that opinion; but supposing they exercise that care, do you not think that the children would be better in a family than in the hospital?—As I said before, that is a thing which could not answer in the slump. I think the hospital system should be kept up to a certain extent.

5053. Do you think it is for the good of the children that the governors should continue the system that they at present have, for all that the house can contain?—I do.

5054. *Mr. Sellar.*—I did not understand why you considered that they would be better in the hospital than when boarded out with people outside?—It is just because there is a much more powerful control exercised over them in a house like that than there would be in a private family.

5055. Then it is merely as a matter of discipline that you approve of the hospital system being maintained?—Yes. Take the case, for example, of a boy, an only child, whose father is dead; his mother, of course, would spoil him, and you could not put him to live with anybody else. There would be too much liberty given in that case. The governors have been experimenting for the good of the house in every direction, and one of their experiments was, that they allowed the boys two days out in the week instead of one. The consequence of that simply was, that the boys returned to the hospital with their stomachs spoiled twice a week, in place of once as they had done before.

5056. *The Chairman.*—Are you a trustee of either of the other hospitals which have been mentioned by the Lord Provost?—I am a trustee of Mrs. Elmslie's, that is, the Female Asylum, and of Shaw's Hospital, which is a very easy matter, for there are only five boys in it. However, Mrs. Elmslie's is a pretty large institution, and I quite concur in what the Lord Provost said, that the children who are admitted into that hospital are too well kept, too finely brought up, and do not enter into the sphere of life that they are intended for with benefit.

5057. *Mr. Ramsay.*—You have paid attention to the children who leave Gordon's Hospital?—I have.

5058. Do you think they turn out better than the same class of children who have not had the advantage of a similar education?—They certainly do not turn out worse. Referring to a time fifty years ago, I can remember that there was a competition to get boys from Gordon's Hospital. Every counting-house and shop in Aberdeen wanted these boys. In fact, I was set aside in an application which I made for a situation when I was quite a lad because I had not been brought up there. But at another time, from some cause or other, the boys got a bad character, and the governors often had a difficulty in finding proper situations for them; but at present I think there is no difficulty in that respect. I think they discharge their duties well. With regard to the withdrawing of the allowance to boys on leaving the hospital, I think power ought always to be reserved by the governors to bestow allowances upon boys who require them. I would just take the case of one boy, the last in my mind, who has got his education and who wants to go into an office as a clerk, but who cannot be maintained by his mother during the time of his apprentice-

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ship for less than double what he gets as apprentice wages. It is in cases like that that the governors ought to give assistance, because the boy cannot get through his apprenticeship without help from such a source. That mode of assisting boys might come in place of the apprentice fee, which used to be given when boys were sent out as apprentices to trades.

5059. Has the conduct of the boys, upon the whole, been entirely satisfactory to the governors of late years?—Of late the discipline has fallen off; and perhaps that may very well be accounted for by the fact that the head master, who lately resigned, has been rather infirm for a few years back, and he has not been able to exercise that authority which he otherwise would have done. In that way the discipline of the house rather deteriorated, but I think the present master is quite capable of restoring it.

5060. Of late years the discipline and conduct of the children has been unsatisfactory?—I must say that it has.

5061. *The Chairman (to Bailie Urquhart).*—Have you any statement to make with reference to the administration of Gordon's Hospital?—I think, unless there is any particular point or question you may wish to ask me, there is very little that I have to say with reference to it, further than to express my own opinion with reference to the hospital system generally. You have already heard the terms of the Provisional Order that we applied for, or rather intended to apply for, to reduce the number of resident foundationers to sixty, with power to the governors to reduce them indefinitely afterwards. My own feeling with reference to that matter, and, I believe, the feeling of the majority of the governors, was that it would be a very desirable and a very proper thing that the number should gradually be further reduced,—that is, until the present hospital system was entirely abolished, and the whole of the foundationers boarded out, or so much paid for their board either with their parents or with individuals whom the governors might select, as being, in their opinion, proper parties to maintain the boys. Generally speaking, I agreed and do agree with the proposals in that Provisional Order which we intended to apply for, and which I think it is unnecessary for me to enter into particularly, unless there is any special point on which you desire to have information.

5062. *Mr. Parker.*—The majority of the governors proposed in this order, did they not, after the lapse of seven years to abolish all preferences, whether of names or to the sons of Guild brethren?—They did. I don't recollect exactly if it was seven years that was mentioned, but they did propose to abolish all preferences whatever in the selection of children to the hospital. That was their purpose, and they were guided in that a good deal by the powers that had been obtained in the Act for the government of the hospitals in Edinburgh, and also because they themselves approved of such a change.

5063. They specially asked for power to decline electing any children whose admission would, in their opinion, be prejudicial to the interests of the other children. Had that special reference to the preferential claims of the children of burgesses?—That was a general power. I should say it was a necessary power in all institutions of the kind, because there are always some children of all classes whom it would be desirable sometimes to keep out. I am not aware that the clause in this case had special reference to any particular class.

5064. You are not aware that the governors found themselves embarrassed by the necessity of admitting children whom they thought unfit?—No; I did not take it in that view. We have felt ourselves embarrassed to some extent in consequence of the smallness of the number that we had to select from, and requiring to admit those who were really, in consequence of their circumstances, not proper objects to be admitted to the institu-

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tion. There have been those whose parents were well enough able to maintain and educate them themselves. That is the only special embarrassment we have had.

5065. Is there any entrance examination of the children who are admitted to the hospital?—There is an examination.

5066. Would the governors be entitled to reject the child of a decayed burgess if he were altogether uneducated, and in that sense unfit for admission?—I believe so.

5067. You are not aware that there is any absolute claim that they must be admitted, whether fit or not?—No. I may say that the alteration which we made last year was believed by the great majority of the governors to be entirely within our power and in terms of the deed, when we agreed to give a preference only *cæteris paribus*. The contention of the minority was, that we should first of all admit sons and grandsons of burgesses of Guild and burgesses of trade, if they came at all within the character that they were required by the deed to possess, even although they might be in much better circumstances than others; but the admission *cæteris paribus* now in operation changed the position of the matter considerably as to the relative position of the parties when placed against each other; that is to say, if they were equal in other respects, we would admit the son of the burgess of Guild or the burgess of trade rather than the other.

5068. *The Chairman (to Lord Provost Leslie).*—The Town Council had under their consideration in 1871 the different funds in their hands, and how far they might be made applicable to education under the Endowed Hospitals Act?—Yes; that matter was brought forward then.

5069. And a draft report, which I have in my hand, was prepared, showing the funds now at their disposal?—Is that the report that was prepared in January 1871, drawn out by Mr. Barclay?

5070. Yes. Was it fully considered by the Town Council?—It was discussed at one or two meetings, and then there was a very great opposition to it, and it never went further.

5071. No steps were taken to prepare any scheme to be submitted to the Council?—Nothing further than that.

5072. Do you wish to make any statement to the Commission with regard to that matter?—Yes. Perhaps you will observe that there are several funds dealt with.

5073. With regard to the Guildry funds, there are some which are at present, as I understand, purely charitable, and given to the assistance of decayed members of the burgess class?—Yes. You will observe that what is known by the Guildry Fund or Funds consists of three parts, and these funds have been the subject of endless discussion and a good deal of litigation. They consist, first, of a fund called the Hospital Charge or Guild Brethren's Hospital, what is called the Guild Box, and what is called the Additional Fund to the Guild Box. These funds—the hospital since 1609, and the other two since their origin—have been entirely used for the benefit of the burgesses of Guild and their families.

5074. None of them have ever been applied to educational purposes?—None; all to charitable.

5075. I wish you to state your opinion why, if you do think so, these funds are in any way rightly applicable to education?—I must say that I was one of those who opposed their application to that purpose.

5076. Then you think they are not applicable?—I don't see my way to taking these funds and applying them to educational purposes.

5077. With regard to mortifications for bursaries at the University of Aberdeen which are under the patronage of the Town Council, can you state how many of them came under the consideration of the Scotch

University Commission? Were they all considered by the Commission, or only a part of them?—I think all that were in existence at that time were considered by the Universities Commissioners, and I don't recollect of any having been bequeathed since then.

5078. With regard to the mortifications for the endowment of the Grammar and other schools, and for bursaries at the Grammar School, were you desirous of a change in the application of these funds?—I was not averse to a re-organization of those bursaries that had been left for educational purposes.

5079. But I am speaking of the endowment fund. The amount of stock is put at £17,000?—Yes; it was found that a considerable number of these was partly applicable to charitable purposes and partly to educational purposes. I was not averse to a redistribution of those for educational purposes; but I was averse to those that were specifically destined for poor people being taken and applied to education, unless it could have been proved at the time, which I did not think it was, that the application of them was really injurious to the parties who were receiving them.

5080. First, with regard to the endowments of the Grammar and other schools, any questions with regard to the application of these funds were never considered apart from the general scheme?—No.

5081. So that you can hardly be prepared to give an opinion as to the improved application of these funds without going into the whole scheme?—No. The opposition arose chiefly from taking charitable funds and applying them to educational purposes.

5082. But of this last class of mortifications there are a considerable number that you think might be better applied than they are at present?—Yes; there are some of them.

5083. It is stated in this report that there are some cases in which bequests are encumbered with such conditions as entail, in the first place, great difficulties in carrying out the intentions of the testators, and also limit the usefulness and benefit of the funds. Are there any of these funds that you are aware of educational?—There are some funds which it is really difficult to get properly applied.

5084. Can you name which funds you refer to?—They have passed a good deal out of my mind now since the discussion took place. There is one of £7000 left for establishing and endowing an hospital for aged and indigent men who have been traders in Aberdeen, No. 20, page 20. That has never been appropriated, and it is difficult to say exactly how it could well be appropriated, because the sum left is not sufficient to erect and endow an hospital. That is a specimen of them.

5085. With reference to these different funds for the sustentation of poor orphans and the maintenance of poor orphans, you do not desire any different application of them?—No; only a re-arrangement of them. My objection was to taking away funds that had been left for charitable purposes, and applying them generally to educational purposes. There may be some funds that are left to charitable purposes, such as the one I have referred to, the application of which it is very difficult to carry out according to the mind of the testator; and in such cases I think they might very well be separately dealt with.

5086. *Mr. Lancaster.*—Your last remark does not apply to those under head 3?—No.

5087. Your remark applies purely to those under No. 4, to the maintenance and education of orphans?—Yes; these might be re-arranged.

5088. With regard to No. 5,—mortifications for various charitable purposes,—would you think that any of these could be with propriety devoted to

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education?—In answering that question I would first ask you to look at the remark made in the report: ‘It may be remarked that the bursaries to orphans, originally intended for their education and maintenance, are applied principally for their maintenance.’ They are partly for maintenance and partly for education. If a certain sum could be set aside for maintenance, and a certain sum for education, then they might be divided; but it is really very difficult to do so.

5089. *The Chairman (to Baillie Urquhart).*—You were favourable to the scheme that was submitted to the Town Council?—I was.

5090. With regard to the Guildry funds, would you state the reason why you considered them applicable to education?—The Guildry funds, as you will observe, were taken up, along with a number of other funds under the charge of the Town Council, to be dealt with in one scheme with the view of simplifying the whole; and one of the chief objects that we had in making this proposal with reference to the Guildry funds, was to put an end to an interminable discussion and litigation regarding the funds which we had had for so many years in the Town Council. One particular point to which the majority of the Town Council held with reference to the Guildry funds was, that about one-third of these funds, namely, the additional fund to the Guild Box, which amounts to fully one-third of the whole funds, really and legally belonged to the common good of the burgh, and did not belong to the Guildry at all. This, of course, was disputed by the Guildry, or rather, I should say, by the majority of the Guildry; for although the Dean mentioned that the Guildry were unanimous on a certain point, they were not exactly unanimous. There were myself and several members of Town Council who were members of the Guildry, and a small minority supported the proposals. In consequence of this large sum, as we believed, belonging to the common good of the burgh, our desire and wish was, without litigation, to make a sort of compromise, by applying that along with other Guildry money to educational purposes, so as to make it for the benefit of the community generally in that direction. Then, again, some of us had a very strong opinion upon the general principle of mortifications for the purpose of supporting poor or comparatively poor individuals. Our impression and belief was, that its tendency altogether was not good,—in short, that it was bad; we thought it was a right and proper thing for the public good that part of that money should be devoted to the purpose of education, as being a better means of benefiting the poorer classes,—in fact, of preventing poverty, rather than curing it after it had occurred. That was the general principle on which some of us, at all events, proceeded in our proposal to apply a part of the funds, which had hitherto been applied to the relief of poverty, for the purpose of education. These were the grounds on which we made this proposal, and on which we hoped to be able to carry it through; but we failed at that time, although, if I recollect right, only by a narrow majority.

5091. With regard to the first of these reasons, do you consider that the Guildry, as a body, had no legal right to these funds?—Yes; we believed they had no legal right to the additional fund to the Guild Box, which amounted to about £16,000.

5092. You did not dispute their right to the St. Thomas or Guild Brethren’s Hospital fund?—We did dispute their right to it entirely; and I don’t think they could legally claim it. It was originally founded, as we allege, for the benefit of the poor of the city of Aberdeen, and that after a time the Guildry set up an exclusive claim to it, and appropriated it, after which a considerable portion of the money was left to the hospital under the name of the Guild Brethren’s Hospital. The name of

it was changed to the Guild Brethren's Hospital, but after that it often went under the name of the Town's Hospital, and the Burgh Hospital, as well as Guild Brethren's Hospital, in bequests; and we have been advised that even these bequests should follow the foundation, and that this fund really belongs to the poor of the city generally.

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5093. Then it is a fund which belongs to the poor, which you could not legally apply to any other purpose than the poor?—Yes, I believe so.

5094. But when you engaged in this litigation, it was with the strict rights of the Guildry, and on behalf of the community generally?—Entirely so.

5095. Then you say the Guild brethren would not or did not dispute your right to apply the St. Thomas or Guild Brethren's Hospital funds in the way you proposed?—I believe they have wavered in that. The Dean of Guild latterly, I think, is maintaining that it does legally belong to them still; but I don't think they are very strong on the point.

5096. How is the fund now applied?—It is applied, and has been applied exclusively, to Guild brethren for upwards of 200 years.

5097. And it is still so applied, notwithstanding the changes in the circumstances of the city?—It is still so applied.

5098. Then, even if that litigation was determined in your favour, you could not apply any of that fund to education without special powers?—No.

5099. But on general principles you think that education should stand for charity?—That was my impression, on general principles, so far as we intended to apply it.

5100. The majority of the Town Council were against you upon that point?—I think there was a narrow majority against us; but there was another reason why those of us who were much in favour of it did not press it more strongly, and that was an impression upon our minds at the time, that as something had been said about it in Parliament, a Commission was to be appointed to inquire into such funds, and we had some hope that it would be taken up by that Commission, and dealt with by them, and that our hands might be relieved to some extent in consequence of public action in the matter.

5101. You say that the minority had a strong feeling against mortifications of that nature, on account of their bad tendency. Did that apply to all mortifications to charitable purposes, or to any special abuses with regard to this fund?—When I say charitable purposes, I mean such purposes generally. I know there are very various opinions on that point; and I hold, perhaps, more extreme views on that subject than most of the other members of the Town Council. I believe they are bad in tendency altogether.

5102. With regard to the other class of mortifications to various charitable purposes, were you anxious to throw them into this general fund upon the same grounds as those you have already stated with regard to the Guildry?—Yes; upon entirely the same grounds.

5103. You proposed, however, to maintain a certain number of charities under this scheme?—Yes.

5104. But there were to be no pensions, saving existing interests?—Yes; only those which existed.

5105. Were there any annuities to be maintained?—Not except those of £10 a year to necessitous men and women.

5106. But you would keep up a certain number of these annuities? Would you state how that would be consistent with your general principle that the tendency of all these mortifications was bad?—That is simply answered, so far as I am concerned. The distribution of that sum of £500,

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which was afterwards altered to £750 with the view of gaining some votes, was to be made on a similar principle to that on which we distribute the Guildry funds at present; and when I say that it was altered to £750 with the view of gaining some votes, I may say that the fact of putting in a sum at all was simply a compromise on my part, and on the part at least of one or two others.

5107. You would rather have had the whole applied in the way you wished, but you hesitated to apply your principle fully in the hope of coming to an amicable agreement in the Town Council?—Yes. We were getting the most we could; that was my feeling in the matter.

5108. Supposing the present Commission does not consider itself entitled to deal with these special charitable funds, but that it can only consider the questions as to the endowments for the Grammar School, and for the maintenance of orphans and others, would you in that case be prepared to apply these funds generally, in so far as they would go, to the furtherance of that particular scheme that was laid down, or that the whole scheme would fall through unless you could carry it out completely? I understand you have never considered these special educational endowments, or the better application of them, apart from the question of the Guildry funds and the Guild Box?—We have not. We would probably have had the same difficulties to go through, with a comparatively small result, if we had taken up that small point, which we did not do.

5109. *Mr. Parker.*—In the English Endowed Schools Act there were powers given to the executive Commission to deal with funds of a somewhat similar character, provided they got the concurrence of the managers of those funds. Should you think such a power worth having if you could not get the power absolutely?—I think so.

5110. Would you think it worth while to apply for such a power to empower the Town Council to deal with such funds?—Yes. I think it would be a matter of very great importance indeed, because you might call it a permissive measure; and I think it is not wise generally to carry out a large measure of that kind unless we have the public feeling to a considerable extent in favour of it. And when the feeling came round, which I think probable, it would be of importance to have such a power.

5111. Therefore you would only wish to have a power like that given in the Endowed Schools Act, that, with the concurrence of the governing body, which in this case is the Town Council, these funds might be applied more or less towards educational objects?—Yes; that would be in accordance with my views.

5112. And the whole of these funds, whatever they are, are under one head in this respect, that they are all managed by the Town Council?—Yes.

5113. And by the Town Council solely?—Yes; by the Town Council solely. We did not attempt to deal with any money except what was under our own control.

5114. The restriction of the Guild Brethren's Hospital to the Guild brethren rests solely, does it not, upon the resolution of the Town Council of 1609, and upon their opinion at that time that the fund legally belonged to them?—That refers to the first branch of the Guildry money—the Guild Brethren's Hospital. We believe it rests upon that entirely.

5115. And the original funds of that hospital are of very early date, dating back long before that?—Yes; in 1459 they were founded by Canon Clatt.

5116. If the Town Council at this time were proceeding to apply these funds more extensively, would there probably be a litigation about them? Would that application probably be resisted?—If we were to apply them

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beyond the Guildry, I think it is almost certain that there would be a litigation about them.

5117. I suppose one great object you had in view in this scheme was organization and simplification of the different funds under your control? —That was one very important object that we had in view.

5118. Was it found practically embarrassing to have these funds broken up under so many heads, with different restrictions under each head? I am speaking now of those more properly applicable to education?—Yes; and that was also the case with the bursaries. There are many of the bursaries that we have really great difficulty in getting proper parties to give them to. There have been some cases in which we have not had an applicant at all.

5119. I suppose that sometimes they are too small for the purpose for which they were intended?—Yes; and we have had occasions when they have been refused by parties who would, I believe, have been very proper parties to receive a bursary, but the sum was not sufficient for their purpose: they could not go on with so small a sum.

5120. I suppose you are strongly of opinion that this money in the educational funds might produce much more public good if it were re-arranged?—That was our very decided opinion.

5121. Are you of opinion that the non-educational funds are, upon the whole, an advantage, or the reverse, to the city of Aberdeen?—I am decidedly of opinion that they are the reverse of an advantage.

5122. In what way do you consider that they operate to the disadvantage of the community?—I think the general effect is to undermine the spirit of independence in a great many people. A very considerable number of people who apply for the benefit of these funds seem to look forward to and depend upon them, and to hope that their friends in power will get something for them to support them. Its general tendency is to produce a feeling of that kind in the minds of a number of people, who look forward to such help and support.

5123. Does the number of persons deriving income from these Guildry funds bear any large proportion to the total number of the Guild brethren?—A very large proportion at present.

5124. And do the advantages from the funds sometimes go to those who are in no especial need of them?—There are a good many cases of that kind. For instance, we continued to give £12 a year to a burgess of Guild for a good many years, until we saw it announced in the newspapers one morning that he had given £600 for the benefit of the Infirmary.

5125. Are these funds given to burgesses and their descendants and widows, without any reference to the place of their residence?—Hitherto they have been.

5126. Do any considerable number of them reside away from Aberdeen?—There are a considerable portion of them who reside in England, and several of them in Canada and the United States.

5127. Do you think it probable that if the power were only permissive to the Town Council to propose schemes for a different application of these funds, the Town Council would avail themselves of it?—I think we would get them educated up to it very shortly; at least I hope so.

5128. *Mr. Lancaster.*—When you said to the chairman that you did not approve of charities being granted to the relief of distress, you would not, I presume, include charities for the relief of physical distress, such as infirmaries?—If I made a general statement of that kind, it is not exactly what I meant to say. I referred to mortifications left for the purpose of being distributed for such objects.

5129. For poverty?—Yes.

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5130. But you would not include under your principle endowments for the support of infirmaries, or a deaf and dumb school, or for physical distress of that kind?—I object to endowments. My principle is, that these should be supported chiefly by voluntary subscriptions, and that mortifications left for such purposes should be left in order to be distributed within a given number of years, and not tied up in the way of perpetual endowments.

5131. Your principle is generally opposed to all mortifications, but, of course, less to mortifications of the character I have been describing than to mortifications for the support of indigent people?—I don't know that I quite see your distinction.

5132. Suppose a person were to leave a sum of money for the endowment of an infirmary, you would think that a less objectionable thing than leaving a sum of money for the support of indigent persons in Aberdeen?—Yes; much less. You are quite right in supposing that I object to mortifications generally, the interest of which only is to be applied to a purpose.

5133. But you draw a distinction of the kind I have been pointing out?—Distinctly. At the same time, I think it is quite proper for people to leave money for charitable purposes, if it is distributed within a reasonable time, and not tied up.

5134. That arises, I suppose, from a fear in your mind that the tying up may, from particular changes in society, and such other causes, lead to misapplication of the funds?—I think it impossible that it cannot lead to abuses. But I should add that I think endowments are wrong in principle, because I believe it to be the duty as well as the privilege of every generation to support and even to educate its own poor.

5135. I see in the suggestions here made for the bursaries at Aberdeen, one of the rules is that they should be given by public competition, according to the merit of the competitors?—Yes.

5136. And then it is added, 'The bursaries and scholarships to be subject to such conditions and restrictions as the Town Council may think expedient.' What was meant by that condition?—To the best of my recollection, it refers to this,—at all events some of us had this in our minds,—that although we were to give the bursary or scholarship to the best competitor as a general rule, still the best might be the son of a wealthy person, to whom it would be on that account improper or injudicious to give it.

5137. You would not, however, be disposed to carry that sort of capricious selection, if I may so term it, to any great length: you would make merit the ruling consideration?—Yes, it would be the ruling thing. I think that is a fair statement to make.

5138. What do you say with regard to restrictions in the case of such bursaries to name or to locality? Would you be disposed to observe these?—I think these should not be observed. I consider that they are contrary to public advantage.

5139. And should, so far as possible, be disregarded?—Yes.

5140. (*To Lord Provost Leslie*).—Do you concur in that view, that such restrictions in giving bursaries should be disregarded?—It is difficult to say. I think the law to a certain extent should protect the wishes of the founder.

5141. (*To Bailie Urquhart*).—May we take it that the statements of fact in the paper which has been produced are substantially correct?—Yes.

5142. (*To Lord Provost Leslie*).—Do you concur in that,—that these

statements of fact are substantially correct?—I believe they are, without the conclusions.

5143. *The Chairman (to Dean of Guild Smith).*—Would you state what opinions you have to give with regard to the question of these Guildry funds?—The first statement in Bailie Urquhart's evidence that startled me was the charge that the Additional Fund did not belong to the Guildry. What is called the Guild Brethren's Hospital has an extremely obscure origin; but all that can be learned about it is comprised in a pamphlet published by me, which contains an index to the authorities, which I have quite ready here, but which could not be gone into to-day. These will describe it from the foundation. Instead of dating it so far back as Canon Clatt, they date it only in 1600, upon a minute of the Town Council to be found in the Council Register of that date. The Guildry claim it as belonging to them; and ever since it was instituted it has always been applied exclusively for their behoof, along with the other two funds, the Guild Box and the Additional Fund. The right to the revenue from these funds was settled by an Act of Declarator in 1870, finding that they are held by the Town Council in trust for the Guildry and their widows and families; and immediately after, in the Municipality Extension Act of 1871, it is expressly declared that nothing in that Act contained shall prejudice or affect any lands, property, or funds belonging to the Guildry of Aberdeen, or the burgesses of Guild of Aberdeen, or held by the Town Council in trust for the said burgesses of Guild, or the widows of the said burgesses of Guild, or for the said burgesses or widows in conjunction with other persons or bodies, or alter the appropriation or application of these interests or revenues of the said lands, property, and funds; but that after the passing of that Act, the said lands, property, and funds, and the interest and revenues thereof, shall be held, administered, and applied to and for the same trust uses and purposes as the said lands, property, funds, interest, and revenues were held, administered, and applied previous to the passing of that Act.

5144. Bailie Urquhart did not go into the legal question; he only stated that it was a matter in dispute. We do not wish to go into the several grounds on either side as to the legality of the matter.—Well, we just claim that the whole of these funds are the property of the burgesses exclusively.

5145. And that they cannot be alienated without their consent?—Yes.

5146. What were your reasons for opposing this scheme on behalf of the Guildry?—I understand your question to apply equally to the other mortifications, for the maintenance and education of orphans and others, which are included in Nos. 4 and 5.

5147. Yes?—I hold the opinion most decidedly, that funds mortified for any special purpose ought to be applied as closely as it is possible to do to these purposes.

5148. *Mr. Sellar.*—For all time?—Certainly, if it is the will of the donor.

5149. *The Chairman.*—Unless it is abused?—Yes. With regard to the question whether any injury is done by the application of the revenues of the Guildry, I may mention that in December 1871 the funds were allocated to 34 burgesses, 90 widows, and 170 children; and the highest sum given to a man was £12, to a widow £8, and to an orphan £4. Now, I do not think any injury is done to these parties by these payments being made to them.

5150. And that was your ground for opposing the scheme for an alteration that was proposed by Mr. Barclay?—Yes; as a misapplication of the funds.

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5151. *The Chairman.*—You are Professor of Humanity in the University of Glasgow?—I am.

5152. You have given much attention to the question of bursaries in Arts as connected with the University of Glasgow and the universities of Scotland generally?—I have.

5153. And also to the secondary education in Scotland in relation to the universities?—Yes.

5154. Would you state, with regard to the University bursaries, whether you think they are in a satisfactory position, or whether you desire any change upon them?—I do not think they are in a satisfactory position.

5155. In what respect?—Because the greater part of the bursaries are presentation bursaries, and not given by competition or by any kind of rational selection.

5156. You object to such bursaries being in private patronage? Do you say generally with regard to private patronage that it is unsatisfactory?—Generally it is; but I should not say it was so in all cases. I could imagine a kind of private patronage which would be good.

5157. The Commission is limited in its inquiry to cases that are not dealt with by the University Commission; and in any remarks you have to make on special cases, you will, of course, confine yourself to those that have not been already adjudicated upon.—Quite so.

5158. Would you state what defects exist at present in the system of nomination for bursaries?—The most serious defect is the small number of competition bursaries. The principal bursaries in the Faculty of Arts may be classified as follows: 1. Open to unrestricted competition, 22, of the united value of £296 a year. 2. Bursaries which are competed for at the University, but under restrictions as to locality,—as, for instance, bursaries founded by county societies,—8 bursaries, of the united value of £270 a year. 3. Bursaries under similar restrictions, not at present competed for, but which may, by the mere consent of the patrons, be put upon the same footing as those in No. 2,—6 bursaries, of the united value of £71 a year. 4. Bursaries in the patronage of public bodies,—the Town Council or Magistrates, or the Merchants' House, or the Trades' House, and in one case the Convener Court of Stirling. These are old foundations, and they have not been revised lately except in one or two cases. They are mostly restricted to sons of burgesses, members of guilds, etc. They are nine in number, of the united value of £28 a year. 5. Bursaries in the patronage of private individuals, 20, of the united value of £480 a year. To illustrate the results produced by these different modes of appointment, I have prepared a table, showing the career in the University of the holders of these various bursaries for a period of ten years, from 1860 to 1870. In that table I have omitted some of the bursaries, but I have included those which I considered the most important for the purposes of the Commission, and especially those not reported upon by the University Commissioners. Of the private bursaries, the most important are the Dundonald and the Hamilton. The Dundonald bursaries are of two kinds; there is one set in Arts (the term used in the deeds, etc. is Philosophy), and one in Divinity. The Arts bursaries are of the value of £40 a year each, and are tenable for four years. The Divinity bursaries are tenable for two years, and are of the value of £41, 2s. 6d. a year.

5159. These were not reported upon?—They were not. They are

regulated by an Act of Parliament, obtained in 1858 for the purpose of authorizing an increase in the number of the bursaries out of the accumulation of surplus funds. But the Act made no change in the mode of appointment or the conditions of tenure.

5160. It was in consequence of that Act that these bursaries did not come under the consideration of the University Commission, as being of too recent date?—It was.

5161. Although that Act merely made some alteration as to the application of the funds, the original endowments were of considerable age?—Yes; and the original provisions were minutely adhered to. Thus, as there were originally seven bursaries,—four in philosophy and three in divinity,—the Act, while increasing the number to twelve, provides that the number of Arts bursars, as compared with Divinity bursars, shall be in the proportion, as nearly as possible, of four to three. It is obvious that so long as the bursaries are twelve in number, this condition cannot be adhered to. Again, it preserves the old restriction as to the order in which the classes must be taken, requiring the bursar to take Greek the first year, Logic the second, and so on—a requirement inconsistent with the system laid down by the Commissioners, because it fetters the student to a particular order of classes, and interferes with his taking the full course for his degree in the order most convenient or desirable for himself. The second important class is the Hamilton bursaries. Of these there are six, of £20 a year for six years,—tenable three years in Arts—the first in the logic class, the next year in moral philosophy, next year in natural philosophy—and in Divinity also for three years, when they become worth £25 a year. These two sets of bursaries are in the gift of the Duke of Hamilton. They were founded by Anne, Duchess of Hamilton, in 1694. The Dundonald bursaries were founded by William, first Earl of Dundonald, and Lord Cochran, his son, in 1673; they were assigned to Mr. W. Hamilton, writer, Edinburgh, in the beginning of this century; and after three or four years the patronage of them was disposed of by him to the Duke of Hamilton. The next set of bursaries are the Exchequer bursaries, which are practically in the patronage of the Senate. They were not reported upon by the Commissioners. The conditions of tenure are the same as those of the Hamilton bursaries. They are intended for divinity students, and should be held three years in Arts and three years in Divinity.

5162. Who do you say are the patrons of these bursaries?—Properly speaking, the Treasury. The Senate send up annually a list of six names, and the Treasury chooses the name first on the list, so that practically the appointment is by the Senate, although nominally it is by the Treasury. I may mention one evil with regard to both of these foundations (the Hamilton and Exchequer), which is, that they should be held by intending divinity students; but, as a matter of fact, it is not easy to enforce this condition, and the result is that many of the holders of the Hamilton or Exchequer bursaries do not go through the divinity course. My suggestion would be that the Divinity bursaries should be entirely separated from the Arts bursaries, and that there should be a separate competition for each.

5163. *Mr. Ramsay.*—Are the six names which you send to the Treasury determined by competition?—They are practically so at present; but during the period to which my figures apply, the names were selected without examination. We are obliged by the deed to nominate in the month of August, and our competition for bursaries is held in November. What we do now is, to place first on the list to the Treasury in the month of August the student who stood next to the last of the successful candidates in the previous November; so that, as a matter of fact, the Ex-

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chequer bursary is gained in the one year by the first of the unsuccessful candidates in the competition of the previous year.

5164. *The Chairman.*—Were the Exchequer bursaries under the consideration of the Commissioners?—I think not. They were not reported upon. Then, fourth, there are the Competition bursaries, some of which were put on that footing by the Commissioners, some by the Senate. Fifth, there are the bursaries in the gift of the public bodies which were left untouched by the Commissioners; these much need alteration, because they are small in amount, and encumbered with restrictions. Thus there are five heads in my table,—the Dundonald and Hamilton, in the gift of the Duke of Hamilton; the Exchequer, which are in the patronage of the Senate, but have not been given by competition until this year, so that the facts which I give with regard to the Exchequer bursaries will illustrate the result of the Senate's patronage; fourth, the Competition bursaries; and fifth, the bursaries in the gift of public bodies. I have taken every one of the holders of these bursaries for a period of ten years. First, having ascertained what classes he attended in each year, I obtained from each professor an account of the manner in which each of these students had acquitted himself in his class. I did not inform the professors to which class of bursars the students belonged. The students have been ranged in four classes,—the first being Good, including all the prizemen and those who were considered to come up to the first class of merit; second, Fair, better than the average; third, Respectable, showing those who obtained their certificate and nothing more; and fourth, those who were Bad, and who did no work of any value. Good, Fair, Passable, and Bad are the four classes. I have also a list of all the prizes which these students obtained, both in the classes and in the University, and of the degrees which any of them have taken. The return is not quite complete, because in some cases the professors have been appointed since the ten years began, and they had not the books of their predecessors; there are consequently some *lacunæ*. These *lacunæ*, however, in no way affect the proportion, as they apply to all the classes of bursaries equally. The results are as follows: During 10 years there have been 23 holders of the Dundonald bursaries. These bursars have obtained during that time 20 places in the first rank, 37 in the second, 28 in the third, and 37 in the fourth. Of the Hamilton bursaries, which are on the same footing, there have been 14 holders in the 10 years; they obtained between them 10 first-class certificates, 16 second, 13 third, and 10 fourth. Adding these two together, the Hamilton and the Dundonald, the results are, that 37 bursars obtained 30 first-grade certificates, 53 second, 41 third, and 47 fourth. Next, with regard to the Exchequer bursaries, which are in the patronage of the Senate, not awarded by competition, there have been, as in the case of the Hamilton bursaries, exactly 14 holders, so that they afford a good comparison. These obtained 58 first-grade places (while the same number of Hamilton bursars only gained 10), 12 second, 8 had third, and none had fourth.

5165. Has that been since the competition?—No; that was before the competition. The results I have now given were under the system of presentation by the Senate. Candidates of the requisite standing sent in their names as candidates, the names were brought up before the Senate, and the different professors reported on them; there was no examination.

5166. Were they at that time actually students at the University?—Yes; candidates were required to be in the logic class.

5167. Did the Senate receive a report upon the applicants?—Yes; especially from the professors of Latin and Greek. Next come the Competition bursars. Of these there were 29 in the 10 years; they obtained

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100 first-grade places, 46 second, 12 third, and 5 fourth. Adding these to the Exchequer bursaries, there were 43 bursars who obtained between them 158 first-grade places, 58 second, 20 third, and 5 fourth. Of the bursars in the patronage of public bodies there were 19, who obtained 10 places of the first grade, 24 of the second, 31 of the third, and 17 of the fourth. Next take the number of prizes carried off by the different classes of bursars. Here my information is complete for the whole of the 10 years. In that time the 23 Dundonald bursars gained 31 prizes, the 14 Hamilton bursars 10 prizes (and 8 of these were gained by one student). Thus the 37 bursars presented by the Duke of Hamilton gained between them in the 10 years 41 prizes, or, on the average, a fraction over one prize a-piece. The 14 Exchequer bursars (presented without examination by the Senate) gained 72 prizes in the same time, or a fraction over 5 prizes a-piece. The 29 Competition bursars gained 176 prizes between them, or, on an average, 6 prizes each. Lastly, lowest of all, come the bursars presented by public bodies, of whom 19 gained 5 prizes, *i.e.* at the rate of about a fourth of a prize each. Putting the thing in a different way, and looking at the amount of money given to the bursars, you will find that the Dundonald and Hamilton bursars have received in the 10 years a gross sum of £3800, and have obtained 41 prizes, being at the rate of £108 per prize. The Competition and Exchequer bursars have received a total sum of £1500 and obtained 248 prizes, being at the rate of £6, 8s. 6d. per prize. As regards the bursaries in Divinity, the results are somewhat similar. For instance, of the Dundonald bursars there have been 19 admissions in 10 years, of whom 6 have been prizemen, but only one in the first class of prizemen. Of the Hamilton bursars in divinity there have been 12 since 1860, of whom 6 have been prizemen, but only one in the first rank of prizemen. Of the Exchequer bursaries in the patronage of the Senate there have been 13, of whom 9 have been prizemen. In the various other small bursaries appointed by the Town Council and other bodies there have been 15 bursars, of whom 13 have been prizemen. Of Competition bursars there have been 22 appointments; of these, 18 were prizemen. These last must all be M.A.'s; and it has been suggested by our divinity faculty, that in the case of all divinity bursaries it would be a good guarantee of merit if every holder were required to be an M.A., as the M.A.'s in fact carry off almost all the prizes in the divinity faculty.

5168. What conclusion do you draw from these figures?—That the Presentation bursaries are not only not given to average students, but that, as matter of fact, they fall, as a rule, to students below the average in point of ability and work.

5169. How do you account for their being below the average?—Because, as a matter of fact, the bursars are not selected on any principle. They are obtained by private influence, and no pains whatever are taken to see whether the presentees are students of merit. The result is that, with rare exceptions, they fall to students of less than the average capacity and merit. You asked me just now whether I would approve of private patronage in any case. If a patron is specially interested in his bursaries—if he cared about a particular district, and took pains to ask for names only of deserving boys to be sent up to him from each parish, recommended by the parish minister, or by the schoolmaster of some school—and if he took the trouble to inquire into the circumstances of the candidates, and satisfy himself not only that they were poor, but that they were likely to turn a university education to account, the money might be usefully applied, and a deserving class of students would be helped; but, as at present administered, our Presentation

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bursaries are of little or no educational value to the University. They are given, without scrutiny of merit, to those students whose friends can bring influence to bear in the proper quarter. The Dundonald and Hamilton bursaries are, I understand, usually secured through Mr. Padwick, or the Duke of Hamilton's factor. The Duke's factor, to whom I spoke on the subject, informed me that the Duke valued these bursaries very much, as they afforded him the means of helping his tenants and other persons residing on his property. But I find that scarcely more than one-third of the bursars appointed during the last ten years belong to places in which the Duke is interested as a proprietor.

5170. Do you attribute the low qualification of these students to a mistake in the original selection, or to their position as bursars leading them to neglect their studies while at the University?—Principally to the former cause. But I am inclined to think that some of these bursars have been induced to attend the University for the sake of holding the bursaries.

5171. That is, for their maintenance?—Yes; that they went there for the sake of the money, and attended one class each year to enable them to draw the £40. Very few of the Hamilton and Dundonald bursars go through the entire course.

5172. But they are bound to attend a certain number?—They were bound by the deed to attend one in each year; but the Senate about three years ago passed a new regulation, binding the holder of every bursary to attend at least two curriculum classes every year. If a student only attends one, he loses his bursary.

5173. Has the University no power to prevent them from receiving persons of that low standard of qualification?—I believe not. I believe the University has not legally the power to institute an examination for bursars, and to decline to admit presentees on failure to pass it. There never has been any examination specially for Presentation bursars.

5174. Do they not pass an entrance examination?—There is no entrance examination for students. With regard to the bursaries in the hands of public bodies, again, they are, in the first place, very small in amount, and they are not managed specially in the interests of education. They fall vacant at odd times. They may be advertised, but the vacancies are not widely known; and I believe there is a scarcity of applications. There is no competition; there is no systematic sifting into the merits of the candidates.

5175. Are you speaking from personal knowledge when you say that the number of applications is very small?—I am. I am a joint elector to one bursary myself, and on the last occasion when it was filled up there were only two candidates. I suggested a competition. The majority approved of the suggestion. One thought it might be a good thing in future, but not for this occasion; and it turned out that he was interested in one of the candidates. Some of these bursaries are only worth £4 or £5 or £6 a year.

5176. That is a case in which you would recommend a consolidation of some of the bursaries?—Yes.

5177. Some of these cases were considered by the former Commission?—Some of those in the hands of public bodies in Glasgow were considered, but none of those included in my report.

5178. To what extent would you recommend that they should be consolidated?—I would not have any bursary of smaller amount than £15 a year. I think, on the whole, they should be as much as £20, because unless a bursary is of a certain value, it does not attract sufficient attention. I would also have all these bursaries competed for along with the

other bursaries. Then, I think that all restrictions to sons of burgesses, craftsmen, etc. should be abolished. If the Town Council, and other bodies of a similar character, are to retain the patronage in any form, I would suggest that the whole bursaries in the gift of these different bodies should be thrown together, so as to make two or three good bursaries, and that the patrons be required to nominate a certain number, whom they should ascertain to be students of merit and in need of help, and let the Senate appoint the best of the number so nominated. These nominees should come up for the annual bursary competition, and the best of the number be appointed after examination.

5179. Have they power at present to do that?—Yes.

5180. And if they were to be selected in that way they would probably take more care in the selection?—I think they might; but my impression is, that public bodies appointed for other purposes are unfit to deal with educational matters.

5181. But your idea is that the bursaries should all be open to competition?—Yes; either absolutely open competition or restricted competition.

5182. You would propose limiting the number of candidates to be presented for competition?—Yes; as a means of combining the principles of patronage and competition. For instance, if, instead of the present restrictions, it were provided that the candidates must have been educated in a public school in Glasgow, and out of those educated at such schools, and who were in necessitous circumstances, six or eight were sent up to our annual competition to compete for one particular bursary, I think that would be a modification of the patronage which would do what the founders of these bursaries really wished to be done with their money, and at the same time secure that the students sent up to the University were deserving students.

5183. Would you have any rules with regard to the examination of persons applying for the bursaries? Would not that meet the case sufficiently to check any abuse?—Do you mean if we were to institute an examination which those applying for bursaries would have to pass?

5184. If the University were authorized to have a standard examination, which no pupil should be presented as a bursar without having to pass?—I think that if we were able legally to establish such an examination, it would do a great deal of good.

5185. And without the examination being of too stringent a character, you would insure a higher standard of scholarship to qualify for the bursary?—If the standard were high enough to make a real difference, it would practically amount to open competition. I could illustrate the practical working of entrance examinations by some figures which I have here, showing the average standard of qualification of our first-year students.

5186. I have one more question to put to you as to bursaries, and then we may come to that question as to examination. In the case of the presentation bursaries, are they sufficient in number to be an impediment to the teaching in the University, when taken in connection with the low standard of qualification which you say their holders possess? Do they act to the disadvantage of the classes, and interfere with the standard of instruction?—They do so in this way, that they add to the number of students who come up to the University unsufficiently prepared. But there are others as poorly qualified who have got no bursaries. So far as bursaries are a means of sending up to the universities students not sufficiently qualified, they do harm.

5187. They are not sufficiently numerous to give a tone to the class?—

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I do not think they are, except to this extent, that the class of students to which they belong do give a tone to it. If a dozen or twenty imperfectly prepared students join a class, they give a tone to it.

5188. But there are other evils which keep down the tone of the classes, to which you are to refer presently?—There are; but bursaries should be so administered as to be a means of raising the tone of the classes they enter. The bursars should be the honours men of the University.

5189. You had some remarks to make with regard to entrance examinations?—Yes; with regard to the entrance examinations to the University, and the state of preparation of the students who come up to the University, both from primary and secondary schools. I have for some time been anxious to see a general entrance examination established in all the universities; and I believe, that although there would be difficulties at first, a satisfactory examination might in time be established. We would have to work our way gently and not too hurriedly, and in the course of time the standard might be raised to a point which would raise the work of our classes. But to make this possible, the teaching of the schools throughout the country, whether secondary or primary, must be much improved. To show this, I may mention that I have had in my class for two years an entrance examination exactly of the kind which it would be suitable to institute as the Latin part of the entrance examination. The examination is advertised in the calendar, and students are expected to pass it. The examination is in accidence and syntax, with passages to translate from English into Latin, and similar passages to translate from Latin into English—all of a simple and elementary kind. The examination is not compulsory, except in this way, that if students do not pass it when they enter, I expect them to pass an examination of a similar kind later on in the session. In 1870–71 the total number who passed was 90; the total number plucked was 77. Those who did not pass the examination, therefore, were not far short of one-half. In the second year the proportions were somewhat similar.

5190. Was this in the junior class?—Yes; in the junior Humanity class. In the second year, when the standard was made lower if anything, the total number of passes was 88, and of plucked 64, the proportions being very much the same in the two years. I keep a register of the schools at which each student has studied for several years preceding; and I find that, out of the total of 90 who passed, 50 came from secondary schools, 38 from primary schools, and 2 were educated abroad or privately. Of those who were plucked, 29 came from secondary schools, 40 from elementary schools, and 8 were educated abroad or privately, making a total of 77. These figures show a very inferior state of preparation on the part of the students coming from our secondary schools. I am strongly impressed with the extremely defective character of the education given in our secondary schools as a whole.

5191. That is, in those branches which come up to the University?—Yes; and these are a very fair test of the whole. It is surprising how many students there are who have passed some years at secondary schools without carrying away with them any sound or accurate knowledge of what they have been taught.

5192. Have you contrasted the students who have come from different secondary schools, so as to draw a conclusion with regard to the respective schools?—I could do so, but my remarks apply, more or less, to the schools as a whole.

5193. I don't want you to specify names?—I should prefer not to do so.

5194. What are they examined in?—Accidence, syntax, with simple

translation and re-translation. One reason for the failure of many was, no doubt, their want of practice in examinations. In my own class this year, there were 52 students who told me they had never done an examination paper.

5195. Are you speaking now of students who came to you from the secondary schools?—These last were no doubt principally from elementary schools. Of the 90 who passed, 50 came from secondary schools and 38 from primary schools. 29 of those who were plucked came from secondary schools, and some of these have been six or seven years at secondary schools which are considered to rank high. Of the 50 who passed, one-half came from two schools, the Academy and the High School in Glasgow, which are the two best schools there.

5196. To what do you attribute that deficiency of the students who come from secondary schools?—I attribute it to several causes: First, the whole system of promotion in our Scotch schools, or rather the absence of promotion, is wrong. Secondly, the system by which a schoolmaster is supported entirely or principally by his fees, I consider to be very injurious to the interests of education. Thirdly, there is a want of proper organization in the schools—there is no government—each master is practically competing with his neighbour. And lastly, there is no inspection on the part of the public or the Government. There is no publicity about these schools; nobody knows what work they do; there is no standard to compare them with; there is no means of finding out whether a school is good or bad; and the classes in many cases are too large.

5197. Would you state what bearing you consider these conclusions to have upon our general inquiry?—They establish the unsatisfactory nature of the results obtained even in our best middle-class schools. Without naming particular schools, I state confidently that the state of preparation of the students who come up to my class year by year is sufficient to prove that our secondary school system stands in need of radical reform. The results it produces are extremely poor. The material, both in teachers and in taught, is excellent; it is the system which is defective. The distribution of the fees is vicious, because it makes each master dependent upon the number of boys he can get to his class; and this makes it difficult, if not impossible, to introduce any of the needed reforms, whether to reduce the size of the classes, to promote boys according to their proficiency, or to pay the teachers according to their qualifications. In the High School of Glasgow, I was informed on good authority some years ago that the writing master made about £1600 a year: the masters who taught Latin made no more than £400 or £500. Where the master is thus dependent on his fees, no change, however desirable, can be introduced which may have the effect of diminishing the size of a class without pecuniary loss to the teacher. Were the teacher made independent of his fees, or nearly so, his interest would not be opposed to any adjustment of his class which might tend to promote efficient teaching. Thus both the proper organization of the school, and the introduction of a healthy system of promotion by merit instead of by mere seniority, would be facilitated by a change in the present system of apportioning the fees. Then inspection and examination are much needed. There is no inspection of secondary schools in Scotland. Few of them are even examined by independent examiners. And when examinations are held,—as in the Academics of Glasgow and Edinburgh,—the results are not made public. I believe this to be a mistake. The public would justly feel confidence in a school which was bold enough to allow even an unfavourable report to be published.

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5198. These cases where the masters are paid by the fees are, you think, vicious?—Yes; that is my opinion.

5199. The greater number of the burgh schools have some endowments, have they not?—Yes; but they are very small. In the case of the High School they are only about £500 or £600 a year.

5200. Could these schools be re-organized in the way you wish without any additional endowments?—A little money would do a great deal. It would not cost much to have all these schools inspected and examined. I think that two or four examiners might examine all the public secondary schools of Scotland, as well as such private schools as might choose to put themselves under examination; and I am quite sure that after the lapse of time the public would have much more confidence in those schools which were regularly examined than in those which were not.

5201. Do you think that in any change that may be made, the question of the examination of these schools is a matter of the first importance?—I do; and along with this should be made a change in the system of fees and of promotion. In a Scotch school, all the boys of a class are promoted at the end of the year, without reference to their proficiency; and so they go on, one year after another, and always under one master. The only promotion is by seniority. There are two evils in that system: first, that a boy encounters no fresh competitors to stimulate his energies year after year; and secondly, he does not get the stimulus of being taught by a new master, which is quite as great a stimulus as being pitted against new boys. At Rugby, where I was educated, I passed through the school from the bottom to the top; and I remember the highly stimulating effect of having to approve myself to a new master on each promotion. Every master has his own way of teaching, his own specialties and tendencies, which boys are quick enough to learn. To leave a boy for five or six years under one master, however good, is to deprive him of one of the greatest advantages of school life. Still more is that the case if a boy is only promoted equally with all his class-fellows, in place of finding new boys introduced and pitted against him. If a boy is once dux, he remains dux every year; he need make no exertion to retain his superiority.

5202. Do you connect that system of promotion with the system of paying fees?—Yes; because the master considers he has a right to a certain number of boys. If you prevent him from carrying all his scholars on with him, and say that in the following year he shall only have, say, twenty-five boys in his class instead of fifty, then he loses his twenty-five fees; and that is a thing you cannot carry out under the present system. But even this difficulty would almost disappear in time, as the system would gradually right itself.

5203. In speaking of examination, did you mean Government examination?—If the Government would undertake the inspection of schools, as was originally proposed under the English Endowed Schools Act, I would prefer that to any other form. As for the expense, if Government would not pay for it, money might be taken for the purpose from existing endowments. In Glasgow there are some £10,000 or £20,000 a year of endowments which might be applied to educational purposes, and money should be spent in doing what the Education Act fails to do. Whatever points there are in education which the Act fails to meet should be met by endowment, regard being had, so far as possible, to the wishes of the founders. When the mortifications for Hutcheson's school and others were founded, there was no elementary education provided by law, or at any rate no sufficient provision, and there was a need which those monies supplied. Now, however, as public education has been provided at the

expense of the State, those endowments should rather go to supplement the money spent by the State, in various ways,—either by providing, as is provided in Hutcheson's will, that such boys as showed talent in the parish or other schools should be taken on to the secondary schools; or by paying for inspection and examination in public schools not inspected under the Act; or in establishing a technical college, such as is proposed in Glasgow at present; or for any other educational purpose in the town or district for which the endowment was left, the money being applied to fill a gap in the existing application of Government money. Applying that to Glasgow, I should spend some of these endowments in inspection and examination, in increasing the salaries of the masters, or in providing additional masterships, either at the High School or other schools in which secondary instruction is given.

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5204. Which endowments do you speak of?—Such endowments as may be available in Glasgow. There are a large number of endowments there, many of which have as yet never been put into operation.

5205. Do you mean educational endowments?—Yes. One of the most important of all is the Hutcheson's Hospital endowment, out of which, according to the Act obtained last session, as much as £6000 or £8000 a year might be employed for the purposes of education. I should like to see endowments like these spent in increasing the salaries of the teachers in higher subjects in those secondary schools in Glasgow, to which children who had received a good preparatory education in elementary schools could be sent; secondly, in bearing the expenses of examination and inspection; thirdly, in founding bursaries, which might be competed for by all the schools of Glasgow. If it were thought necessary to restrict the benefit to Glasgow, and not to make it national, there might be bursaries competed for by any school in Glasgow, including the High School and the Academy, and all schools in which secondary instruction is given. And some of the money might be appropriated to found absolutely open bursaries at the University for all-comers. There would thus be established bursaries to be competed for within different radii. Some would be attached specially to the High School, that being the High School mentioned specially in Mr. Hutcheson's will. Other bursaries would be open to the whole of Glasgow, or the whole of Lanarkshire; and others, again, would be competed for by all-comers at the University. In this way the principle of competition, so much needed in Scotland, would be gradually extended; while the local feeling and usefulness, which is the strong side of the patronage system, would be preserved.

5206. To turn to those defects which you have mentioned in the schools generally, particularly those that arise out of the payment of fees and the absence of any system of promotion, is there any change that could at present be carried out without the assistance of some funds?—I think that, even without money, some of the changes I have mentioned might be gradually introduced by the School Boards in such higher-class schools as will be placed under their management.

5207. Without additional funds from anywhere?—I think so. The managers could collect the whole of the fees, put them into a common fund, and make a special bargain with each master to give him so much a year, either as a fixed sum or along with a certain proportion of the fees.

5208. But it would be more easy to carry out such a change if they had some money in hand?—Yes. I understand something of the kind has been done in the High School, where, in the case of masters engaged after a certain time, there is to be a re-adjustment of salaries, in order to get rid of such an absurdity as that of the writing master getting three or four times as much as the classical masters.

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5209. In the case of Glasgow, you have made certain recommendations; is it not in the power of the trustees of Hutcheson's Hospital to carry out these under the will?—They have the power, but I doubt whether they would be prepared to exercise it.

5210. They have the power of applying the fund in various ways, and it would be in their discretion in which direction they would apply it?—Yes. The most absolute discretion is given to them, although, by their management of the fund in the past, I think they have scarcely shown that they ought to have much discretionary power.

5211. With regard to the state of preparation of entrance students, do your remarks apply to the faculty of Arts?—Only to the faculty of Arts; but my junior class contains the greater number of the new intrants each year. Almost the whole of my junior class consists of students entering the University for the first time.

5212. But your remarks are confined to the Humanity classes?—Yes.

5213. Do you know whether the same thing applies to those who enter the mathematical classes?—The great majority of first-year students enter the Latin class, but I believe the facts as to preparation, which I have stated, would be found also to apply to students entering the mathematical class.

5214. Do your remarks about defects in secondary instruction which you have observed apply in the same degree to those who come from parochial schools?—They certainly do apply; but considering their respective advantages, what strikes one is that the elementary schools should be so good and the secondary so bad. I attribute the fact of the parish schools being able to turn out as good scholars as they do, partly to their classes in higher subjects being so small, and partly to the circumstance that the schoolmasters are free to arrange their boys according to their proficiency. When a master is teaching a class in Latin, he teaches them all together, five or six or seven at a time, and he is quite free from those arrangements as to promotion which exist in the burgh schools.

5215. I suppose they come at an earlier age from the parish schools than they do from the secondary schools?—I should say the reverse is the case; they come older from the parish schools as a rule. I think I did not give the figures for the second year of my examinations, which quite bear out what I stated of the first. In the second year 88 students passed, 64 were plucked; and so only very little more than the half passed this very easy examination. Of the plucked, 28 came from secondary schools, and 34 from elementary; so that here again those who came from the secondary schools show only slightly better than those who came from the primary.

5216. Have you any other remark to make with reference to the defects in secondary instruction?—I think not; except that I believe that the masters are as a rule underpaid.

5217. You spoke of the application of endowments in filling up existing gaps; do you think a technical college is one of those things that it is desirable to introduce or to have established?—I think so, but I have no special knowledge upon that subject. In the Hutcheson's will, it is specially provided that the boys to be educated in his school should pass on and be maintained at the High School should they seem likely to profit by a classical education; if not, they were to have an allowance for a commercial education; and I should therefore consider that to use some of the endowments for a technical school would be an application of the money in accordance with the wish of the founder. There are also provisions in the will for putting out boys as apprentices. That specially points towards something of the nature of technical education.

5218. Do you think a special training in a school or college would be better than giving them some money to start them in employment?—Certainly. In the one case the money would merely assist pecuniarily a few youths; in the other, it would raise the standard of technical skill throughout the country.

5219. You have some remark to make with regard to the training of schoolmasters. Are you of opinion that there should be a higher examination and training for all schoolmasters?—Do you mean for secondary schoolmasters?

5220. I am asking what your opinion is, whether with regard to primary or to secondary schoolmasters?—As regards primary schools, I think that much more use ought to be made of the universities than has been the case hitherto. As the best system of training for schoolmasters, I would suggest a mixture of Normal School and University training, such as has been suggested by Mr. Laurie and by Mr. Kerr, and recommended also by Mr. Sellar in his educational reports. I am convinced that much may be done towards keeping up the teaching of the higher branches by securing a university training for schoolmasters; and I have hopes that the Education Department may sanction some such scheme as the following: The training colleges should be allowed to send a certain proportion of their best applicants each year, tested by examination, to the University, instead of keeping them two years, as they do at present, at the Normal School, where the training is one-sided and narrow. They would attend certain classes during two winter sessions at the University; the summer, and such time as could be spared during winter, would be spent as now at the Normal School. A slight reduction in the examination syllabus, especially in history and geography, would make this scheme feasible.

5221. Are these the students at Normal Schools?—Yes. During the two winters at the University, the students would go through a portion of the M.A. curriculum. At the end of the two years they should be examined at the regular M.A. examination by the Examiners in Arts, with whom might be associated one or more inspectors of schools. There might be certificates of two grades,—an honour grade and a pass grade; and the Department should put a certain value, in money or in marks, upon these certificates. No master should get a first-class certificate who had not been at the University and passed the University examination. The School Boards, in places where a good schoolmaster was needed, would require the University certificate; and they would at once know the qualifications of a candidate from his certificate. Under the present system, a student cannot attend the University along with the Normal School; the arrangements at the Normal School are such as to make it impossible. If a master desires to have university training, as the best of them do, he must seek a situation in Glasgow or in Edinburgh, which enables him to attend the morning classes at the University from 8 till 10, while he teaches the whole day from 10 till 3. But in this way he can only attend some of the classes,—those which meet early or late,—and that at a considerable sacrifice of money and of strength. There would be no difficulty in carrying on the Normal School and University training conjointly.

5222. And the result of that would be that they would take less time in preparing to qualify for the examination, and their acquirements would be higher?—Yes. They could attend the University, not, as now, out of their professional time after they have begun to teach, but while they are still students.

5223. Would that involve raising the standard of examination for a

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Government certificate?—It would, as far as those subjects are concerned which are taught at the University.

5224. *Mr. Lancaster.*—There is an examination when they go out in the higher subjects?—Yes; but it is worth very little.

5225. *The Chairman.*—I understand it is with reference to elementary schools that you are now speaking?—Yes; but many of these teachers would be very proper persons to appoint for burgh schools, which in Scotland are, as a rule, half elementary. The best way of keeping up higher instruction in many parishes would be to appoint a special teacher to teach the higher branches.

5226. Do you think that by combining the Normal School training with the University you can bring out a higher class of teachers that the public would be glad to take advantage of?—Exactly; and the universities possess the machinery for carrying such a system into effect at the minimum cost to Government.

5227. And it would be a less cost to the teachers themselves?—Yes. The only extra cost would be the expense of the classes in the University; but Mr. Laurie, and other authorities, assure me that the managers of the Normal Schools would be only too happy to increase the bursaries which they now give to the students of these schools, to enable them to attend the universities.

5228. With regard to Hutcheson's Hospital, is there any other statement you have to make with regard to that endowment and the application of its funds?—Yes. I should like to point out that the Act which the managers of that trust have recently obtained gives them greater latitude than I think they are entitled to. It will enable them to spend a smaller sum on education than they ought to spend to carry out the terms and spirit of the various endowments. The shortest way in which I can put it is this: As regards the four main endowments which constitute the trust (setting aside the Hood foundation, which is small), it is carefully provided that the amount spent in education should be exactly equal to the amount given in the form of pensions. In the original deeds of the Hutchesons, provision is made first for eleven and then for twelve old men; and along with the twelve old men there are to be lodged, fed, clothed, and completely educated, twelve boys. After receiving elementary instruction in the school (Hutcheson's School) to be built for them, they were to be sent, if promising scholars, to the High School, during which time they were to be supported and supplied with books and clothes. Should they desire to enter college after four or five years at the High School, they are recommended to the goodwill of the Town Council for any bursaries they may have at their disposal. Others, again, who might not show any aptitude for higher training, were to be put out to trades, and their expenses were to be paid for a whole year as they had been paid before. That principle of division is adhered to in every endowment except the Hood; half is to be spent in pensions, half in the education and maintenance of boys. Nor was the education to be elementary only; the Blair (like the Hutcheson) provides for a Latin or a commercial education. The last endowment, amounting to £6000, that of Mary Hood, is left entirely for old women. Now, so far from carrying out these provisions, the patrons, at the end of the last century, when the funds fell, cut off the boys altogether, and reduced the number of old men. Since that time, the education part of the scheme has not been fairly carried out. In the year 1870 the funds were thus expended: they had given pensions to 93 old men, amounting to £799, 3s. 4d., and to 649 old women, amounting to £5375, 6s. 8d. That is the statement given in the preamble of the Bill.

5229. Were these sums paid in one year?—Yes; besides £220, 15s. of funeral expenses. The total amount expended on education in the same year was only £1885, whereas one-half should have been so spent. Then, with regard to the Hutcheson school, it is doing no work which an ordinary elementary school should not do. It may have a few pupils in the higher class, but I rather think it is a purely elementary school,—the only difference between it and any other elementary school being that the children get their education gratis, a very doubtful advantage. They pay no fees, and they get clothes; but the education does not differ from that given in any other ordinary school, except in this respect, that it is not under Government inspection. The schoolmaster is appointed by the patrons.

5230. Then you consider that in the past application of the funds, education did not receive its fair share?—It did not.

5231. Do you think that will not be remedied under the provisions of the new Act?—I think it very doubtful. The Act gives the patrons power to expend as much as one-half, and not less than one-third, of the funds on education. They must expend one-third, and they may expend one-half; but I think, looking at the manner in which the patrons have exercised their privileges in the past, they are likely to expend in pensions more than is desirable.

5232. You think that education is entitled to at least one-half of the funds?—I think so, because at least one-half was originally left for that purpose in the principal endowments. That is the proportion laid down in the original foundations.

5233. Supposing, then, that one-half was allowed for education, would you not continue the Hutcheson's Hospital School?—I think not. I think Glasgow is a place which ought to pay for its own elementary instruction. That school, if kept up, will only be an endowment to the ratepayers; and the school is likely to be not so good as an average school, because it will not be brought into the Government system, and cannot be put under Government inspection.

5234. It gets no Government grant, and is not inspected?—It is not inspected.

5235. Would you apply what you have said to bursaries?—Only to a limited extent. Among the endowments there is a Baxter bursary, which was left in 1776, of the amount of £8 per annum—an amount which has never been increased to this day. There is a small flaw in the Act as regards this bursary. The University Commission left the patronage of the bursary as it was, but removed the restrictions as to eligibility, throwing the bursary quite open. These restrictions appear to be, by an oversight, re-enacted by the terms of the 24th clause of the Hutcheson's Hospital Act. Now this is an Act of Parliament, and therefore overrides the ordinances of the Commissioners; and whereas the ordinances freed the bursary from the restrictions, this clause declares that the bursary is to be allocated in accordance with the regulations prescribed by the University Commissioners, *due regard being had to the preferences contained in the hereinbefore recited deeds*. Those words appear to me to re-enact the restrictions abolished by the Commissioners. That is the only sum applicable for a bursary among the whole of these endowments.

5236. But in your opinion a larger sum ought to be allowed for bursaries?—Yes; I think a larger sum should be allowed.

5237. And you think the first object is to supply some want in the educational system of Glasgow?—Yes; applicable to the kind of persons whom the founder wanted to benefit, who were the poor and the deserving poor,—I mean the poor who showed intelligence. And I think the best

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mode of effecting this object would be, on the one hand, to help some institution, such as a technical college, and in the second place to assist secondary instruction in whatever way might be thought best. I have suggested that one mode of doing this might be to give or assist in giving salaries for masters to teach higher subjects throughout Glasgow.

5238. You think there is a claim for more secondary instruction than is already given by existing arrangements in secondary schools in Glasgow?—Yes; and not in secondary schools alone, but in our whole educational system.

5239. And that, you think, will not be sufficiently provided for by the recent Education Act?—There is no provision for the assistance of secondary education in the Act.

5240. Will not many of the existing secondary schools come under the new Boards?—Yes.

5241. And they will be improved in consequence?—Yes; but they will not be able to get any money from the rates for the purposes of secondary instruction.

5242. One question more with regard to the educational funds of Glasgow. You spoke of a large sum being available for educational purposes; did you refer to other funds besides those of Hutcheson's Hospital?—Yes. There are a number of other endowments, of which I believe returns have been sent to you. They amount to between £20,000 and £30,000 a year. You asked me a question just now as to whether the present governing body of Hutcheson's Hospital were likely to spend as much on education as they should do. I think the patrons of that hospital have not taken as much interest as they might have done in the educational part of their scheme. The superintendence of an educational system, moreover, requires special experience and much time. I should like to see all educational endowments placed in the hands of a body whose business was purely educational, rather than that an important educational duty should be put as a piece of by-work upon a body which has other and important duties to perform. The Lord Provost, for instance, is upon every one of these trusts, and how can he find time to consider educational details?

5243. The governors of Hutcheson's Hospital are a numerous body?—Yes. I think, considering that part of the foundation supports a bursary, of which certain members of the University are patrons, and that so large a proportion of the funds are intended for education, the University ought to have been represented on the governing board.

5244. *Mr. Sellar.*—Would the School Board not do?—I daresay it would be a good body for the purpose; I think better than the patrons.

5245. *The Chairman.*—With regard to the other educational endowments in Glasgow, does the same remark apply to their application as you have already made with regard to the funds of Hutcheson's Hospital?—Yes.

5246. Even in the cases where they are specially destined to the poor?—I think there are cases where they are specially destined for purposes which the Education Act will not provide for; and when that is the case, and especially where the endowment is a new one, I should be disposed to apply the money as far as possible according to the wishes of the founders.

5247. Where, however, it is intended for an object which the Education Act will meet, you think there would be power to apply the fund to some object for which there is a special want in Glasgow?—Yes.

5248. And in your opinion the improvement of secondary education is one of these wants?—Yes, and money so spent would be as much for the advantage of the poor as of any other class.

5249. And in encouraging secondary education, you would give oppor-

tunities for qualified students to raise themselves from the elementary schools to the higher schools?—Yes.

5250. And so on to the University?—Yes.

5251. *Mr. Parker.*—In the statistics of your class which you gave, of 50 students from secondary schools who passed in 1871–72, one-half were from the Glasgow Academy, were they not?—One-half from the Academy and High School together.

5252. Is that the High School?—No. The High School is a grammar or burgh school, like the High School in Edinburgh; the Academy is a proprietary school, like the Academy in Edinburgh.

5253. Of the 29 from secondary schools who were plucked, can you say how many came from the Academy?—Some came from it and some from the High School also.

5254. Of the 28 from secondary schools who were plucked in the last year, were there still a considerable number from the Academy?—There were some.

5255. Was the standard of this examination as high as it would be for admission, say, at Rugby?—I cannot say.

5256. Or at any college at Oxford?—No.

5257. Would you consider that any one falling below that standard was not really capable of profiting by the lectures that were given there? that they were not capable of following your class with justice to the other students in the class?—Such students undoubtedly lower the teaching in the class; but I believe that many of them fail simply because they have not been taught by proper methods, and have not had experience in examinations. Many of these same students I find do extremely well before the end of the session. For instance, one student who was plucked last year gained a good prize.

5258. Then it is not want of capacity, but want of proper teaching, to which you attribute the failure of so many of them to pass the examination?—Yes.

5259. Are the boys themselves generally ready to compete for bursaries and for prizes, or is there any unwillingness on their part to do so?—They are very backward in competing.

5260. Does that apply equally to boys and to students at the University?—I think so. We always find a difficulty in getting students to go in for a competition unless they think they will gain something by it. In the class competitions they all come forward; but when the competition is for a bursary or a prize, the tendency of a student is to find out who are going in, and if he finds that somebody is going in whom he thinks better than himself, he will probably not go in.

5261. To what cause would you attribute that difference of feeling between Scotland and England?—In Scotland, the principle of competition is much less understood both by scholars and by teachers, and also by parents. In the country districts, I am informed, it is not at all an uncommon thing for parents to keep back their children purposely from the school on the day of the inspector's visit, and I believe this partly arises from a feeling of timidity.

5262. Is it your opinion that open competition, besides selecting the candidate who would profit most by the bursary, does any good to those who fail?—Certainly. I think that the mere fact of going in for a competitive examination does good to every competitor, whether he gets the bursary or not; and it gives a much greater stimulus to the successful competitor than if he had got the money in any other way. He is looked upon as a marked man; he has fairly earned the money in open competition, and he is anxious to keep up his position.

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5263. And do you think his failure on that particular occasion would probably stimulate a boy to reach a better standard in any future competition?—I think so. I think some might be discouraged altogether by failure, unless the cause is explained to them; but I find that in my class examinations, although I state freely the results, however bad, this does not discourage the students from coming forward on other occasions.

5264. When you speak of the extreme mediocrity of secondary schools in Scotland, do you dissent from the report which was given by Mr. Fearon to the English Endowed Schools Commissioners, which seemed to speak much more highly of them?—I would, most strongly, so far as my experience goes as to the students who come up to the University of Glasgow.

5265. Do you think that, coming as a stranger to this country, he did not judge very accurately of the standard of merit of these schools?—Yes; he gave an enthusiastic report.

5266. Does your opinion go beyond the subjects specially belonging to your own class, such as Latin and classical instruction generally, or is it chiefly confined to that?—I think the opinion I have expressed applies pretty accurately to the whole of the subjects studied in the University, because the students who distinguish themselves in Latin and Greek, as a rule, are the students who distinguish themselves in other classes. Mathematics, I would say, form to some extent an exception to this statement.

5267. Where the very large proportion of fees goes to one master for teaching writing, for instance, is it that he teaches a larger number of boys, or how is it, that he obtains so much more than others?—He teaches a much larger number. The writing class is naturally very large; if there are assistants, I believe they get a fixed sum, while the head of the department receives all the fees.

5268. Then his assistants are paid by himself?—I understand that is generally the case. The assistant teachers are found by the head teacher, and it is his interest to get them at as low a salary as possible. This has been too much the case in all kinds of schools in Scotland. In St. Enoch's School, in Glasgow, where there are some 1400 scholars in attendance, I found that not long ago there were only three assistant teachers employed. The head master received the whole fees, and could get assistants by paying them £15 a piece, in addition to what they received from Government.

5269. Then, in any case, where an endowed school was being re-organized, you would make it a principle not to allow the fees to go separately to the master according to the number of pupils?—Yes. I would not object to the managers handing over to each teacher a certain small proportion of the fees of his class, but the bulk of the fees should go into a common fund.

5270. But you would recommend that there should be some stimulus to the teachers by giving them a portion of the fees?—Yes. A large class entails more work, for which it is only fair that a master should receive some consideration.

5271. In your general view as to the objects to which endowments might be applied, you would reserve them as far as possible for higher education, rather than devote them to mere elementary education?—Yes.

5272. Do you think the recent Education Act gives an additional ground for reserving endowments for higher education?—Certainly; as it makes elementary education compulsory.

5273. And supposing the founder left an endowment for elementary education, you would not, under the Education Act, consider it a depar-

ture from his intention to apply it to the higher education?—No. I would consider it no departure from his intention at all, because what he did was to leave money for an education which the children could not get otherwise. If that education had been provided by the law, he would not have left the money for that purpose; and the best way to carry out his intention is to apply the endowment in putting a better education in reach of the class which he intended to benefit.

5274. Do you think that is nearer his intention than relieving the rate-payers?—Certainly.

5275. You say you would apply these endowments partly to increase the salaries of teachers in higher subjects. I suppose by that you mean all beyond the subjects taught in elementary schools?—To all the subjects beyond those to which the Government grants apply, or which the Government code fails sufficiently to stimulate.

5276. If in any school there were few parents disposed to allow their children to be taught classics, would you think it still advisable to pay the classical masters in such a school?—No. I should not be disposed to throw money away in teaching what was not wanted; I would consider the circumstances of each locality. In the case of local endowments, where there are small local endowments for two or three schools in a parish, I think they might be thrown together, so as to help the higher education in one school in the district. That would be a benefit to the whole district.

5277. Where there are small local endowments, which should you consider the better use of them,—to increase the remuneration of the master, or to found bursaries?—I think that must depend a good deal upon the circumstances of the district, the amount of its educational endowments, and what were its resources apart from the endowment. If a district is anxious to keep up higher education, and able to do so for itself, or if a school is in a district sufficiently populous to maintain it without endowment, then I think a bursary open to all schools in such a district might be legitimately established, and would prove highly stimulative of the higher teaching.

5278. But if, without such aid, the teachers' salaries were likely to be below the average, would you apply the endowment in the first instance for that purpose?—I think one of the best means of getting higher teaching is to give sufficient salaries to attract well qualified teachers. The money might be applied in supplementing the salary of the existing teacher, or in appointing a special teacher for higher subjects. I think that would be the better plan in many cases.

5279. In your proposal for the training of teachers, did I rightly understand you that the Normal Schools are prepared to give up some part of their time, so as to allow their students to go to the University?—I believe they would willingly do so. Such, also, is the opinion of the Principals of the two Normal Schools in Glasgow.

5280. When you spoke of obtaining time at present spent on history and geography, did you mean to the exclusion of these subjects altogether?—Certainly not altogether; but there is at present a large amount of cram-work required which might be well dispensed with. The same or similar facts have to be got up for two examinations in successive years.

5281. You proposed, I think, that the University should give a certificate to a master who had gone through a university training?—Yes.

5282. Would that certificate be equivalent to a lower form of degree, such as a bachelor's degree?—Not exactly. We have a degree which has been recently introduced, a degree of bachelor, not of arts, for that

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degree has been abolished by Parliament, but bachelor in science, which is given in four different departments,—in arts, in law, in engineering, and in science,—and that degree can be obtained easily in a three years' course. The certificate to the master which I proposed would be obtained upon a two years' course; but I believe the effect of allowing a master to take his two years' course along with his Normal School training would be to encourage him to take a third year also, so as to obtain the degree of bachelor in science, or for the fourth year, to obtain that of M.A.

5283. And his third year could be so arranged that he could take it at any time which is convenient for himself?—Yes; that is permitted now under the ordinances in the case of every degree.

5284. In the Hutcheson's Hospital Act, the Baxter bursary stands at £8, does it not?—Yes.

5285. Do you think that amount is at all sufficient for a bursary in the present day?—Not at all.

5286. How long ago was that bursary founded?—In 1776—nearly a hundred years ago.

5287. Do you think there is a fair claim that the sum for that particular bursary should be increased, so as to suit the present time?—I think there is a very strong claim to increase it, as the endowment has increased.

5288. And you think that you would thereby be carrying out the intention of the founder?—Yes. I suppose a bursary of £8 a hundred years ago would have gone as far as a bursary of £20 or £30 now.

5289. For the organization generally of these educational funds in Glasgow, do you think it desirable that they should, as far as possible, fall into the hands of one body?—I do.

5290. And that body should be selected specially for educational purposes?—Yes; specially on educational grounds.

5291. Would you accept the School Board under the new Act as being such a body?—I think so. I do not see any other body which could be charged with the duty. But I should prefer a body chosen specially for their acquaintance with the subject of higher education. At the same time, I must say that the Ferguson trustees have discharged their duty, so far as it has been connected with education, very well. That is an instance of a body of trustees who have had an educational object, and who have been guided solely by that object. Their scholarships have been very wisely administered, although, I think, they might give a larger sum for education than they do. As to the School Boards, it is hard to say what class of persons will be elected to serve on those boards. Endowments should be managed by persons who have special acquaintance with higher education, and such persons are not numerous.

5292. Is that especially the case with endowments influencing secondary education?—Yes. I should, of course, say that it would apply more to them than to any others.

5293. Do you think it desirable that any special provision should be made to connect them with the University further than by the examination for bursaries?—If examinations were made compulsory upon all secondary schools, the examiners should be appointed by the universities, and paid out of the endowments. The same examiners might hold examinations for bursaries open to a certain number of schools. We have a good instance of that in the Patrick bursaries, one of £100 and the other of £50 per annum, restricted to boys educated in one or other of the public schools in Renfrewshire. There is thus a competition between Greenock, Paisley, Renfrew, and other schools, which is highly beneficial to those schools. That is the only way now in which one school is pitted against another, and I should like to see the system extended. The

founding of bursaries open to a whole county, or to two or three counties, would establish competition in a modified form, and would give a great stimulus to the schools in the district.

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5294. In that case does the competition take place locally in the county?—Not in the case of the Patrick bursaries. We appoint, and the candidates come up to our annual examination. In one or two instances, when the candidates did not come up to what we considered a bursary standard, we refused to make an appointment.

5295. If there were many bursaries with such restrictions connected with your University, would it be practicable to hold the examinations locally in the counties?—I think it would be practicable. The papers might be sent to any place in the county on a particular day, and the answers be sent to us to be examined. Were there many such bursaries established, it would be necessary to assist the professors in the examinations, for the examinations which they have at present are very heavy. The Government inspectors might take part in the examinations. All such examinations would give publicity to the work done in the secondary schools, and that is what is required. There is at present no means of comparing one school with another. There is no entrance examination to the University, which would be useful in showing how many successful competitors came from different schools. In Aberdeen, the schools take rank by the number of their scholars who get competition bursaries, and consequently they exert themselves to the utmost to carry them off. I have no doubt the same effect would be produced by bursary competitions in all districts. For the schools which are not good enough to compete for bursaries, the only way of getting publicity into them would be to establish efficient inspection and examination, and publish the results in the widest way possible.

5296. *Mr. Sellar.*—And you think that would be a good use to make of endowments?—Yes; such inspection and examination would do more than anything else to raise the character of our schools.

5297. Do you know that under the Education Act the School Boards can organize examinations of the schools all over the country?—They are permitted to do so. The great blot upon the Act in that respect is, that each school is left to appoint its own examiners.

5298. I think that is not so. By section 62, the examiners are to be appointed and employed by the School Board, not by the school?—I meant the School Board.

5299. What is your objection to that?—There will be no comparison of one school with another. A School Board will rarely have under it more than one higher school. For instance, in Glasgow, at present the only secondary school under it will be the High School.

5300. May they not have any number of secondary high-class schools?—They may, but such a result is not to be expected. The Act offers no inducement to Boards to convert ordinary schools into higher-class schools.

5301. But there is nothing in this provision to prevent two or three School Boards fixing the time and method of examination, so that all the schools may be examined by the same body of men?—That may be, but there is nothing to require it. They might do that at present without the Act. The Act should have provided a uniform and single system of examination for all higher-class schools.

5302. Would you make provision to compel such an examination as that under the Act of Parliament?—Certainly.

5303. As the clause stands, there is nothing to prevent that being done?—I suppose you are speaking with reference to my remark that there was a blot on the Act. Perhaps I did not express myself clearly.

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What I meant was, that the Act was defective because it entrusted the examination of higher-class schools to each individual board. I should like to see a regular system of examination and inspection of all the higher-class schools established at the public expense. Very possibly the Act could not have been drawn in any other way, having regard to the principles on which it is founded; but if the examinations are to be of any real use, and not sham examinations, as they too often are when conducted by the managers of a special school, there should be a common staff of examiners, to examine the whole schools on one principle, and give publicity to the results.

5304. The Act provides two things,—first, that there shall be an examination of every high school every year; and second, that the expenses of the examination shall be paid out of the school fund. I don't see how it could possibly provide anything else?—It could have provided that the examiners should be appointed by a competent and independent authority. But whether the Act could have provided anything else or not, I say that the provision it makes for the examination of higher-class schools is defective; it is not what one would like to see if the examinations are to be efficient.

5305. It leaves it to the School Boards to make any arrangements for general examinations they like?—Exactly; but the managers of schools in Scotland have not shown themselves very anxious to take advantage of such opportunities.

5306. There have been no managers yet?—The Town Council has hitherto managed the High School; but they have shown no desire to institute such an examination until last year, and they were then stimulated to do so by the example of the Academy. I hope the School Boards may be composed of persons who are anxious for, and acquainted with, higher education; but what I think necessary is, that there should be uniform and public examinations, and that the examiners should be appointed irrespective of the managers of the schools.

5307. *Mr. Parker.*—Do you think such publicity given to the results of the examinations would tend to make parents send their children to the better schools?—I think so. They have no means just now of knowing whether a school is good or bad.

5308. You think that parents, with such means of information as these examinations would give, would be likely to transfer their children to the schools which were good?—Yes; parents are always anxious to send their children to the best school. But at present a parent has no test by which he can judge of the comparative excellence of schools.

5309. *Mr. Lancaster.*—I see in your calendar that under competition bursaries are included open bursaries and bursaries restricted to the inhabitants of particular localities, and I think also bursaries where preference is given to certain names. Are all these included in your classification under competition bursaries?—No. I include among competition bursaries only those for which the competition is absolutely unrestricted. There is one case where a preference is given to the names of Stewart and Simpson, but the Senate has decided that such preferences are only to be given effect to *cæteris paribus*.

5310. I am aware of that; but in the case of the Patrick bursary, for example, that is one where there is a restriction to a locality?—It is restricted to a locality; but where the merits of the candidates eligible are decided by competitive examination, the effect of the restriction is not so great.

5311. Is that included in your classification of unrestricted bursaries?—No.

5312. Is the Stewart bursary?—Yes.

5313. It is restricted, but you think it will be administered so as to be practically unrestricted?—I think so.

5314. Then such bursaries as are in the position of the Patrick would come under your head of bursaries given to certain localities?—Yes; it comes under the second head, which comprises bursaries competed for, but under restrictions as to locality.

5315. These bursaries are in the gift of the Senate, subject to such restrictions?—Yes.

5316. Do you think the Senate would be disposed to make application for the removal of restrictions of such a character?—I think in the case of the Patrick they would hardly do so, because the foundation is so recent, and works well. It is not more than ten or eleven years since it was established.

5317. Do you think they would be prepared generally to move in the way of removing restrictions to localities?—Certainly. They have done so already, in the adoption of the report of the Committee on Bursaries, in the strongest possible way.

5318. And also in disregarding restrictions as to name?—Yes.

5319. And also as to founders' kin?—Yes. I believe the feeling in the Senate to be unanimous to the effect that all restrictions are mischievous.

5320. With regard to the bursaries which are administered by various public bodies, you said something about regard being had to poverty. There are very few foundations in Glasgow in which that recommendation occurs?—There are some. It is quaintly expressed in two or three of them. For instance, the James Adam bursary is to be bestowed on those who are 'rather poorest and most deserving.' But the old deeds are more careful in providing that only students of merit should be presented to bursaries than modern patrons have shown themselves to be. The Dundonald bursaries (1673) are founded 'for the regard we have and carrie to literature and true piety, and to the flourishing and advancement thereof,' as well as for 'the supplying of persons to literature who are not able to entertain themselves.' Again, to the Hamilton bursaries—in divinity—(1694) 'no students shall be nominat or presented by us or our foresaids . . . but such as have a testificat of their laureation and of their good behaviour and proficiency in learning. . . . And we further . . . recommend, either to the minister or to the Presbytery of Hamilton, to take tryall of the literature and qualifications of the' candidates, 'that so none may be presented but such as are of promiseing spirits,' etc. Again, the Ross bursary (1659) is founded 'for breiding and mantaining of the most quick and acurat spirits of the name of Ross, who shall be found after disput to be most qualified of that name, without respect of persons; and that all such scholars as should crave the benefite as bursers in the s^d. Universitie, should disput before the Lairds of Balnagown, etc. . . . and the Masters of the Universitie,' etc. etc. I might mention the James Adam as an instance of a patronage bursary. The patronage of the James Adam bursary is in the hands of Lord Glasgow, the minister of Cumbrae, and the Professor of Divinity; but, on more than one occasion, Lord Glasgow and the minister of Cumbrae name a student, and then ask the Professor to agree to their nomination.

5321. I suppose you would not approve of such a mode of appointment to a bursary?—I think such appointments should be made only on the principle of merit, and competition is the best mode of ascertaining merit. I presume the object of making the Professor of Divinity a joint-electer was to secure that none but deserving students should be appointed.

5322. With regard to one of your answers to the Chairman about the

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possible merits of private patronage, are we to understand that as an idea in your own mind of what a private patron might be, rather than as a statement of what a private patron generally is?—Exactly. My remarks had reference to an ideal state of things.

5323. But you would not feel disposed to trust to the possibility of a continuance of such patrons?—No. A man who has founded a bursary may take scrupulous care in appointing to it; but in time it tends to become a mere pauper dole, and the patronage is exercised from motives of friendship and interest, without regard to merit.

5324. Then we may take your remark upon that subject as applicable to the other presentation bursaries in Glasgow?—Yes; the whole of them.

5325. With regard to the locality preferences, I gather that you would be disposed to a certain extent to respect them?—Yes. I think there is this to be said for locality bursaries, that there are students who are really deserving, and who turn out well afterwards, but who never could by any chance get a competition bursary, unless the number of such bursaries was very large. I have known many students come up to the University from a parish school who could have made no appearance in an examination at first, but who, after a session or two, have really done well. It is right that such students should come to the University; and were there local competitions for such students, the University would draw in deserving scholars, and the candidates would find out whether they were qualified to profit by University attendance. I would approve, therefore, of bursaries restricted to localities, on the ground that there are students who are worthy of attending the University who could not get a bursary except in a restricted competition.

5326. It is a little difficult to recognise your distinction in such an exceptional instance?—In a case like the Patrick bursary, restricted to Renfrewshire, I think the endowment is doing good.

5327. That endowment would, however, practically come to be an endowment to all the schools in Renfrewshire?—Yes. 'Any public school in Renfrew in which a classical course of instruction is pursued,' are the terms of the deed.

5328. You of course know that all restrictions to localities have been for many years disregarded in England?—Yes, in the universities. But there are many exhibitions and scholarships competed for at the schools. I gained myself an exhibition of this kind at Rugby worth £60 a year.

5329. Do I understand you to say that in Scotland, from perhaps the greater poverty of some districts, you would hardly be prepared to go the length of disregarding all such preferences?—I think public opinion would be against it; but it would depend very much on the age of the endowment and the circumstances in each case. Wherever I could do so, I would make the extension as wide as possible.

5330. Would you, looking to the positions that our universities have in the country, be disposed to think well of a compromise of this sort,—making each university a sort of centre, and, as far as possible, localizing the bursaries to the counties near that particular university, but, on the other hand, delocalizing them from any one of these particular counties?—That would be an admirable plan; but I should not object altogether to smaller circles of competition. I think that is illustrated by the question which Mr. Parker asked about the objection of the students to come forward to competitions. It is wonderful how loth they are to come forward to competitions, even although they might acquit themselves pretty well. Scotch students have often a false pride, which makes them

think that if they go in for a competition, and fail, they have lost reputation; and it is those who have the least reputation to lose who feel this most. I therefore think that petty competitions, such as those in counties, would assist in introducing a feeling in favour of competitions generally, and make students more ready to submit to them.

5331. You do not think that such a system as I have described would be too violent a thing to be recommended even now?—I do not.

5332. But with some such plan as I was indicating, you would have the same stimulus as you have in large schools in England?—Yes; and I may illustrate that again by referring to the Patrick bursaries. These bursaries have a great effect in making students realize their powers, and exert themselves to maintain their position. One student came up, and his examination was so bad that we declined to appoint him to the bursary. For three months he worked extremely hard, and at the end of six months we examined him again. He did very well in that examination, and afterwards became one of the most distinguished students in the philosophy classes; but when he first came up he could hardly have passed an entrance examination.

5333. Do you see any objection to an interference with private presentations, on the ground that they are like private property?—No; they are as much a public trust as private property. I have a very strong feeling that the manner in which such patronage is exercised ought to be inquired into.

5334. That is to say, that if a case of long misuse can be made out against a foundation, it becomes a case for interference, even although it is in private gift?—Yes. What I would like to see would be a department of Government charged with the duty of looking into these matters of endowments, to which all endowments after a certain lapse of time should be referred, with a view to see whether they were fulfilling their original purpose, or any good purpose, and who could remodel the endowments from time to time, say every fifty or one hundred years, so as to keep them in harmony with the necessities of the time.

5335. That is a general principle regarding preferences to localities, etc., which we have become rather accustomed to; but I understand you would extend that answer even to rights of private presentation?—Certainly. The objects of such endowments are public objects—to encourage learning and advance merit. The public has a right to insist that these objects should be attained.

5336. *Mr. Sellar.*—Would it serve your purpose if the School Boards in the different localities were to have some share in the inspection and administration of these foundations, and were to see that they were audited yearly, and a report made to the Education Department to be laid before Parliament?—Do you mean merely as a financial matter, or with a view to the administration?

5337. With a view to the administration of the finances?—Do you mean simply as a check upon the proper spending of the money, or do you refer to the uses to which the money is to be put?

5338. I mean with a view that they should make a report to the Education Department to be laid before Parliament?—I think that would be an advantage, but I hardly think the Education Department would be a satisfactory body for the purpose I have mentioned. Its sole functions, at present, are to superintend elementary education; and I am opposed to that mixing up of elementary and secondary education which has lately become the rule in Scotland. I think that School Boards, having so much more to do with elementary education, will not manage secondary education as it ought to be managed, but that their tendency

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will be to save the pockets of the ratepayers, and to make everything subordinate to that which is, after all, their proper work—the elementary education of the people. I would have greater confidence in the School Boards than in the present patrons; but I would like to see some national council appointed to take charge of endowments applicable to secondary education.

5339. Would you suggest a special department of Government to manage Scotch endowments?—Do you mean educational and charitable?

5340. Take it in that way?—I would not put the charitable and educational endowments together.

5341. Would you have a special department of Government to manage Scotch educational endowments?—Yes. I should wish to see them managed solely with a view to the interests of education.

5342. Do you mean a department distinct from the Scotch Education Department?—Yes; and managed upon different principles.

5343. *Mr. Lancaster.*—You are probably quite bearing in mind that my question was not in the slightest degree limited to the financial arrangement of these endowments, but that I was including the patronage and management, and everything else?—Yes, I quite understood that.

5344. You would hardly commit that to any particular department of Government? It might be committed to a body of commissioners, but you would hardly commit it to any existing department of Government?—No; not to any existing department of Government. But what I wanted to say was, that I think it is the function of Government to supervise educational endowments from time to time, with power to change their application and remove unnecessary or mischievous restrictions.

5345. *Mr. Parker.*—You were convener of a bursary committee of the University some years ago, which reported to the Senate certain recommendations as to bursaries,—among others, that those in the gift of the Senate should be thrown open, and that the various patrons of bursaries should be communicated with on the part of the Senate, with the view of securing their co-operation in the scheme?—Yes.

5346. Was that with the view of these bursaries being also thrown open?—Yes.

5347. That report was adopted by the Senate?—Yes.

5348. Were the different patrons communicated with?—We have made attempts to communicate with the Duke of Hamilton, but not with great success.

5349. Did you communicate with the others?—There were very few of them except the Duke of Hamilton. There is only one other small bursary, and those in the gift of Lord Glasgow and the Town Council. I have had a great deal of correspondence with the Council, but they have gone on without handling the question; and nothing has been done except as to the bursaries in the gift of the Senate, all of which have been thrown open.

5350. *Mr. Lancaster.*—In that movement I believe the Senatus had strong support from the General Council?—Yes, we had very strong support indeed from the General Council on three separate occasions, and I believe the feeling of the public of Glasgow is entirely in favour of throwing them open. The feeling in favour of competition I believe to be much stronger in the public generally than it is in the bodies which exercise the patronage. When I spoke in favour of public competition at a public dinner,—the Perthshire dinner,—my remarks were most cordially received.

5351. But still nothing has been done?—No.

5352. *Mr. Sellar.*—Have any steps been taken in the same direction by the other universities?—Yes; Edinburgh has exerted itself, and I believe with good results.

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5353. Has Aberdeen done anything?—Aberdeen is in a very satisfactory position, as it has got a good many competition bursaries.

Adjourned.

MONDAY, 27th January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman.*
SIR W. STIRLING MAXWELL.
C. S. PARKER, Esq., M.P.
JOHN RAMSAY, Esq.
HENRY H. LANCASTER, Esq.

HEW FRANCIS CADELL, examined.

5354. *The Chairman.*—Along with some other gentlemen, you sent a memorial to the Commissioners with regard to Stiell's Hospital?—Yes. I have been resident in the parish of Tranent all my life, and I have had the opportunity of hearing and seeing all that was going on with regard to the hospital. I never was connected with it in any way officially, so that any statement I may make to-day is entirely founded upon general rumour.

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5355. It is stated that the administration of this hospital is giving dissatisfaction in the neighbourhood, and that there is a desire to have some change in its administration. Would you state in what direction that change should be made?—I have drawn up a short memorandum on the subject, which you will perhaps allow me to read. George Stiell's Hospital is a charitable institution, and is in the parish of Tranent. It was endowed by the late George Stiell, in 1811. Mr. Stiell, who was a smith and builder in Edinburgh, and a native of Tranent, left property yielding about £900 per annum for the education of a few boys and girls as inmates, and a free day school, in which were to be educated about 140 children. The Lord Justice-Clerk, the sheriff of the county, and the minister of the parish are governors and directors *ex officio*; and the late John Buchan, W.S., David Anderson of St. Germain's, and John Gray, S.S.C., were trustees for life. The building for this institution was erected in 1821, from a plan by Mr. Burn, at a cost of about £3000. The children at the hospital, in addition to an excellent education, were daily provided with bread and milk, to prevent the necessity of their returning home between school hours, or of being compelled to bring an unequal supply of provisions for their support during the day. Since the death of the last life trustee, David Anderson, Esq., the management of the institution is supposed to have chiefly devolved on the minister of the parish, as the two other *ex officio* governors, the Lord Justice-Clerk and the sheriff of the county, do not appear to interfere with the affairs of the hospital. From the institution having been considered a free school,

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the parents naturally are much interested in its being judiciously conducted, and are desirous to obtain information on the subject. Hitherto attempts have been made to get a sight or a copy of the deed of settlement, but without success; and the governors have never published a statement of their income and expenditure, together with a report of their proceedings. Complaints and dissatisfaction have been expressed in the parish, and the more so lately because the system of education has been to a considerable extent changed, viz. by in a great measure discontinuing free teaching, and in the levying of fees from new entrants. The present attendance of pupils at the hospital is said to be about 120, and half of that number, it is reported, pay school fees, varying from 2s. 6d. to 5s. for a superior education. New incomers have also to pay for their scones at dinner-time, or bring their provisions with them, which causes the mothers to grumble. From the village of Tranent containing an unusual number of poor children in proportion to the population, owing to the great influx of Irish, and which is still increasing, the parishioners are apprehensive that after the Education Act comes into full operation the assessment for the education of poor children will be very much increased; and any large addition cannot well be borne by the people, who are at present more heavily taxed than any parish in the county of Haddington. To avert this evil so far as possible, the parishioners are desirous to further utilize the revenue of Stiell's Hospital for educational purposes, which they humbly think can be done in a more beneficial manner than has been done for some time past. It may be worthy of remark also, that, excepting at the commencement of the school, and to a limited extent, were poor children admitted; indeed it was avowed, as a rule, to be contrary to the system of management laid down to take in the very poor. In point of fact, therefore, the inhabitants of Tranent have not had their burdens lightened, except to a nominal amount, by the instruction of children whose parents were unable to pay school fees at the hospital. The Parochial Board of Tranent at present pays to six different teachers £40, 14s. 5d. per annum for the education of 48 pauper children, and relief even to that extent would be a boon to the inhabitants. When the hospital was built, in 1821, the population of Tranent was 3413,—the village of Trauent containing 1561, the village of Coekenzie 697, Elphinstone 221, and the landward part of the parish 934. In 1872 the village of Tranent contained 2306, Coekenzie 1204, Elphinstone 575, and the landward part of the parish 750, making altogether 4835. The increase on the village of Tranent is 745, Coekenzie 507, Elphinstone 352, while the decrease on the landward part of the parish amounts to 184. With a population in 1821 of 3413, the hospital educated 140 children; in 1872, with a population of 4835, it educates 120. Increase upon population, 1422; decrease of scholars, 20. It is with no desire to give unnecessary trouble that the parishioners now beg leave to state their case; on the contrary, many of them are most grateful for the good instruction their children have received, which has been the means of enabling a number of them to obtain high positions in society and become independent. Moreover, they are satisfied that better education is obtained at the hospital at this time than at any other school in the parish. Their only wish is, if possible, to work out the revenue in a more popular and beneficial manner, and more in accordance with the will of the testator. The present state of the education of the parish of Tranent is—at the Parish School, 120; Free Church School, 150; Subscription School (Miss Williamson's), 100; total in Tranent, 370, as in a population of 2306 and 750 landward;—Coekenzie, 150 scholars, with a

population of 1204;—Elphinstone, 60 scholars, with a population of 575;—and Stiell's Hospital, estimated at 120. Altogether 700 children are educated out of a population of 4835, or about one in seven.

5356. *Mr. Ramsay.*—Is that 4835 as at the last census?—Yes. May I be allowed to read a note I received when I was coming away, from Mr. Inglis of Tranent, one of our most respectable inhabitants, and who has taken great interest in this matter, and, in fact, got up the memorial? 'When you called here to-day I quite neglected to mention to you, that although a very few names were adhibited to the memorial sent to the Commissioners some time ago, it would have been an easy matter to have got nearly the whole names in the parish if we thought this had been required. The main object we had in view was merely to draw the attention of the Commissioners to the large revenue of Stiell's Hospital and the little good being done in the way of education in that institution, especially the education of the poor in our parish.'

5357. *The Chairman.*—You said you were requested to make that statement on behalf of the parishioners?—Yes.

5358. Was that in consequence of any public meeting or collective opinion on their part?—There was no public meeting; it just arose out of a general feeling.

5359. From personal intercourse with a great number of the parishioners, you had been requested to make this memorial?—Just so; and seeing that this Commission had been appointed, they thought it was a good opportunity for them to state their feelings upon the subject.

5360. One of the objections you have urged, and which appears in the memorial, is as to the constitution of the trust. Have you been requested to make any statement as to any changes that are desired in the constitution of the trust?—No; any conversation I have had was with the view of laying our case before you, and leaving it to your superior judgment.

5361. Merely to state the objections you have as to the smallness of the numbers of the trustees, and the desire that we should make inquiry into the matter?—Yes. Mr. Stiell was a native of Tranent. The inhabitants supposed the bequest was for a free school, and that the public should derive greater advantage from it.

5362. That is to say, there should be a greater number of free scholars connected with it?—That is the feeling at present; and they object to the levying of fees. The deprivation of the scones is also something.

5363. In the memorial, the subscribers state that they believe the funds amount to about £1000 yearly; the report to us is that the net revenue is only £579?—That shows that we have had no opportunity of seeing anything official connected with it.

5364. *Mr. Ramsay.*—Do you know from the valuation roll what the rents of lands are?—I am uncertain of the valuation in the roll. There is just a field, about five or six acres in extent, in which the building is erected. It is used partly as a garden.

5365. *The Chairman.*—You do not object to the free teaching; the desire is that it should be extended?—That is the feeling.

5366. And in particular you would like very much to have a larger number of the poor children introduced?—Yes; because the Education Act will cause a greater sum of money to be expended in a compulsory way, and that will increase the compulsory rates.

5367. Are the buildings capable of being used for a much larger school?—Yes; it is a large building.

5368. And the schoolrooms could accommodate a much larger number?—There are great capabilities; it is a most complete building altogether.

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5369. The trustees, under their present management, could receive a much larger number upon payment of fees?—Yes.

5370. The trust could be utilized in that way?—Yes; after the indigent children are provided for.

5371. Do you say there is any objection to part of the funds being applied to higher education?—That has been introduced of late.

5372. But the wish of the parishioners whom you represent is, that that should not take place, but that the institution should be entirely applied to the use of the poor?—The parishioners have been in the habit of thinking that the parish schoolmaster ought to be qualified for giving the necessary education to the parish generally.

5373. And they would not object to one part of the new arrangement by which children, selected by competition from the working classes to receive a free education, should receive bursaries?—Yes; they might object.

5374. That was part of the plan that was laid out; would they approve of that?—They would not like the money to be absorbed upon the few, but would have it spread over a larger number.

5375. *Mr. Parker.*—Do you say that some of the children get scones and also milk?—At the establishment of the institution they got both milk and scones; but the milk was found rather difficult to supply, and they discontinued it and continued the scones. In fact that was a good dinner for the children.

5376. Is it long since the milk was discontinued?—I cannot say.

5377. Do they all get scones?—Only the recent entrants pay for the scones, which was not the case before.

5378. You say that the parish is heavily assessed; what is the rate per pound of your assessment for the poor?—1s. 6d. per pound, half of which is paid by the proprietor.

5379. Are the other rates high?—Very. Altogether, the rates on houses in Tranent are about 4s. per pound.

5380. What are the rates you have mentioned besides the poor rate?—There are the gas and water rates.

5381. But you do not regard gas for dwellings as a rate?—Yes; Tranent is under Commissioners, and they have powers to levy rates for supplying the town with gas and water.

5382. Can you tell me the amount of rate levied by the Commissioners for this purpose?—I think it is about 1s.; at one time it may have been 1s. 2d.

5383. Are there any other rates?—There are the public rates, which everybody pays, such as road money and taxes, connected with the county.

5384. But the aggregate is about 4s.?—Yes.

5385. *Sir William Stirling-Maxwell.*—You said you came here on the part of some of the inhabitants of Tranent, without any information as to the funds or affairs of the hospital. Have you made any attempt, or has any attempt been made, to obtain that information?—Yes; the village of Cockenzie, where I reside, contains a population of about 1200, and the Rev. Mr. Lorimer, the clergyman there, one of the teachers in the hospital at one time, was extremely anxious to get some more benefit to his locality and to his congregation than they had received. He and I again and again attempted to get information, but we really could not succeed in getting it.

5386. To whom did you apply?—I can hardly tell you. I think it was to some of the official people within the hospital. I do not think that we applied to Mr. Pitman.

5387. Did you go to the parish minister?—No.

5388. But he would have been the person most likely to give you information?—Well, I don't know; it is doubtful.

5389. *Mr. Ramsay.*—You did not expect he would have given you the information if you had gone?—Well, it was rather a delicate thing to interfere with. They thought we had no business with it, and we adopted the old Scotch proverb, that 'a gift horse should not be looked in the mouth.'

5390. *The Chairman.*—Was any complaint made by the parishioners as to the selection of the children who were admitted to the hospital?—There was never any election, but they were just named entirely by the minister of the parish.

5391. But he made the selection apart from the application made to him?—Of course; but at first it was rather the wish to have a superior class of children in the hospital, and not to take in those who were more indigent.

5392. Then do they complain that it was not sufficiently given to the children of indigent parents?—Decidedly.

5393. But the class who were admitted were fully able to pay the fees?—That was quite the case in the majority of instances.

5394. And that is continued to the present time—the children are mostly the children of parents who can pay some fees?—Yes.

5395. Have you heard cases of applications from others more indigent who have been refused?—Well, they never got admission.

5396. *Mr. Parker.*—You said the Parochial Board paid for the education of 48 pauper children; do you know whether at other schools any children are admitted without fees?—The £40 odds is divided amongst five different schools within the parish, and not one, for a number of years past, has been admitted to the hospital.

5397. Then all the 48 pauper children go to the other schools?—Yes; and the parish pays school fees for them.

5398. And at these other schools are there any other children besides pauper children who pay no fees?—I don't think so.

5399. All the rest pay fees?—Of course; in fact the fees are the support of the schools.

5400. And the Subscription School (*Miss Williamson's*) charges fees also?—It got the name of the Subscription School from the building having been erected by subscriptions. It is not supported by subscriptions, but entirely by the fees paid for the children.

5401. Is the fee charged in the hospital thought too high?—No; it is a very moderate charge.

5402. Do you think some of the children might perhaps pay a higher fee than 2s. 6d. per quarter?—I would not like to say. We have another hospital in the adjoining parish (*Schaw's Hospital*). There they have a plan of making it a free school applicable to a superior system of education.

5403. Do you think it desirable to give education quite free?—Decidedly not. I think it ought to be the privilege of a parent to educate his own children; it would make him feel more independent, and most of the parents in *Tranent* have been quite capable of paying the fees.

5404. Where there is an endowment of this kind, do not you think it desirable that the education should be of a somewhat higher character than where there is no endowment?—It depends a great deal upon the nature of the population. Our population is composed to a great extent of colliers and fishermen. There are many things which they ought to have been taught, but which they have not been taught,—such as, in

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the colliery department, mechanical surveying and architectural drawing, and, amongst the fishermen, the elements of navigation.

5405. And if these subjects suitable to the population were introduced, you would approve of the introduction of somewhat higher subjects?—We produce a great number of the very best seamen that can be obtained. All they want is education; and they cannot get forward now-a-days without competition.

5406. Then you would approve of a little navigation and mechanics being taught?—Yes, decidedly; not to go too far, but what would be practically useful to them. For instance, a few years ago, half-a-dozen vessels were entirely manned and navigated by people bred in the village, and capital seamen they were. They always navigated safely, but they could not have undergone the examination now required.

5407. Do you approve of expending part of the endowment in giving children bursaries to go on to the higher classes,—bursaries such as £5 a year or so?—My opinion would be that it would depend entirely upon the demand. I very much doubt if a greater supply of higher scholars could be got in the parish; at least I do not think so.

5408. I suppose it would give a good deal of satisfaction if the trust deed were more generally known, and if the accounts were made more generally public?—Most undoubtedly it would. And I am sure, if we had been informed that the revenue does not exceed what has been mentioned, we would have been much more unwilling to make any statement, because the inhabitants have been led to suppose that the revenue was much larger.

5409. If the net revenue, after deducting the expenses of management of the hospital and public burdens, is only £579, then they would not see so much ground for complaint?—I do not think they would. I think it would be unreasonable.

5410. And you say the building is quite capable of accommodating more?—Yes; it is a splendid building; it cost £3000.

5411. Do you know what amount of land there is?—About four or five acres, I think; but they draw no revenue from their land or garden.

5412. Then the buildings are considered good, and the teaching is considered good?—The buildings are excellent, and the teaching is substantial and good.

5413. And what is chiefly wanted is that a much larger number of the inhabitants should have advantage of it?—Yes.

5414. To the extent to which the funds would permit?—Yes; and let it be better known.

5415. It is generally understood that only one of the trustees has taken an active part in the management?—That has been the general understanding since the death of the last life trustee, Mr. Anderson. In fact, it has been practically under one man exclusively.

5416. And a little more daylight on the whole matter would probably tend to remove many objections?—Decidedly; it would remove dissatisfaction to a very great degree.

5417. *Mr. Ramsay.*—Suppose the whole net revenue were applicable for the purposes of the hospital, you are not desirous that the Commission should recommend gratuitous education?—Only for poor children, and those whose parents run away and leave them, so that they must be educated by the Parochial Board.

5418. Then if the funds of the institution were sufficient to provide a higher education, would you approve of their application to that purpose?—Most unquestionably I would approve of as large a portion as possible being applied to that purpose; but the fact is that we like to have our rates as low as possible.

Rev. WILLIAM CÆSAR, examined.

Rev.
William
Cæsar.

5419. *The Chairman.*—You are one of the trustees of Stiell's Hospital?—Yes.

5420. How is the trust composed?—The three *ex officio* members are the Lord Justice-Clerk, the sheriff of the county, the minister of the parish, and, I believe, the factor as factor.

5421. There were some life trustees in the original trust?—Yes; to take charge, I suppose, of the property, and hand it over to the official trustees.

5422. Did those named in the original trust take any part in the management of the hospital?—Yes, they took part in it while they lived.

5423. Is there any power in the trustees to add to their number?—They had no power to add to their number. I believe Mr. Anderson of St. Germain's, whose father was one of the first trustees, was adopted as one of the trustees; but I am doubtful whether, if any legal question had come to be tried, the minutes with his name in them would have been valid.

5424. In reply to the questions put to the trustees, you say they hold half-yearly statutory meetings. Whom are these meetings attended by?—Until recently, in my time, Sheriff Horne attended; Mr. Anderson of St. Germain's, who was the one named by the original trustees; and the factor. They attended most regularly. I think it is three years since Mr. Anderson of St. Germain's died, and of course he had no successor.

5425. *Mr. Parker.*—Has the present sheriff ever attended?—Never; but he was only appointed the other day, on the promotion of Sheriff Shand to the bench. Sheriff Shand never attended, but he never said he would not attend; and within a year or so, the present Lord Justice-Clerk sent an apology, regretting that he was unable to attend the general meetings, which shows that he intends to be present when it suits him.

5426. *Mr. Ramsay.*—Did his predecessor, Lord Justice-Clerk Patton, attend?—He never attended; but Lord Justice-Clerk Boyle attended. Lord Justice-Clerk Inglis never attended.

5427. *The Chairman.*—Were the changes lately made in the application of the funds adopted by a full meeting of governors?—The meeting was not fully attended. The Lord Justice-Clerk and the Sheriff did not attend, but they were put in possession of the steps we proposed to take; and intimation of every meeting at which the regulations were to be considered, as well as, I believe, the regulations themselves, were sent to them.

5428. Are the children who are selected for admission to the hospital chosen at these meetings?—They are chosen at the half-yearly meetings of directors.

5429. Will you state what steps are taken with regard to the selection of the children?—We have done nothing since we had this new change, which was brought about by a desire on the part of many of the people to have the hospital open to children who pay fees; but before that, the way we did was generally this,—an intimation was made from the pulpit on the Sabbath-day that the directors of the hospital would meet in the hospital, perhaps six or ten days after the intimation, at a certain hour, when they would consider all applications for admission to the school.

5430. Under the new arrangements you will admit free scholars all the same as before?—Yes; but we have so many above the sixty, that it will be perhaps a year or so before we come to any new admissions.

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5431. Did you find the system of admission to be very beneficial?—Yes; because I never heard in the parish but that it worked admirably. I told my people to let it be known to all parties that the directors would meet at such a day and such an hour. And in point of fact, to show how generally it was known in the parish, we generally had forty-five, fifty, or even sixty applications for probably fifteen or twenty vacancies.

5432. The applicants came in person to attend the meeting and make application?—The father or mother always came.

5433. The trustees did not know what applications were to be made till the day of meeting?—Never.

5434. And were they decided at once, without any further inquiry?—Yes. The other directors supposed I knew the people in the parish better than they did, and left a great deal in my hands; therefore I was very careful, before recommending any, to know the circumstances and claims of the different applicants. The trustees generally met probably ten days or a fortnight after I had received the applications, and in the interval I went often to the families of the applicants, or to those who knew them well, to learn about their circumstances. I was as careful as I possibly could be to recommend none but those who I thought would do credit to the hospital, and to whom, at the same time, such an education would be of benefit.

5435. Were many of those children orphans?—Not a great many. As a rule, I may say, if there were orphans, we always recommended them, and the children of widows.

5436. And in deciding on those who were admitted, you considered the circumstances of the parents?—Yes; and the number of children they were paying for in some other school. If, for example, a parent had four or five children at school, and paying for their education, I always thought it right to recommend that one of his children should be admitted, and so relieve him to that extent.

5437. Do the children now at the school generally belong to parents who find a difficulty in paying fees?—I think, upon the whole, they would find as much difficulty as any others in the parish.

5438. But not more?—As a rule, I think perhaps quite as much.

5439. Are there many out-door paying scholars received under the new arrangement?—Between fifty and sixty.

5440. Are they generally better able to pay than those who receive free admission?—I think so. We have the children of farmers in the parish of Gladsmuir, and such as those, now paying for their education in the hospital.

5441. Have any complaints been addressed to you by the parishioners with regard to the application of the funds?—Never.

5442. Nor for any statement of the accounts?—Never. I never heard of a complaint in connection with the management of the hospital since I have had to do with it. I can quite understand that, if there should be five-and-twenty vacancies, and thirty or forty people disappointed, there might likely be some dissatisfaction.

5443. Will you state the reasons which led the governors or directors to introduce a change two years ago?—One reason was, that throughout the parish many people of respectable position and comfortable circumstances had said to me they were very anxious to get their children admitted into Stiell's Hospital, as they believed the education to be got there was about the best that could be got,—better, in fact, than they were getting at the time in the parish. At the same time, they could never expect to get their children admitted on the free list; and if any plan could be adopted by which they could be received into the hospital

by paying fees, it would be a great boon to them. Then the Endowed Schools Act came into operation, and there was a feeling in this direction throughout Scotland, to give certain children—those who could pay for it particularly—a higher class education; and we thought we had the means in our hand of doing so, at the same time keeping up to the number of sixty the old system of a free education. We hoped in this way to do good to the young people of the place, and of the neighbouring parishes, which have some little interest in the hospital; and our plan was adopted just from a desire to make the funds do as much good for the present generation as possible.

5444. You did not propose to encroach on the funds for the purpose of maintaining those new children at school?—Not in the least.

5445. But to keep up the charity to its full amount?—To keep it up to its full amount, and not spend any money upon those who paid fees, except that we proposed to give a small bursary to the best scholar or scholars on leaving the institution, if they wished to go to college.

5446. And these bursaries would be open to all?—To all.

5447. But confined to the school?—Confined to the school.

5448. There used to be a certain number of children boarded in the house?—Yes.

5449. You have none at present?—None at present. When I became connected with the hospital I think the number of inmates was four; but we were careful of our funds, and were enabled to take in eight. There was, however, an outcry against the monastic system, and we proposed to the parents of the inmates that, instead of having them in the hospital, we would allow a certain sum for board in their own houses if they preferred it; and they all preferred it. In point of fact, I think we have just two now who were formerly inmates.

5450. You do not propose to keep up any foundationers boarded in that way?—We do not propose to alter that; we propose rather to give bursaries to the best of the poor children during the time they are in the hospital.

5451. But you will not have any foundationers whom you will support as well as educate?—No; we do not propose that.

5452. There was nothing in the original deed requiring you to maintain as well as educate?—Not to maintain. There are certain powers given in the last clause of the deed, to make changes to suit present times.

5453. To enable you to do so; but it was not imperative?—It was not imperative. We were guided in all these matters by counsel here, and we had the assistance of Mr. Laurie.

5454. The terms of the trust were, 'appointing the trustees to choose from residenters, and to admit into the said hospital, as many boys and girls as the said revenue will afford to maintain and clothe and educate.' Then there is a subsequent clause which enables the trustees to make alterations, amendments, and improvements, always keeping in view the original intention of the said institution. Was that understood by you as enabling you to dispense with that condition of the trust?—Yes.

5455. And you took legal opinion upon it?—We did.

5456. Then the only real extension of the funds beyond the objects of the charity was in establishing those bursaries, which would be given to others than the foundationers?—I think there is a feeling that they should be almost confined in the lower school to the free scholars.

5457. Has there been any competition?—One.

5458. And was that open to children on the foundation, or the whole school?—The whole school; but it so happened that both in the lower

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school and in the upper school the children who got the bursaries were free scholars.

5459. And your expectation is that the day scholars will pay their own way, and not be a charge upon the funds?—They will never be a charge upon the funds of the hospital—at least we do not contemplate that; and if it should ever turn out to be so, I have no doubt some other arrangement will be entered into.

5460. Now, with regard to the funds, it is stated here in answer to the 20th inquiry, that as the new regulations had only come into operation on the 15th February last a statement of the accounts of last financial year will not give a correct idea of the present hospital expenditure. Did you form an idea of the probable receipts and expenditure when you entered into this change?—Yes; that was very carefully considered by the factor. I am not sure whether it was submitted to the counsel whose opinion he took; but at all events it was carefully considered by the factor, and we had it talked over at a subsequent meeting.

5461. But it was not put into figures, so that you could give us a notion of what the probable receipts and expenditure would be?—I am not sure whether our figures would be reliable, as they were more in the shape of a conjecture or guess.

5462. The salaries here are stated to amount to £215?—Yes.

5463. Will there be any addition to the salaries paid out of the fees?—Yes.

5464. Or any additional masters paid out of the fees?—We have a new mistress, to assist the chief teacher, and we hope the fees will pay her salary and her expenses. The most of the new scholars attend the chief master, and of course the most of the fees are up-stairs.

5465. The fee in the upper school is 7s. 6d. for English, Latin, French, and mathematics. Do you think that fee will be sufficient to provide fully for the education of the children in the upper school?—Well, we thought so; and if the fee had been much higher, probably fewer would have taken advantage of the music.

5466. I am speaking of the 7s. 6d.?—Yes, I think so.

5467. You cannot give us a statement of the actual receipts of fees?—I am sorry to say I have not the figures.

5468. But the first year is closed now?—Yes.

5469. Can you send the Commission a balance sheet of the receipts and expenditure during the first year?—Most certainly.

5470. Your school building can accommodate a considerably larger number of children than was originally intended for the foundation?—Well, in the under school we are quite full,—so much so, that the other day, cold as it was, I found it a little too close in the teachers' room. Up-stairs we can take a few more.

5471. In the higher school, where the rooms were that were formerly used by the boarders?—In school day, and while preparing lessons.

5472. As you have no boarders, will you not have accommodation for more?—It is the same room where they were taught.

5473. Not where they slept?—That is used by the female teacher as a teaching room.

5474. Will you state for how many children you think you will be able to provide that education under the new arrangements, both in the upper and lower school?—I think we can accommodate, with our present rooms, say 60 down-stairs and 60 up-stairs, and probably 30 or 40 with the female teacher. Then there is another room, which implies another teacher, which would hold probably 30 also.

5475. What room is that?—That was the girls' sleeping-room; the female teacher has the boys' room. And on the other side, I do not see any reason why, if we thought it necessary, that additional room, with an additional teacher, might not be used as a classroom.

5476. *Mr. Ramsay.*—So you would have accommodation for about 200 pupils?—Yes.

5477. *The Chairman.*—If you wish to give any further accommodation, it would be necessary to add to the building?—Yes; beyond that girls' room, we would need to build.

5478. Now, with regard to the investment of your funds, is any part of them invested in land in the neighbourhood of the school from which you derive rents?—None.

5479. Where are the houses in which your funds are invested?—They are in Edinburgh; the whole houses that belonged to George Stiell, who left the money.

5480. Then your principal revenue is derived from heritable securities and stock, which are not likely to increase in value?—I do not think so.

5481. Will the general account state the amount expended on bread and milk?—I suppose so.

5482. You do not know whether it is kept as a separate item?—I think it is kept by the matron as a separate item.

5483. *Mr. Parker.*—Do you know the total number of children in the schoolroom, including those in both the upper and lower schools?—I am not quite sure, but I think the number is about 120.

5484. Then the number is within 80 of the most that could possibly be accommodated by the arrangements of the present building?—I think so.

5485. And preference is given in the first instance to the name of Stiell? Have you few applicants?—Almost none.

5486. With regard to the parish of Tranent, does that exhaust the number of vacancies, or do any boys come on the foundation from other parishes named on the founder's list?—None. They have all hitherto come from Tranent; but we would allow a child to attend our school whose parents belonged to a neighbouring parish, such as Pencaitland, Prestonpans, and Gladsmuir.

5487. Do you know what paying pupils come from any of the other parishes?—Yes; we have paid pupils from Gladsmuir, and some from Prestonpans. I do not think we have any from Pencaitland; but if we had had the present system in operation two or three years ago, we would have had several of the best children attending school from Pencaitland. They have gone, however, to Edinburgh, and do not care to make a change; but they regretted that this system was not then in existence.

5488. This list of sixty-six children are those at present enjoying the benefits of the foundation?—Yes.

5489. And I suppose they are all the children of fishermen, miners, hinds, or labourers?—Yes; it is a labouring district.

5490. All of them belong to the humbler classes?—All of them.

5491. There are eleven boys to six girls. Is that a fixed proportion, or accidental?—It is accidental.

5492. You admit boys or girls according to the circumstances, and as it may be desirable?—Yes.

5493. Do you know whether the intimation of vacancies is made in the other churches, or reaches the members of other churches?—Yes; so

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much so, that at our last election, of seventeen there were eleven from Dissenting bodies.

5494. And probably there is no regard at all to denomination in the selection?—None in the least.

5495. Are those resolutions that you passed at a meeting of the trustees in 1870 still in force? Take them one by one. It is said, first of all, that the pupils were to have a lunch of bread and milk as well as instruction?—Yes; but only the free scholars. We do not, of course, pay for the bread to the child who is paying fees for his education; but in point of fact, they all get lunch at the same time, because the baker sends down sufficient for the others, and they pay for their own. We still give the roll to the free scholars, and mean to continue it.

5496. You give rolls still, but the milk seems to be discontinued?—There has never been milk in my day, and that is for twenty-one years; and I never heard of milk. I have sometimes wished in the cold weather that they could have got soup to warm them; but it would have taken so much machinery and additional work, that we saw it was scarcely a practicable thing.

5497. If the paying scholars were to get even the bread, it would very nearly exhaust the sum they pay—2s. 6d. per quarter?—Yes; but we do not do that. And then the scholars who pay 7s. 6d. are not very many. Generally the paying ones are in the higher school.

5498. There were until recently eight children resident in the hospital?—I think eight; and if I mistake not, at the time we began to act upon our resolutions I think there were probably just six, because, having this before us, when a vacancy in the number of inmates took place we did not fill it up.

5499. Then there was naturally a saving on the sum spent in the maintenance of those six. In what direction was that saving expended?—It is just a year since they left us, and we have not had time to benefit in that way; but it is to go for bursaries in the school, and we will increase the number of bursaries in proportion to the sum at our disposal.

5500. The second resolution was to give small bursaries of £2 to the most meritorious children in the free school. Would these be open to paying children as well as to those on the foundation?—Yes, I think so.

5501. In the advertisement for 1872 only one such bursary was held out, but you look forward to giving more?—Yes; we look forward to giving more immediately. We made a good many changes in the hospital, such as procuring new furniture, and we had to spend a good deal of money this year which we will not have to do again. The furniture had not been renewed since it was first placed there in 1822.

5502. You also advertised a bursary in the High School of £5; would it be held at school, or enable the boy to go elsewhere?—It would be held at school.

5503. And you even contemplated in your resolutions giving a bursary for the University?—We do not wish to limit it to it. If the bursar wished to go to the High School or the Edinburgh Academy, he would be allowed to do so, so as to be fitted for professional life.

5504. A bursary of considerably larger amount?—I think we named £25, or more if we had the means.

5505. The lower school is taught almost entirely, is it not, by the assistant master?—Wholly; it always was.

5506. Has the rector any control over him?—Yes; we expect the

rector to take as much oversight of his teaching, and of the working of it, as he possibly can; and he does so.

5507. He would examine the classes?—Yes; so as to see that the teacher is going through his work.

5508. But his own teaching is chiefly given now in the higher school?—Yes; it always was.

5509. How long has there been a higher as well as a lower school?—It was never called a higher school till we acted upon these resolutions; but in point of fact we always had an upper school, as it was called, where the children above nine or ten years of age were sent up, year after year, to be taught by the head master.

5510. Is it only since 1870 that there have been any children paying fees?—I think since the end of 1871. We began it in October 1871.

5511. And until that time, both the children in the lower and upper class were on the foundation—free?—Yes.

5512. Can you give the total amount of fees received during the last quarter that you have had experience of the change?—I cannot, but I will furnish a copy of these particulars.

5513. If you like to give it in evidence, do you know who drew up this paper which has been supplied to us?—It is perfectly correct. You can accept it as the governor's report, or the head master's; it came through our hands.

5514. Is it intended that the fees in the upper school, where the children pay, should defray the whole expenses of the teaching in that school?—Not the whole expenses of teaching, but it is expected they will pay the expenses in connection with the outlay we have had for those additional scholars. Of course, if we had no paying scholars we would still have needed a teacher; but we hope that the fees will cover any additional salary given to him, and anything required for the accommodation or convenience of these children.

5515. Then your principle would be that that part of the school should be considered self-supporting?—No; we have some of our free scholars there. We always send up ten, or as many as may be, from the lower school, and they will always be up-stairs.

5516. Do you consider that the children of well-to-do persons who may be in the upper classes are paying nearly the price of their education, excluding, perhaps, the advantage of the building?—I suppose the fees are very much the same as they are in our best schools. They are less than in Edinburgh, but I think they will be much the same as are paid in our higher schools.

5517. Among the poorer children, do you suppose there are many besides pauper children whose parents cannot afford such a fee as 2s. 6d. per quarter?—I do not think it; but I think it may be a difficult case if they have three or four at school.

5518. You take account of the number of children in selecting those who are to be on the foundation?—Always.

5519. As the bursaries given in the lower school are small in amount, do you not contemplate giving them in larger number, so as to make them equivalent to the total amount of bursaries given in the higher school?—I think, so far as we have done anything, the number is the same.

5520. I suppose, speaking generally, the bursaries obtainable in the lower school would be available for a much larger class of pupils than those obtainable in the upper classes? May the bursaries in the lower classes be regarded as more open to the children of the poor than those

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given in the higher classes?—Well, I don't think so. If the higher school is as well attended as the lower, they will be very much on the same footing.

5521. And you expect a considerable number of poor children to be in the higher school when the funds admit?—Yes.

5522. *Sir William Stirling-Maxwell.*—We have had evidence to-day that there has been a considerable amount of popular discontent with the management of this school, and an exaggerated notion has got abroad as to the annual revenue. Did any reports of that kind ever reach your ears?—Never. I never heard of any dissatisfaction of any kind with the management.

5523. We had a memorial some time ago presented to us. Did that memorial never reach your ears?—I never heard of the memorial till it was presented to the Commission. During all the time I have had to do with the hospital, I have never heard dissatisfaction expressed in connection with it.

5524. Have you seen this memorial?—Never. It is signed by the Rev. William Parlane, U. P. minister; John Paterson, Free Manse, Tranent; and the Rev. Thomas Mathie, U. P. Manse, Tranent. Mr. Mathie has been in the parish about six months.

5525. Look over the other names, and tell us if any one of these parties ever applied to you for information as to the funds of the hospital?—Never.

5526. Or any questions connected with its management?—Never. I saw one of them after this memorial had been sent away, and I said, 'What is this petition or memorial that you have sent about Stiehl's Hospital?' He said, 'Oh, we would like to get our children educated at the expense of the hospital; and the meaning of the memorial is simply to save our pockets and save school rates, and that was the statement made to almost all the parties who had signed the memorial.'

5527. Was it a gentleman who had signed the paper who said that to you?—Yes; and I am told that some who signed it regret exceedingly that they did so. It was stated to them that the meaning of it was simply to prevent any school rate being levied under the Education Act.

5528. If any of those parties had applied to you for information as to the management of the hospital, or as to its funds, you would have given it at once?—Most certainly.

5529. So it would be an entire mistake to suppose there was the slightest desire on the part of those connected with the management of the institution to preserve any secrecy whatever in the matter, or to keep it secret?—There was no object we had in view in making it secret. The truth is, that all our money matters go through the hand of an auditor yearly, and the factor and auditor are the parties who have most to do with the funds. If any one had asked me, I would have been happy to have given them information about our annual income, and the way in which it has been spent. It has been expended, to the best of our ability, for the improvement of the hospital and for the comfort of the scholars.

5530. As matter of fact, none of the complainers ever applied for information to the parties best able to give it?—I never heard such a thing in existence. If they had come to me and said, 'We would like to know what funds you have, because there are rates coming on, and we would like to know if there is a possibility of anything being done,' I would have been most happy to have given any information in my power.

5531. *Mr. Ramsay.*—So far as you have given education to the poor, the effect would be really in the direction the memorialists desire,—to lessen the rates?—Entirely. We have opened the school for a very small fee. It is open to the parish, and we have never shut the door on any one.

5532. But you have never, in point of fact, given publicity to your accounts, or made public the actual revenue and the actual expenditure?—It never was done.

5533. The trustees never considered the expediency of publishing their accounts?—They never thought of such a thing. I have had to do with Schaw's Hospital as well, and I never heard it talked of there either.

5534. Do you know what the public assessments amount to in Tranent?—They are pretty heavy. I think the poor rate on houses is 1s. 9d. per pound, and on land 7d. I do not know the aggregate amount of rates collected for all public purposes.

5535. The changes you have introduced since 1870 have worked beneficially, so far as your judgment goes?—Admirably.

5536. And, as I understand, you propose to do away with all residents in the hospital?—Yes.

5537. And to introduce as many day scholars as the accommodation you have will provide for?—Yes; and though the question has never occurred or been considered, I have no hesitation in saying, that if they come in such numbers as that the present rooms would not hold them, we would take steps to get other rooms made suitable.

5538. Have the funds from which your revenue is derived increased under the administration of the governors since the school was first established in 1821?—I think they must have increased. We have added to our capital recently, but I cannot say how much. We have been rather economical for some time back, and therefore we were able lately, without touching the capital, to furnish the rooms and do other things at considerable cost. I should think the funds are upon the whole larger than what they were.

5539. The net revenue, contrasted with the gross revenue, is very considerably diminished. I suppose it is by the public rates?—Yes; they are very heavy. On the Edinburgh houses there is a great deduction every year.

5540. Would you furnish us with details showing how far the capital has increased of late years, and the principal sources from which the revenue is derived, along with the details of the expenditure?—Yes.

5541. *The Chairman.*—Is there a privilege in favour of those of the name of Stiell?—There is.

5542. Have you any of that name there?—I think we have but one, a girl, who is one of the paying girls; but we never had a Stiell, so far as I can recollect, applying for admission to the hospital.

5543. *Mr. Parker.*—It seems there are 60 children going free to the school, and we were told there are 48 children of paupers paid for by the parish, making 108 in the parish receiving free education. From your knowledge of the parish, do you think there would be many beyond that number who ought to have a free education?—I do not.

5544. You think that, after providing for the 108 receiving free education, most of the other parents are able to pay a fee of 2s. 6d.?—I think so; or if they are not able, they should be able; but I think, as a rule, they are able.

5545. And if the question should be raised whether these 48 children

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of paupers, at present educated out of the poor rate, should be thrown upon your endowment, what view would you take of the proposal?—I think when we have so many from the working classes who are not paupers to admit on the free list, it is better to keep by them; because—of course under the compulsory clauses of the Education Act it may be different—if we did come to the relief of that class, many of their children would probably not be educated at all, whereas the Parochial Board always gives education, as I understand, to the pauper children.

5546. Do you think it of more benefit to the parish of Tranent to give a somewhat higher education in the school than to relieve the ratepayers from paying for these children?—Yes.

5547. Speaking in the interest of the poor as well as the others?—Yes. I may say, from my knowledge of the people of Tranent, that the hospital is one of the greatest boons and blessings which any parish in Scotland enjoys.

5548. *The Chairman.*—Have you ever considered the propriety of adding to the number of trustees?—I believe there are legal difficulties in the way of such a step.

5549. But supposing these legal difficulties were overcome, do you think it would not be expedient to have a larger number of trustees?—I do not know. Personally I would have no objection to there being one or two more; but the funds of the hospital, and all connected with it, have done so admirably under the trustees already named in the trust deed, that I would be slow to recommend an addition.

5550. *Mr. Parker.*—Do you not think it would be expedient to have a second resident trustee?—I would have no objection to empowering the existing trustees to add to their number.

5551. If they had such a power, do you think they would probably elect some resident gentleman?—Yes. For example, I always regretted that the laird of St. Germain's was not, as laird, in all time coming associated with the trust.

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5552. *The Chairman.*—You are one of the trustees of John Watson's Hospital?—I am.

5553. The present trust was constituted in 1822?—Yes.

5554. That Act of 1822 left you considerable discretion as to the class of children from whom you were to select?—It did.

5555. Did it require that the advantages of the institution should be confined to orphans?—I do not think that is in the Act of Parliament; I think it is one of our own regulations that the father should be dead. There have been only two cases, I believe, in which we have taken children whose fathers were alive, and in these cases they were hopelessly insane in an asylum.

5556. By the terms of the Act, the institution is generally for the maintenance and education of destitute children, but by the rules of the managers it has been confined to orphans?—To the fatherless.

5557. There is a restriction as to the class from whom you were to select?—Yes.

5558. In answer to questions, it is stated that the children are all, or nearly all, from the better class?—Yes; we endeavour to get them from that class. At first it was not so, and the children were taken from any

class, however poor ; but after a year or two, it was found that it did not work well, from different classes of parents coming about the house, and for many years we have confined it as much as possible to the better class.

5559. What do you mean by saying the former system did not work well?—It did not suit well to have different classes of relations coming about the house.

5560. It was because the other classes were already provided for by other institutions?—No.

5561. Still that reason would operate with you at present against admitting children of the lower classes?—Yes ; I think so.

5562. Now, with regard to admission, the children are not limited to Edinburgh?—No ; we include the whole country, and we do not even limit ourselves to Scotland. I have a case now to submit where the grandfather is in India, and all the family seem to be in England. It is a good case, and, so far as I know, it will be taken.

5563. As being a deserving case?—Yes.

5564. Then, practically, you have a considerable number of applications from other parts of the country?—There are a greater number every year than we provide for.

5565. Besides being fatherless, do you take into consideration the circumstances of the family?—Yes.

5566. That the parents are able, or not able, to support their children?—That is all inquired into, as well as the status of the mother and her relations.

5567. Is that inquiry conducted by a committee of the managers or trustees?—We give out printed schedules, and all the answers must be filled up to our satisfaction.

5568. I see the number of applications is considerably more than the number of actual vacancies?—Almost always.

5569. The applicants are all fatherless children,—that is stated in the schedule?—Yes ; that is stated in the schedule.

5570. The children on leaving, I see, receive a sum of money?—Yes.

5571. For a certain number of years?—Yes ; if we continue to get a satisfactory account of them. If we did not, we would stop it.

5572. And also for extra education of a higher order in special cases? What sort of assistance do you give in that way?—We have hardly had any of these cases.

5573. Is it that the directors have no rule as to providing for those children?—Yes ; and I do not think we have had any applications for aid afterwards.

5574. And there are no inducements held out to the children, while they are with you, to prepare themselves for higher education by offering them encouragement to do so?—No.

5575. In your answers you state that the status of the children has been heightened by the directors, in the belief that the institution will thereby afford greater benefit than if the children were selected from all classes of the deserving poor. In what direction has that alteration been made?—As I mentioned, at first we took them from any class, but for a great many years past we have confined ourselves to the best we could get,—generally children of doctors, clergymen, army surgeons, lawyers, and persons connected with the navy.

5576. Are they all in decayed circumstances?—Yes. It has twice happened that the barrack-master here has died, leaving his children destitute, and we took one or two in at once.

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5577. Why do you state the institution will afford greater benefits than if the children were selected from all classes?—We think there is no other institution, here at all events, where the class we take could go to or would like to go, and I don't know where there is any that would actually take them.

5578. And it enables you to frame the education accordingly?—Yes; they are very well educated.

5579. When the Endowed Schools Act was passed, it was under consideration of the directors, was it not, whether they should take advantage of that Act?—It was.

5580. And they decided against doing so?—Yes; mainly for the reason that this was the only institution into which the better class could get.

5581. Then you are of opinion that the children are under no disadvantage by being kept so many years in the hospital, and not mixing with other children in the course of their education?—No, we do not find it so. We allow them to go out as much as we can. All who have friends or relations about Edinburgh are allowed to go every week, and those from a distance go home for their holidays.

5582. Do all the children go home for holidays?—All; unless sometimes their friends do not wish it, and ask us to keep them in; but I think there were only three or four remaining this last year. Sometimes there are none. We do not wish them to remain.

5583. And it was your opinion that the defects supposed to attach to the hospital system do not apply to the children there?—I do not think they do.

5584. You do not think there would be any advantage from their being boarded out instead of being kept in the institution?—I do not think they would be so well cared for.

5585. Nor from the school being united with any larger school, in which they would mix with out-door scholars?—We thought not.

5586. Has that subject been considered by the directors?—Very fully, at the time of the Merchant Company's application to us.

5587. And you have no suggestions?—No; nothing more than what was stated in the answers.

5588. *Mr. Lancaster.*—Do I understand the directors have considered the question of boarding out the boys at the hospital as they do now, and giving them education elsewhere, and do not see the desirability of doing so?—Yes; we thought not.

5589. And, looking to the class of boys and girls you have in the hospital, you have not seen any traces of the educational listlessness of which we have heard?—No, I do not think it.

5590. Speaking generally, you do not think the system of education in the hospital leads to educational listlessness?—No, I do not think it.

5591. Can you explain why it is, looking to the class of society from which your boys as a rule are taken, that so few go to the University?—I do not know. I think the friends, at least generally, desire to get them out into some profession immediately. From the returns we get, we find they are usually employed in some way of that sort.

5592. I see from the return that almost none of the boys go to the University?—They are rather young to go to the University; they leave at fourteen.

5593. Do you think it would be expedient in any case to keep them longer if they showed ability?—That has been considered too; but we consider that as long as we have boys and girls, it would not do to

Mr. James
Hope.

keep them longer. It has been once or twice considered whether we should confine ourselves to boys altogether. If we did that, we might keep them longer; but at present we do not think it advisable.

5594. But supposing you were keeping the boys longer, you think that probably some of them would show a capacity for study that would lead to their going to the University?—I should think they would.

5595. It is their age only that is against it at present?—Yes.

5596. *Mr. Parker.*—Have you ever considered whether part of the hospital funds might not be applied to send very promising boys of fourteen to continue their education elsewhere?—We have the power to do that, but I think, as I have mentioned, we have never been applied to by friends to do so.

5597. The friends have generally preferred to send them to occupations?—Yes. I do not recollect of any application of that sort being made to us.

5598. And if there were such an application, it would be considered?—Yes. We have full power, and if we saw good cause we could grant it.

5599. I see that at present you have fifty-four boys and forty-four girls?—Yes.

5600. Is the smaller number of girls accidental or intentional?—Accidental. I think we rather prefer to have more boys than girls, but it depends upon the state of the applications each year. It might happen that some of the boys' applications were bad and some of the girls' good, and in that case there would be more girls admitted than boys; but in general we divide them as evenly as we can.

5601. The founder's will left it quite free to select the pious and charitable purposes for which the institution should be preserved?—The founder's will, if I remember aright, left the bequest for a foundling hospital, and that was considered so bad that we got an Act of Parliament to alter it.

5602. Do you think the original intention of the founder affords some reason why girls should not be altogether set aside in the application of the revenues?—I do not see why they should.

5603. That the girls should have half the benefits of the foundation?—So they have. The boys and girls are generally very nearly divided.

5604. But I think you mentioned an intention to get rid of the girls?—No intention. We have sometimes considered it, with a view to keeping the boys longer.

5605. But there is no practical intention to put an end to receiving girls?—None whatever.

5606. And it is only accidental that the number of girls is lower?—Yes; I have known it the other way.

Adjourned.

TUESDAY, 28th January 1873.

PRESENT—

SIR EDWARD COLEBROOKE, Bart., *Chairman*.
MR. PARKER.
MR. RAMSAY.

Rev. Dr. BUCHANAN, Dr. ANDERSON KIRKWOOD, and Mr. BROWN (Patrons of Hutchesons Hospital, Glasgow); Mr. HOGGAN, one of the partners of Messrs. Hill, Davidson, & Hoggan (Clerks and Chamberlains); and Mr. MENZIES (Head Master).

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5607. *The Chairman*.—We are desirous of ascertaining generally the nature and amount of the sums left under the different trusts, and the different objects for which they were destined?—*Mr. Hoggan*.—The first sum that was left was by George Hutcheson, 20,000 merks, to the effect that the annual rent thereof should be bestowed on aged and decrepid men. The next is by Thomas Hutcheson, of 10,500 merks for the same object. Then comes Thomas Hutcheson's bequest of 20,200 merks, for an hospital for educating and harbouring twelve male children, orphans or others. There are also three tenements of land left by both parties, on which the hospital was built. The fourth mortification is of 10,000 merks, added by Thomas Hutcheson to his brother George's settlement, for both the old men and the orphans. That completes the total of the sums left by the two brothers Hutcheson, with the exception of the land.

5608. *Mr. Ramsay*.—The house for the hospital, and the barn and barn-yard?—Yes.

5609. The barn and barn-yard were intended to be made into a distinct house?—Yes.

5610. *The Chairman*.—Take the other mortifications included in the same trust.—There is one by James Blair of 10,000 merks, for pensions of 100 merks to each of three old and indigent men, and 200 merks among four boys.

5611. We wanted to know how far the pensions and education are settled in the bill,—to ascertain the nature of the trust, and the different proportions?—In making out the proportion, it was found it was as nearly as possible two to one—two for the pensions, and one for the education.

5612. So far as Hutcheson's bequests were concerned?—Yes.

5613. The proportion for education is rather more than for pensions?—Oh no.

5614. It is put generally in your recent Act of Parliament, and we want to know exactly what proportion has been kept and what expended?—This is the proportion: For the old men (in sterling money), £1694, 8s. 10 $\frac{2}{3}$ d.; for the boys, £1122, 4s. 5 $\frac{1}{3}$ d.; and for both jointly, £556, 11s. 1 $\frac{1}{3}$ d. = £3373, 4s. 5 $\frac{1}{3}$ d.

5615. Have all these funds been lumped together in one investment, or have any of them been kept separate?—They are all together, treated as one fund, and have never been separate.

5616. And been invested in the same way?—Yes; there was never any distinction between the two funds.

5617. What does your statement show with regard to Baxter's and Blair's mortifications?—Blair's mortification was 10,000 merks,—£555, 11s. 1½d.,—for pensions of £5, 11s. 1½d. to each of three old and indigent men, and the balance of £11, 2s. 2½d. for the education of four boys. That is in the proportion of three to pensions and two to education.

5618. The amount of Baxter's is not stated?—It was the half of his estate.

5619. And with regard to Baxter's, you have just kept up the payment of existing pensions?—As nearly as possible.

5620. Was the capital fund thrown with the rest in the investment?—No; Baxter's is kept quite distinct. Blair's and Hutchesons' are together. Scott's and Baxter's are quite distinct, and Hood's also.

5621. Then, to come to the division, you have a general power to apply a part not exceeding two-thirds of the revenues of the hospital, and of Blair's and Baxter's mortifications, half the revenue of Scott's, and the whole of the revenue of Hood's, in the payment of pensions?—Yes.

5622. And a part not exceeding one-third of the capital, and the remainder of the revenues of the hospital, and the remainder of the mortifications, in the carrying out of education?—Yes.

5623. The relative amount of the two are not found in the bill. Was it not easy to draw a line between the proportions of the two?—It might have been done, but it was thought that some latitude should be given to the patrons in connection with the matter, and that the time might possibly come when a larger sum might be devoted to education.

5624. Did you consider that one-third was the whole amount which, under the strict terms of the trust, could be expended in that way?—That was the view we took from the original mortifications.

5625. But you considered that, under the terms of the trust, it was in the discretion of the patrons to apply more if they thought proper?—Quite.

5626. With regard to the investment of the funds, I understand that all Hutchesons Hospital money is one fund, invested in certain landed property?—Yes.

5627. And that land is still in possession of the patrons?—Still in possession of the patrons. A portion of it is feued out, and a portion of it is occupied as brickfields and arable land in the neighbourhood of Glasgow coming gradually in for feuing.

5628. The money part was laid out in land, and there was certain land besides which was specially left, and on which the hospital stood?—Yes. The land on which the hospital originally stood was sold. One of the streets of Glasgow was opened up through the property, and portions adjoining were feued out for annual payments, which we receive.

5629. You have never estimated what the particular value of the land was as compared with the rest of the fund?—At present the ground-annuals we get from the property we had originally is £390, 6s. 3d.

5630. On which the hospital stood?—Yes.

5631. Besides that, there is the land you bought with the trust money?—Yes.

5632. *Mr. Ramsay.*—Was the house property in Hutcheson Street the property referred to in the original will?—Yes.

5633. As the house to be given for an hospital?—Yes.

5634. *The Chairman.*—And the value of that was taken into consideration in fixing the proportion of one-third and two-thirds?—Yes. The whole matter had been under consideration by the patrons.

5635. With regard to the present value of the property, you derive a very large income from it, I think? Have you any means of estimating

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the probable increase on the fund?—I could not condescend upon that. It depends entirely upon our feuing from time to time.

5636. But is it in course of being feued from year to year?—Yes, from year to year. We have no doubt the day may come when the revenues of the hospital will be very considerably augmented, because the ground is becoming very valuable. The last land we sold yielded us 23s. a square yard.

5637. You could not state what increase you have had within the last two or three years, from year to year?—I have not a statement of that kind, but I can furnish it.

5638. How much land is there not feued?—I think 100 acres, in round numbers.

5639. And you estimate it as capable of a considerable increase in value?—If it were all feued out, the revenues would be very much larger—double, perhaps, what we have just now.

5640. *Mr. Ramsay.*—Are you feuing rapidly?—No; we have not been feuing very much lately.

5641. *The Chairman.*—With regard to the nature of the trust, the trustees have hitherto been the Town Council and certain *ex officio* members?—Yes; the members of the Town Council, embracing the Lord Dean of Guild, Deacon Convener, and ten ministers of the Established churches. That was the former constitution. Now the number is augmented by three persons to be annually elected by the Merchants' House of Glasgow; three persons to be annually elected by the Trades' House of Glasgow; together with six ministers, not being ministers of the Established Church, to be elected by the patrons in general meeting assembled, and not more than two ministers of any one denomination to be elected to hold office at one time; making up the total number of patrons now to 72.

5642. *Mr. Ramsay.*—What was the object of that last provision?—That was inserted at Lord Redesdale's suggestion. We had not stated it in our original bill.

5643. *The Chairman.*—There is an addition of 12 to the number of patrons?—Yes; there were 60 before.

5644. Do the patrons hold regular meetings from time to time for the management of business?—Yes.

5645. State the usual course they take?—The first or statutory meeting is generally held in November, immediately after the election of the Town Council. At that meeting they appoint the preceptor and committees of their number to manage the affairs of the hospital in committee. There are various committees,—one on land, which takes charge of the feuing of land and looks after property; a committee on finance, a committee on education, a committee on repairs, a committee on clothing for the boys, and a committee on applications for pensions.

5646. *The Chairman.*—Are these committees invested with full powers to dispose of all matters connected with their several departments?—To this extent only, that there is a minute kept of every one of the meetings of the committees, and they are submitted to meetings of the general body at stated intervals for approval.

5647. But these committees have no power to decide on these questions without the approval of the full body?—The committee on land, for instance, if an offer to feu property is submitted, have power to accept that offer, and advertise the ground for sale. The committee on education put all the necessary machinery in operation for electing children, but they do not elect the children. The general meeting elects the children.

5648. Are all questions of pensions decided by the general meeting?—Yes; and of the admission of boys. Every year the applications are all printed, with recommendations from the committee as to which particular pensions should be granted, and which particular boys should be admitted.

5649. Is there only one general meeting in the year?—No; we have other meetings. I may mention, in connection with education, that the boys, when they first apply, get schedules, which are filled up and returned. They are put into a book, and the homes of the children are visited by a sub-committee, who report to the committee, and they report to a general meeting of the patrons.

5650. Are these general meetings fully attended by the members?—Eleven trustees, by the constitution, are a quorum; but we generally have 20, and sometimes 30 or 40, present.

5651. Both for deciding on pensions and on admissions to the school?—Yes. One meeting is generally held in March for the election of the boys, who are admitted to the school in the month of April, and another in the latter end of April, for the election of pensioners.

5652. There is no complaint ever made as to the inconvenience of having so large a number of patrons?—I never heard any complaint.

5653. With regard to the ministers, are they elected by the patrons?—The additional ministers are elected by the patrons.

5654. Are they to be elected every year?—No; they hold office during their incumbency.

5655. But the death or retirement of one of them would raise the question of supplying the vacancy?—Yes. The patrons then would fill up the vacancy in general meeting assembled.

5656. I see that it is stated that when the funds increased, the surplus is to be applied to female pensions?—Yes. Such portion of the surplus as the patrons from time to time shall judge convenient.

5657. Is that minuted?—It is set forth in the Act of Parliament.

5658. The fact is stated, but the grounds are not stated?—Yes. On pages 10 and 11 of the Act of Parliament you will find a minute setting forth in detail what was the origin of the female pensions. That was in the year 1737.

5659. By that it is stated, I see, that after providing for the maintenance of the twelve old men and twelve boys for whom the hospital was founded, the patrons had resolved to bestow the surplus on poor old decayed women?—Such part thereof as the patrons from time to time shall think proper towards the maintenance of widows and relicts of persons who had been of credit and reputation.

5660. Do I understand that it was considered the objects of the trust were fulfilled in limiting the number of pensions to old men and the education of boys, and that the patrons are at liberty to apply the surplus in that way?—The minute of 1737, as set forth in the Act of Parliament, is referred to as an answer to this question.

5661. Do you know whether there was any legal opinion taken at the time?—The minutes bear that there was a diversity of opinion at the time; but one reason that actuated the Town Council was, that the town had done a great deal for the hospital when matters got into difficulties, and had come forward and assisted it.

5662. From the burgh funds?—Yes. They nurtured it, and took great care of it.

5663. And therefore they considered they had some equitable claim in determining the application of the surplus?—Apparently so.

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5664. In the Act you have now obtained, is the same proportion maintained between the pensions?—There is nothing said in the Act regarding the proportions as between male and female pensioners.

5665. Will the patrons have it in their discretion to fix the pensions, either to men or women, as they think proper?—Just as they think proper. Certainly when we find a case of an old man who is eligible, we would give him a preference over a female.

5666. And as to the amount of pensions, you are not restricted in any way as to the application of the two-thirds of the revenue? But have your powers been enlarged to give them to a class not specified in the deed—that is to say, more generally to persons connected with the city?—In consequence of the change in the burgh qualification, it was rendered necessary to apply for an Act.

5667. And you propose to apply the same rule with regard to boys as to their education?—In what way?

5668. To the maintenance of the school. Hitherto the claims for admission to the school have been limited to the children of burghesses?—No; we take in grandchildren, and in some cases we take in children of people who have carried on business in Glasgow, whether they are burghesses of Glasgow or not,—people who have benefited Glasgow. We have power under our Act to do that.

5669. *Mr. Ramsay.*—You may appoint persons either to the school or to pensions without reference to burghership?—Yes.

5670. *The Chairman.*—In fact, anybody connected with the city who is resident?—We were obliged to put in a provision at page 21 of the Act to satisfy the Trades' House, reserving always the existing rights and preferences of persons enrolled as burghesses prior to 13th January 1871.

5671. I understand that the children of burghesses will have a preferable claim?—Other matters considered.

5672. But hitherto the school you have opened has been confined to the children of burghesses?—No; it has not been confined to burghesses for many years. Fully thirty years ago we began to take in the grandchildren, and afterwards, in consequence of the difficulty of getting the burgh qualification, we took in the children of citizens who had carried on business in Glasgow.

5673. Are the numbers of burghesses diminishing in Glasgow?—I think so. I think the number of burghesses' boys admitted is very few.

5674. It was a matter of necessity to open the advantages of the school to a larger body, or the school would not have done so much good?—Quite. The necessity for entering burghership in Glasgow is now done away with, so far as carrying on business is concerned.

5675. Part of the destination of the funds was to put children out to trade. Have you carried out that part of it?—No. I should fancy that has not been done for a century and a half.

5676. When you give them a good education you think they are fairly launched?—That is the only thing we have been doing hitherto, with the exception of the boys we send to the High School.

5677. Do you send boys to the High School?—We generally have sent the dux boy to the High School; and when other boys have shown aptitude, we have sent them also. We have six just now at the High School, and pay all their fees, clothe them, and give them maintenance money.

5678. Clothing and maintenance is given to all the boys in the Hospital School at present?—No; we only give maintenance money to burghesses'

sons, and only clothing to the other boys. There are twenty-three just now in the hospital school getting maintenance money, being the sons of burgesses.

5679. Does the Act you have obtained differ in any important particulars from the scheme that was submitted under the Endowed Schools Act of 1869?—No; it is pretty much the same.

5680. That scheme was sent up to the Home Office?—We sent it up to the Home Office, and met with the Secretary of State on the subject of it.

5681. But it did not receive sanction?—No; so far as I understood, the Lord Advocate had some difficulty about the operation of the Act of 1869. It was given out as the opinion of some parties that any provisional order under that Act expired with the Act itself.

5682. In consequence of that, you thought it necessary to introduce a private bill?—Yes.

5683. Did you do that with the concurrence of the Lord Advocate? Was the scheme submitted to Government?—The Lord Advocate, as I understood, took an interest in the bill, and Mr. Dalglish, our member, and other members of Parliament, took a lively interest in it also.

5684. But the patrons themselves had no direct communication with Government on the subject of the terms of the bill?—Not directly. I may mention that the Lord Advocate was communicated with, though not officially, by us, and I understand expressed an opinion that a private bill might be the most advisable mode of procedure for the patrons.

5685. You had no direct communication from him to that effect?—No. It is right to mention also what really was one of the objects of our applying. At a general meeting, on 16th April 1869, when we proposed to give away pensions, a protest was tabled by the Deacon Convener of the Trades' House, which placed us in an awkward position. He protested against pensions from the funds of the hospital being given to those who were not within the objects of the institution, as burgesses, or widows or children of burgesses.

5686. Will you state what that referred to? Was it about receiving pensions?—It was that unless they were burgesses' widows and children, none of the citizens of Glasgow should get the benefits of this institution.

5687. It was directed against both education and pensions?—Yes.

5688. Had you begun to give pensions to other than burgesses, apart from the women?—Yes. In one or two cases we had begun to give pensions without regard to the burgess qualification, in the case of people who had carried on business in Glasgow, and who, but for the alteration in the law, would have been compelled to be burgesses.

5689. Were you threatened with litigation on that account?—That was the protest which was tabled. We presumed it might have been carried further; and if it had been, we would have been in a very awkward position.

5690. In fact, you were compelled to get an Act of Parliament to cover any doubt as to the legality of your proceedings?—The object was partly that, and partly to give us the power to extend the benefits of the institution in a way we felt to be beneficial to Glasgow.

5691. *Mr. Ramsay.*—But the Act you obtained has not altered the mode of administering the funds, or made it different from what it was before?—We have done nothing yet under our late Act but appoint the new patrons. We are waiting to see the operation of the Education Act, so that we may adapt ourselves to the altered circumstances.

5692. *The Chairman.*—There has been no meeting of the patrons since

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the Act was passed except for purposes of election?—We have had meetings for current business.

5693. For admission of persons to pensions and of boys to the school?—Yes; we are just on the eve of electing to the school, and have been giving out schedules for persons applying for pensions.

5694. In the case of admission to the school, have you numerous applications made to you out of which you select?—A great number.

5695. Can you state in what proportion?—*Mr. Menzies.*—We have probably 200 preliminary applications. After examination and investigation, schedules are issued to seventy or eighty of these. That has been the case for several years. Then, after visitation of the cases by the patrons and further inquiry, probably thirty or forty of them are elected, so that I should say one in about every five is the proportion of admissions.

5696. Is there any entrance examination?—Yes; and the new Act provides it shall be such as is suitable to the age of the applicant.

5697. Are you at liberty to fix any standard you think proper?—The Act requires the standard to be fixed suitably to the age of the applicant.

5698. But nothing else with regard to the standard? You might have a standard for the secondary school as well as the elementary school?—The Act is quite open in that respect.

5699. What is the nature of the standard in which you examine the children?—They are expected to read a book of easy narrative fluently, to write a little, and to cypher a little, at the age of eight or nine years.

5700. What is the earliest age at which they are received?—Eight years at present.

5701. Do the patrons also take into consideration the circumstances and necessities of the parents?—That certainly has been done very much.

5702. Are they all children of poor parents?—They are generally children of parents in reduced circumstances, so far as my experience goes.

5703. Not necessarily children of labouring parents?—No.

5704. Your school is principally an elementary school?—It is essentially so. For a number of years an effort has been made to go a step further with the senior section of the boys.

5705. Is the attendance of the children good?—It is very good. The per-centage of absenteeism for the last eleven years, taken from good statistics, has been about 7·8 per cent., giving 92·2 of attendance, which will bear favourable comparison with most schools.

5706. Have you any rules with regard to attendance, or depriving the children of any advantages in order to give them a motive to attend?—I understand there existed a use-and-wont rule, that if a boy absented himself three days he was excluded from the school, but in my time that rule has never been put in force.

5707. In the case of not attending school for a considerable number of days, do you not report the case to the patrons?—I should at once report the case to the Education Committee.

5708. And the children or their parents having full knowledge of that, it operates as an inducement to maintain good attendance?—I have no doubt it is one of the reasons.

5709. *Mr. Ramsay.*—Has the school been inspected at all?—It was inspected by Mr. Gibson some twenty or thirty years ago, and by one of the assistant Commissioners on Education in Scotland more recently.

5710. There is no regular system of inspection enforced by the

governors?—The Education Committee appoint some of their number to visit the school weekly, and make such examination and inspection as they may think necessary. There is also an annual examination of the school by the whole of the Committee.

5711. There is no inspection of the school by any qualified inspector?—Not by a Government inspector, nor by any official as such.

5712. *The Chairman.*—Is there any periodical examination made by yourself?—I do so systematically. When a class attains a certain point, and should be advanced, I examine it carefully before it is passed on, and I have a systematic supervision of its general progress. At the end of the year I have a written examination of the senior class of boys who are leaving the institution. I have a specimen here of the examination papers, which I produce.

5713. Do you promote the classes regularly from time to time if they are qualified, or do you advance boys according to their special proficiency from one class to another?—According to proficiency and acquirements.

5714. How do you make a selection of the boys to be sent to the High School?—The dux boy is sent; and last year we sent other two of superior attainments.

5715. Is it by any competitive examination, or by their position in the class?—We mark each boy's place in the class from the beginning of the session to the end, and we take the position at the end of the session from the markings.

5716. How long do the six remain at the High School who have been sent there?—Four years.

5717. That will be one every nine months, as it were?—Some of the boys who have been there have not completed their period of four years. In some years we have sent two, and in some three.

5718. As there is a vacancy, you fill it up by a boy who you think has distinguished himself?—The vacancy is not filled up during the year. It is filled up at the beginning of the High School session.

5719. But there is no special examination by which you can test the different candidates, so as to try them side by side?—That has been ascertained by the general systematic competition in school. The boy is selected who has made the greatest attainment.

5720. Are their positions in the class fixed by the separate masters or by yourself?—The head teacher assigns the position to each boy there. The patrons allow him to do so.

5721. The patrons select, and you report whom you recommend?—I recommend the boys to be sent to the High School.

5722. Do the patrons always act upon your recommendation?—They have done so hitherto. I may mention that for a number of years there has been a disposition on the part of the patrons to increase the number of boys to be sent to the High School.

5723. Has there been any such proposition?—It has been the subject of consideration.

5724. But they have not come to any decision upon it?—They have increased the number from four to six.

5725. Are not the numbers who can be educated at the school limited?—They have been limited by the amount of funds available, and they would by and by be limited by the school premises; but we can take in a few more. We might have to add to the school staff if we took in other thirty or forty.

5726. But the school buildings could receive a larger number of boys?

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—They could ; to the extent of fifty, probably, with arrangement. One or two assistant teachers would be required.

5727. Is there any industrial teaching carried on?—None.

5728. All the children now admitted are supposed to be the children of indigent or decayed parents?—They are so.

5729. Has it ever been considered whether the school should be open to children on payment of fees?—*Mr. Hoggan.*—That subject has never been considered.

5730. Is it your opinion that the parents of all the children who are there could not pay fees?—*Mr. Menzies.*—I can give details on that point. We have 79 whose fathers and mothers are living, but who were admitted owing to the necessitous circumstances of the families ; 2 who have stepfathers, which was deemed an element in the case ; 4 whose mothers are dead ; 83 whose fathers are dead ; 3 who have stepmothers, and whose fathers are dead ; 1 deserted by his father ; 2 deserted by father and mother ; and 10 orphans,—total, 184. We began the session with 205.

5731. *Mr. Ramsay.*—What is the accommodation of the school?—We have three rooms 35 feet by 25, and 15 feet high ; and there are three ante-rooms, 12 feet square. The ante-rooms are not suitable for teaching, being so small.

5732. *The Chairman.*—The Act, clause 6, empowers the patrons to continue the existing school, either gratuitously or for payment of fees, modified or otherwise, or under any altered regulations or arrangements, including gratuitous clothing and payment for maintenance. Do I understand that would enable you to charge fees from the children you receive without any limit as to the amount?—*Mr. Hoggan.*—We were very anxious, when applying for the Act of Parliament, to make its provisions as broad in their character as we possibly could, so that in the event of circumstances requiring it, the patrons would have power to do what might be necessary.

5733. In fact you could, under the Act of Parliament, change the character of the school if you thought fit?—The powers given to the patrons under the Act are certainly very broad.

5734. And you could form the elementary school into a secondary school?—Quite. That was one of our views ; but we have done nothing under the Act till we should see what was to be done with elementary schools under the Education Act.

5735. Was the provision introduced in view of some such change being carried out?—Not necessarily.

5736. There was no present thought of altering the nature of the instruction and the character of the school?—None.

5737. But they wished power to extend education if they thought fit?—Yes ; to girls as well as to boys.

5738. And to do away with it if they thought the circumstances of the city required it? Do I understand that?—No. The patrons were anxious to have the powers made as broad as possible, with the view of doing as much benefit as they could.

5739. It was not so much from any consideration of the existing state of Glasgow as from a desire to have the power to apply the school to any known wants the patrons might think required it?—We certainly had no intention, when we asked these powers, to go beyond the class of children who had been entitled to the benefits of the institution before.

5740. *Mr. Ramsay.*—Have the patrons any rule by which the children of working men are excluded from the school?—We have always acted

on the principle that the children should be the children of decayed people,—people who had been in better circumstances and been reduced,—and we have never found any want of those.

5741. 'Decayed people'—is that in conformity with the particular terms of the original bequest?—Yes, we understand so.

5742. But if there was an application for some orphan who was in great destitution, but whose parents had not been in better circumstances, you would give him a preference over one who was not an orphan but who had the other qualification?—Yes; and we have that power from Blair's bequest, which states nothing in connection with burgess qualification, but says they are to be poor and necessitous children. Under Blair's mortification we have been in the habit of taking in children of parents who were not able to bring them up, but who may not have carried on business.

5743. *The Chairman.*—In the 7th clause you take power to establish additional schools for boys and girls of the same description or grade, or for higher English education?—Yes.

5744. That was under the same discretionary power that the patrons wished to obtain, and not with any immediate intention of establishing a school of that kind?—We intended, when we obtained the Act, to establish a girls' school. There has been a strong desire expressed by many in Glasgow that a school for girls, of the same class as the boys' school, should be established, and that was one of the objects we had in applying for the Act of Parliament.

5745. But the patrons thought it right to retain a discretion as to the nature of the school?—Quite.

5746. And generally these various other provisions of the Act were obtained with the same view,—that you wished to have as large power as you could, and leave it to the discretion of the patrons afterwards to determine in what direction they should be carried out?—Yes. At the date of last meeting we had two boys from our school, and who had been sent to the High School, attending the University,—one coming out as a minister, and the other for the medical profession. A representation was made that these boys' means were so limited as to render them unable to prosecute their studies, and the patrons agreed to give £15 for one year until the matter should be further considered.

5747. That was not done under any competition?—They were very deserving boys, because they went from the hospital to the High School as meritorious boys. When they went to the University we watched their progress, and the assistance afforded them was done under the powers of clause 22 of the Act.

5748. That is the clause relative to bursaries?—Yes.

5749. *Mr. Ramsay.*—Do you understand that these bursaries would be included in the proportion destined for the purposes of education?—Yes.

5750. *The Chairman.*—But with the exception of those two bursaries, the patrons have not yet considered whether any of the provisions of the Act shall be put in force?—They have not. They thought it best to wait for a short time, till they saw the effect of the Education Act. There has been a special committee appointed by the patrons to take up the matter of the Act, and it has not been considered expedient yet to call the committee together, or make any movement in connection with the Act further than I have already stated.

5751. All this is a matter left for future consideration on the part of the patrons?—Yes.

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5752. Have you any surplus now available for the extension of education? Mr. Menzies said that more could be done if you had the funds?—*Mr. Menzies.*—I understood that a certain sum was laid aside each year for the purposes of education.

5753. But I want to know whether you have any available surplus at present which could be applied to extending the operations of the school?—*Mr. Hoggan.*—I hope so. Some of our new feus are coming into play.

5754. *Mr. Ramsay.*—What proportion of the revenue of last year was applied to the purposes of education?—The statement last year showed our income was altogether £12,670, and of that we gave £6672 for pensions and £1963 for education.

5755. Do you regard the items contained in this account of £1963 as being all for the purpose of promoting education?—Yes.

5756. To whom is the interest on the cost of buildings paid?—That is just a bookkeeping entry—a cross entry.

5757. And the feu duty of school ground?—That is the same; and it is quite right it should be, because if we had feued out the ground we should have got feu duty for it.

5758. Then this is less than the proportion you would hereafter apply?—Yes. By the Act, if we expend £6600 in pensions, we should at least apply £3300 in education.

5759. What was the basis upon which you rested your estimate that one-third should be applied to education?—We based it upon the original sums granted by the Hutchesons.

5760. But the original sums are greater than one-third?—They are pretty near that. But we take powers under the Act, and it may be that, in the future, education may have one-half; the provision is that it shall not get less than one-third.

5761. *Mr. Parker.*—The Act says not less than one-half?—That is for pensions. If you look at the fourth provision, you will see the patrons have power to apply the remainder of the revenues, and a part not exceeding one-third of the capital of the hospital, and the remainder of the revenues of Blair's, Baxter's, and Scott's mortifications, in furthering the cause of education.

5762. *Mr. Ramsay.*—But practically the sum you have stated would indicate that, of the original bequest by the Hutchesons, two-fifths at least were applicable to the cause of education, and less than three-fifths for pensions: that is from the statement you have yourselves made?—We thought that one-third for education was answering the purpose very nearly of the original bequest.

5763. In fact, you understand it to be the desire of the patrons to extend the amount for pensions beyond the will of the Hutchesons, and to lessen that for education?—No; the patrons never gave any indication of that. The school, before it was placed where it is now, was a very small one. With the view of extending the school accommodation, we went over to the south side of the river, and I have always understood that the present school was pretty well filled with 200 children, so that, unless we had built a new school or additional buildings, there was no necessity in spending additional money. Some of the patrons have thought again and again of erecting a new school in another part of Glasgow altogether, but there has never been any indication shown on their part to give more to pensions and less to education.

5764. Do you not consider the fact of their having done so an indication?—Well, the matter was never placed before them in that light. Not

having accommodation, we have never had the same inducement to expend money in education.

5765. If you have the funds, would you have any difficulty in getting suitable rooms in Glasgow for the purposes of education?—I do not think we would.

5766. Then you had the funds, and you applied them to paying pensions?—We have been applying the funds in the way we have done. The patrons have never really considered whether there was more for the one than the other.

5767. Do you not think it would be more in accordance with the will of the founder to have extended the appliances of education, and restricted the pensions, seeing they were given to some for whom they were not originally designed?—Possibly it might.

5768. But this never presented itself as a duty to the patrons?—No.

5769. In considering the proportion, do you take into account the revenue derived from house property?—Do you mean the £390?

5770. Half of that—the barn and barn-yard—seems to have been designated for the purposes of education exclusively?—Yes. That is a very small sum in comparison with £11,870.

5771. It is not a large sum, but it would have been an element in determining—if the patrons had looked to the will of the founder—what proportion of their revenue they should apply to the cause of education?—From a very early period, certainly for fifty years and considerably more, the patrons have acted pretty much as they are now doing. The pension list has always been considerably higher than the education department of the expenditure.

5772. The expenditure has been very much in the same proportion as we have in this account?—Yes.

5773. You said you had no accommodation. Are the rooms not suitable? Would they not accommodate a greater number of scholars?—*Mr. Menzies.*—We have, to a certain extent, accommodation which we might take in without altering our present conditions, probably to the number of about 50 scholars. We might take in more with the Government measure, but we could not take many more than the number I have indicated without engaging additional assistance; and with the arrangement of the rooms as they at present are, it would be to teach expensively and not satisfactorily.

5774. If you had additional assistance you would be able to teach a greater number of scholars in the same premises you now occupy?—Yes; but I consider that the rooms, while too large for one teacher, are not large enough for two teachers in each of them. If other assistants were got, there would not be sufficient accommodation for a sufficient number of pupils for each of the teachers.

5775. But the rooms, according to the Government standard, would take in 360 or 380 scholars?—I may have made an error in calculation.

5776. There are three rooms, each 35 feet by 25 feet?—Yes.

5777. Then that allows 327?—Yes; but that space is not available in an economical way, on account of the form of the rooms.

5778. But there is a great margin between 327 and 184. How many teachers are there in the institution?—Three English teachers, including myself. We began with 204 boys, 68 in each room; that number has slightly diminished during the session. We have three visiting masters, viz. a drill master, a music master, and a drawing master.

5779. Have you any monitors in your classes?—We employ them in a

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slight degree, unpaid. In connection with this, I may say I would desire to see the school increased somewhat, because the organization is greatly more perfect with large numbers—that is to say, to a practicable extent.

5780. And you would approve of having a larger number in your school, if the patrons would provide you with teachers?—*Mr. Menzies.*—Yes, when their means are increased; because we could select classes at the same stage of advancement in a more satisfactory way. I have invariably indicated that 50 or 60 pupils per teacher is as much as efficient teaching would warrant. Including myself, there are three teachers.

5781. *Mr. Parker.*—In obtaining the Act, I understand it was the desire of the patrons to take very large powers?—*Mr. Hoggan.*—Yes.

5782. And not to tie themselves up to the use of this or that power?—Quite.

5783. But to have their option?—Yes. If the state of Glasgow required them to take the benefit of these clauses, they have the power to do so. There was no immediate intention that I am aware of on the part of the patrons to put some of these clauses into operation; but they looked forward, in obtaining the Act, to make the powers broad, and with the intention that these would be gradually brought into effect if necessary, and as the revenues of the hospital increased.

5784. As regards the Baxter bursary, for instance, they take power to increase the amount of it, but also to limit it to the original sum of £8?—Yes. The present sum is £8. It is limited to that by will, and that is a very small sum to a boy attending the University.

5785. Do you know whether they consider they have the power to increase it in proportion to the value of the mortification?—We have not specifically stated that £8 was to be given to the boy.

5786. While the Act is broad in other respects, it is not quite so broad as regards the proportion of the money that can be applied to education?—We think it is. The patrons have power under the Act to give a half for education and a half for pensions; and it provides further, that while that is so, they shall not give less than one-third to education.

5787. The patrons thought one-half the outside limit of what they could fairly ask for education?—Lord Redesdale went into the matter very carefully, and thought the limits we had fixed very proper in the circumstances.

5788. By far the largest part of the money comes from the Hutchesons foundation?—It does. I may mention that the capital of the Hutchesons amounts to £251,000, and of all the others to £21,557.

5789. Confining our remarks to the Hutchesons foundation, we may say that the proportions were as 35 for pensions and 25 for education?—Yes.

5790. At one time the funds decreased?—Yes.

5791. And the governors at that time ceased to maintain boys?—Yes. In fact they were obliged to dismiss boys from the school, as there were no revenues for it. Had it not been for the great interest taken in the hospital by the corporation of Glasgow, and the happy investment by them for its behalf, the hospital would have been a very small affair indeed.

5792. When they were obliged to economize, did they economize in pensions as well as in education?—In pensions too. There were some of the old pensions they were not able to maintain. But that is a long time ago—perhaps 200 years ago.

5793. When the funds increased again, they increased the pensions very much more than the education?—They did; there is no doubt of that.

5794. At the time when they were going to extend the benefits to old women as well as to men, they put that upon two grounds, did they not?—upon the further donations which the governors themselves had made, and also upon advantageous purchases? As regards the further donations, do you consider that a good ground for determining the destination of the money?—No doubt.

5795. But do you consider that advantageous purchases made by trustees have any tendency to enlarge their discretion as to the use of the money?—They used that as a formula to set forth the object at the time. I daresay it was a stretch upon the part of the patrons; but it has gone on from 1737 until now that females get the largest proportion.

5796. In a strictly legal point of view it would not be very defensible to do this, and encroach on the sum intended for old men and boys by the founder?—We have only the minute to go by.

5797. In the year 1870 the number of old women in proportion to the number of old men and children had increased enormously?—It had.

5798. Am I not correct in saying that in 1870 over £5000 was expended upon old women?—You are quite right.

5799. Besides the ordinary expenses?—Yes.

5800. And at that time the number of old men was only 93?—Yes.

5801. And the total expenditure on the boys at that time was £1885?—Yes.

5802. Then the proportion which then existed between pensions and education is not at all the proportion which is now proposed?—No. We propose to give a larger proportion now in education.

5803. Have the trustees ever considered whether the fact of their having applied a so much larger proportion in pensions for so many years does not constitute now a claim on the part of education for a larger proportion of what remains?—No; they have never considered it in that light.

5804. If it were taken for granted that the first proportion was two-thirds for pensions and one-third for education, would it not be only fair now that the difference which has previously existed should be made good?—I think the present generation have nothing to complain of. If we were to continue the old proportion after having obtained our Act of Parliament, it might be matter of complaint; but I think the present generation have no claim to look upon it in that light, or to say that in respect of there having been more money spent upon pensions in bygone years, there should be a larger sum now given to education. I do not see that.

5805. You were asked whether there was any accumulated fund that could be applied to education?—There is no accumulated fund, but there is additional revenue coming in from new feus, which would be applied to education. It is not proposed that we should take away any of the money we are giving in pensions, but that we should not go on giving pensions in the same proportion as we have been doing hitherto. As the pensions die off, they will swell the proportion we have to give to education. There is an evident disposition on the part of the patrons to extend the benefits of education.

5806. These accounts for the year 1871 are of course previous to the obtaining of the Act?—Yes.

5807. They are the latest indication we have of the proportion in which the governors expended the funds?—Yes, they are the latest accounts.

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The accounts are balanced at 31st December in each year. The accounts for the year 1872 are not yet completed.

5808. In these accounts I find that the sum expended on pensions is £6672, and on education £1963?—Yes.

5809. That is a very different proportion from what is now proposed?—Yes; it is a much smaller proportion, because the Act would compel us to expend £3300 in education for £6600 in pensions.

5810. Then, up to the last accounts we have, the governors were only expending on education about two-thirds of what they will have to expend under the Act. Should we be right in inferring from these last accounts that they would still be disposed to apply only one-third to education?—I should say not. The new patrons have not yet taken the Act into consideration, and the views that may be expressed by them in connection with the expenditure will have an effect upon all the patrons. When we come to put the Act into operation, I have no doubt there will be a distinct proportion set apart for each branch.

5811. There has been no action of the body of trustees to show whether we can rely upon them using the full powers of the Act for education?—There has been no meeting on the subject. There has been a good deal of conversation among the patrons privately, and I know the feeling is that considerably more money should be spent upon education.

5812. Would there be any feeling against admitting children who paid fees to the same building?—I would not venture to express an opinion upon that, because I have never heard the subject talked of.

5813. The Act is broad, I think, as regards the grade of education which might be given?—It is.

5814. It is optional to the trustees whether it should be higher or elementary education?—Quite so.

5815. Have they at all taken into consideration the new Act of Parliament, which provides elementary education out of the rates?—We have taken it into consideration to this extent, that we have not yet acted on our own Act until we should see the operation of the Education Act. Our own Act is so broad in its terms that it would give the patrons an opportunity of supplementing higher education to deserving scholars.

5816. The pensions are to go, are they not, to persons rather above the humbler grades of society?—They must have been persons in good circumstances, and reduced by distress; and the pensions are to supplement some little means they may have of their own. If they were obliged to go to the poor roll, we would not assist them in any circumstances, because we would be assisting the rates. In fact, we are prohibited by our rules from giving pensions to persons receiving parochial relief.

5817. And you wish to avoid applying the funds in such a way as to relieve the rates?—There is no doubt of that; and Lord Redesdale, when we obtained the Act, was very particular in inquiring upon that point. The Home Secretary also made it a subject of special inquiry, and said that if we intended to apply the funds in any way to relieve the rates he would not look at our provisional order.

5818. Did that remark of his apply to the education rate?—It referred entirely to the education rate.

5819. *The Chairman.*—You gave him an assurance that the patrons had no such intention?—The answer was to the effect that there was no intention to bestow the funds of the hospital in relieving the rates.

5820. Was that merely a verbal assurance?—Yes; it was at an interview we had with him.

5821. *Mr. Parker.*—Did it apply to both poor rate and education rate?—It was just with reference to the education rate.

5822. *The Chairman.*—There is a provision in Blair's trust for boys of a certain name having a preference. Are any of the boys of that name?—*Mr. Hoggan.*—We give a preference to the name of Hutcheson, other matters considered. *Mr. Menzies.*—We have four Hutchesons just now, but the spelling of the name is not quite the same.

5823. There is a preference for the names of Blair and Gemmell?—*Mr. Hoggan.*—We do look at the names, and give them a certain preference.

5824. And no inconvenience is felt from the preference?—None that I am aware of.

5825. This Act was passed as an unopposed bill?—It was.

5826. There was no discussion with regard to it?—The whole of the clauses were published in the newspapers, and the bill elicited general satisfaction.

5827. I am speaking of Parliament. There was no opposition raised to its being publicly discussed, or its provisions being sifted before the committee to which it was referred?—No.

5828. With regard to the proportion for education, do I understand the proportions stated in the bill were so settled with reference to what was considered the relative legal claims rather than the relative expediency of the two separate destinations?—It was rather as a legal question.

5829. You considered yourselves bound by the old provisions to maintain more nearly the relative proportions?—Yes.

5830. But the question of altering these proportions was never discussed by the patrons as matter of expediency?—No.

5831. Are we to understand that the patrons consider these pensions to be a beneficial application of the funds?—No doubt of that.

5832. But if the Legislature were to give the patrons the power of applying a larger proportion to education, would they object to have that discretionary power?—I think the patrons would object to any power that would take away more than half of the revenue towards education.

5833. Speaking from your knowledge of the patrons, you think that, on grounds of equity and expediency, more than half should not be given to education?—I do.

5834. With regard to the items of expenditure, there is upwards of £500 to the chamberlains. What are the duties of the chamberlains?—The general management of the affairs and properties of the hospital; collecting the revenues; attending the meetings of the patrons; keeping the minutes and account books, etc. of the institution.

5835. That is independent of the amount I see in regard to feuing and general business?—Yes.

5836. Is this a fixed annual sum?—It is 4 per cent. on the revenues collected.

5837. Is that the sum named here—£499, 5s.?—Yes.

5838. Have you any other statement to make?—*Mr. Hoggan.*—It is possible that Dr. Buchanan or Dr. Kirkwood, being new patrons, may have something to say as to our future procedure under the Act of Parliament. *Dr. Kirkwood.*—I merely wish to say a word in explanation, in order to prevent misapprehension in reference to what Mr. Hoggan

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stated as to the future. Dr. Buchanan and I are two of the new patrons elected under this Act. We have had no experience of the past, and no connection with the past. As to the future, the patrons have not committed themselves to anything whatever. They have had no meeting to determine or even to suggest anything to each other. All that has been done is an understanding that we should wait, not perhaps till we saw the new Education Act in operation, but till we saw the rules issued by the School Board, or perhaps the parties elected upon that Board. When we see these, we shall have a very good idea of what is likely to be the working of the Act in Glasgow, and I have no doubt we shall then settle with ourselves how to exercise the powers given us under the new Act. I was afraid it might be supposed by the Commissioners that we were to wait until we saw the operation of the Act, which might be a year or two; but there has been no resolution of that kind,—simply an understanding that we had better wait, turn the matter over in our minds, and see what parties are elected to the School Board.

5839. And the steps these parties are taking to carry the Act into force?—*Dr. Kirkwood.*—We will very soon see that without waiting for the working of what they do; but we will not delay exercising our powers until the perhaps indefinite period necessary to observe the operation of the new schools. *Dr. Buchanan.*—What I wished to say has substantially been stated by Dr. Kirkwood. He correctly understands our position so far, though it is not exactly true that I have had no past experience, because I was a patron of the institution for ten years before 1843. Of course that is a long time ago, and the state of the fund was so different at the date of 1843, and before then, from what it is now, that its position is altogether changed. The revenues are much greater, and the mode of dispensing them is also different in regard to the proportion of pensions, which is much greater now than it was in my time. I am extremely desirous it should be understood by this Commission that there was no foregone conclusion about delaying consideration of the powers we had got under this new Act; and there should be no idea entertained by this Commission that education is not likely to receive full consideration to the extent to which the Act allows us to consider it.

5840. But with regard to the special application of the funds, both Dr. Kirkwood and Dr. Buchanan wish to reserve their opinions, in the same way as Mr. Hoggan has stated the patrons generally desire to do, until they have full opportunity of considering the wants of the city?—*Dr. Kirkwood.*—So far as I am concerned, it is simply because I would be afraid that in speaking my own mind, which is made up, it might be supposed I was expressing also the opinions of the other patrons. *Dr. Buchanan.*—I am altogether in the same position, because I have a very decided opinion as to the way in which the funds should be disposed of. I have no hesitation in saying that one of the greatest wants of Glasgow is a middle-class or higher-class education. There is a very great population in Glasgow which would gladly avail themselves of a higher education, and seek to put their sons on the way to the University, if they could get such an education at a rate they could afford to pay.

5841. *Mr. Parker.*—And that class, you think, could afford to pay a certain moderate fee?—I judge of that from such a fact as this, that in connection with the Normal Seminary of the Free Church we instituted some years ago a middle-class school, and ever since we have always had applications for admission more numerous than we can accommodate.

We have about 250 boys getting an education of that higher kind at a price within the reach of their parents ; that is to say, if they were going to the High School or the Academy, they would have to pay an annual fee of something like between £14 and £16 a year, which is beyond the reach of the class I am speaking of, whereas we afford an education of the same class for a fee varying from £2 to £4 or £5, according to the progress of the pupils.

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5842. And the vacancies you have?—They are all filled up. If the fee were a little lower, the demand would be still greater. There are continually numbers of persons anxious to have their children introduced into this school, but they find the fee is above their ability. If it were a half less, not going beyond £2 a year, the demand would be very great. There is immense room for the extension of education in that direction.

5843. Do I understand you to say that since the time you were connected with Hutcheson's Hospital there has been a tendency rather to increase the pensions than the education?—I do not know the history of it, but I see the fact that there has been.

5844. A larger sum has been spent on pensions than on education?—A great deal ; but the revenue is also much larger.

5845. There is no special reason for apprehending that that tendency will continue?—I think there is a disposition on the part of the patrons to give full effect to the Act.

Adjourned.

A P P E N D I X.

ANSWERS TO A CIRCULAR AND SCHEDULE

ADDRESSED TO THE

ADMINISTRATORS OF HOSPITAL FUNDS IN SCOTLAND.

ENDOWED SCHOOLS AND HOSPITALS (SCOTLAND)
COMMISSION.

SCHEDULE FOR ENDOWED HOSPITALS, COLLEGES,
OR INSTITUTIONS

(i.e. *Endowed Institutions in which the Maintenance as well as the Education of Pupils is wholly or partly provided for*).

NAME AND LOCALITY OF ENDOWMENT OR MORTIFICATION.

I. *Nature of Foundation.*

1. Date of Foundation, and name of the Founder.
2. State the purpose of Foundation in *terms* of the Founder's Testament. Are there any subsequent Statutes or Ordinances bearing on the Foundation? Where may copies of Testament and Statutes be obtained?
3. State the Capital Sum left by the Founder, how the funds are now invested, and the present gross and net annual revenue.
4. What is the Constitution of the Trust? Give the names of the Trustees and Administrators of the Trust.
5. Is the Hospital a branch of a larger Foundation embracing other objects?
6. How and by whom are the Governors or Administrators appointed?
7. What control do the Governors *directly* exercise over the Hospital—its Staff, and Discipline, Instruction, etc.?
8. Is the present application of the Trust in terms of the Founder's Will, or not? If not, state the circumstances under which the benefits of the Foundation were diverted, and refer to printed documents, if there are any.

9. Number of Foundationers receiving *both* Education and Maintenance (including clothing), *Boys* ; *Girls* . Of whom are fatherless ; of whom , though not fatherless, are children of decayed or necessitous families.

10. *Number* of Foundationers who pay partially towards their Maintenance and Education.

11. *Number* of vacancies and number of applicants at last election.

12. Classify those elected, so as to show that they were embraced in the Founder's intention.

13. What are the ages at which Foundationers enter and leave the Hospital ?

14. Is there any condition of admission other than poverty, *e. g.* family name or connection, descent or place of birth, Church connection, or any other condition ? Is there an entrance examination, and of what kind is it ?

15. Is there a power of dismissing the Foundationers ? If so, in whom vested ?

16. Is any provision made for the Foundationers when they leave, and if so, of what kind is it ?

17. State the number of non-resident or out-door pupils in connection with the Foundation or Institution receiving Education gratuitously, but no part of their Maintenance.

18. The number of non-resident or out-door pupils paying both for their Education and their Maintenance.

Those residing with their parents and not in receipt of any payments from the Foundation are to be included among those who pay for their Maintenance. Please send with this Schedule a table of fees.

19. Do the Non-Foundationers who attend the School share in any of the privileges which belong to the Foundationers on leaving ?

20. Please to file with this Schedule a statement of account for the last financial year ; and state how often and by whom the accounts are audited.

II. *Domestic Arrangements and Discipline.*

1. How many Foundationers (*i. e.* *pupils receiving both Education and Maintenance*) reside in the Hospital building, or in dependencies of the Hospital—*Boys* ; *Girls* ?

2. What provision is made for the lodging and boarding of those Foundationers who do not reside in the Hospital building or its dependencies ?

3. Do the Foundationers wear an Hospital uniform ?

4. What amount of freedom in receiving and paying visits is allowed to the pupils; and what degree of liberty to pass beyond the limits of the grounds of the Institution? What holidays are allowed?

5. What punishments are inflicted? Who determines the punishment in each case? Is a record of punishments kept?

6. Have the Senior pupils any charge over the Junior? If so, of what kind is the charge?

7. What is the nature of the supervision over the pupils by day and by night?

8. What are the dimensions of the dormitories, and the cubical space allowed for each pupil? What is the average number accommodated in each dormitory? Has each pupil a separate bed?

9. What are the amusements of the Foundationers, and are they left as free in respect of these amusements as pupils at other schools usually are? What is the size of the play-ground?

10. What provisions are made for cleanliness? Are the sanitary arrangements generally good?

11. What is the percentage of deaths per annum, taking the last ten years?

12. Please to file with this Schedule (1) A twenty-four hours' time-table; (2) The usual dietary scale for a week.

III. *Instruction.*

1. From what class of society are the Foundationers chiefly drawn? Classify those now on the Foundation so as to show the occupation of their fathers.

2. Are they specially instructed with reference to any particular occupations or professions?

3. Please file with this Schedule an Instruction time-table showing how the instruction and training are provided for.

N.B.—If industrial training is given to the Boys or Girls, specify, as a Postscript to the time-table, of what kind it is, and what means are taken to give it.

4. State the actual work done, in the various subjects of study, by the highest class in the School during their last session, referring to text-books to illustrate the amount and character of the work.

5. What is the nature of the religious instruction and training? Please file with this a Sunday time-table.

6. What is the average number in a class, and what regulates

the promotion from a lower to a higher class? Are prizes given? How are they awarded?

7. Is the building provided with suitable class-rooms? State size of class-rooms and usual number of pupils in each. Is there a library?

8. Who appoints the Governor or Head of the Hospital or College? Does he conduct the instruction of any class, or are his duties confined to superintendence of the classes generally? What is his tenure of office? What control does he exercise over the Masters?

9. File with this a list of the Teachers, with the salaries and emoluments of each, stating what portion, if any, is derived from fees. What is their tenure of office?

10. Is any provision made for giving superannuation allowances to the Governor (Head Master) or other Teachers?

11. If the instruction given has been reported on of late years by any person professionally connected with Education, and unconnected with the Institution, please quote the substance of the Reports for the last two or three years. (*Separate paper.*)

12. Have you any means of comparing the results of the instruction in your Institution with those of the instruction given in other educational Institutions?

13. Give the number who have gone to the Universities annually from your Institution in each of the last ten years; record any cases of University distinction or success in competitive examinations achieved by old pupils during the same period.

14. If any record is kept of old pupils, a classified numerical statement of their occupations would be of value to the Commissioners.

GENERAL.

Have the Trustees or Governors, within the last few years, taken into consideration any change in the administration of the funds of the Hospital, or in the Education given, and with what result?

Signature, _____

Address, _____

Date, _____

ANSWERS TO SCHEDULE.

GEORGE HERIOT'S HOSPITAL.

· GEORGE HERIOT, IIIIS HOSPITALL, ' EDINBURGH.

I. *Nature of Foundation.*

1. 1624. George Heriot, jeweller to King James vi. of Scotland.

2. The purpose of Foundation, in terms of the Founder's Testament, was '*for the mantinance, relief, bringing up, and educationne of puire fatherles bairnes, friemen's sones of the Towne of Edinburgh.*'* In the statutes subsequently compiled by Dr. Balcanquhal, Cap. XIII., the word *fatherles* is not introduced. The powers of the Governors were extended by the Act 6 and 7 Will. iv. (14th July 1836). In the *History of the Hospital* (copies of which were sent to all the Commissioners), the Testament and statutes will be found at pp. 307 *et seq.*; and the Act 6 and 7 Will. iv. at p. 391.

3. The capital sum left by the Founder was £23,625, 10s. 3½d. This was increased by donations and bequests made to the Hospital by sundry individuals from time to time, amounting to nearly £8000. The funds were invested in lands which have mostly been feued, and a portion is at present temporarily invested in the Three per cent. Consols. The revenue of the past year, will be found in the 'Abstract of Accounts,' filed herewith, page 1.

4. The Trust, by the Will and Testament before referred to, is vested in the '*Proveist, Baillies, Ministeris, and Counsell, and their successouris for ever,*' † who, in virtue of their office and appointment, are the sole administrators. The names of the lay trustees vary every year by the results of the municipal elections. The number of Governors at present is 54; viz. 41 members of the Town Council, and 13 clerical members.

5. The Hospital itself is the original Foundation. Thirteen out-door schools have been planted throughout the city, for the education of the poorer classes; and there have just been opened also evening classes for young artizans and others, in which are taught *Writing, Bookkeeping, Arithmetic, Mathematics, English Literature, Architectural and Mechanical Drawing, French, German, Chemistry, and Natural Philosophy.*

6. This query is answered by answer to query 4.

7. The whole body of Governors are divided into committees, viz.: *The Property and Finance Committee; The House and Apprentice Committee; The Education and Schools Committee; and The Law Committee.* The duties of these committees are indicated by their names, but they all exercise a control in every department in their individual and corporate capacity.

8. The entire funds of the trust are not now exclusively applied in terms of the Founder's Will. The revenue of the Hospital, by the careful and judicious management of the Trust exercised by the Governors, had so far outgrown the requirements of the original purposes of the Foundation, that the Governors, in 1836, applied for and obtained powers (by the Act already referred to in the answer to query 2) to apply the *surplus* in the

* *History*, p. 319. 'Last Will and Testament.'

† *Ibid.*

erection and maintenance of *out-door schools for the education of the children of the poorer classes of the city of Edinburgh*. The numbers at present attending these schools is about 3500, who receive gratuitous education but not maintenance.

9. Boys, 180, of whom 46 are fatherless, and all, though not fatherless, are children of decayed or necessitous families. 120 reside in the Hospital; and 60 reside and receive partial maintenance at their own homes. They receive food during the day, and clothing, same as the resident boys.

10. None.

11. 27 vacancies, and 21 applicants. There are two elections in the year.

12. The income of the parents of those elected were as follows:—

At and under £40	. .	4
„	60	. . 8
„	70	. . 3
„	80	. . 1
„	91	. . 1

13. Enter not under 7, nor above 10. In some exceptional cases, non-resident boys may be admitted up to 12. Leave at 14. If 'hopeful scholars,' they may be allowed to remain a year or two longer.

14. The condition of admission is that they must be '*Childreine of Burgesses and Friemen of the said Brugh; and amongst thes the kynsmen of the said unquhile George Heriott to be preferred all utheris indiffarentlie to be admittit without any respect. That no Burges's childreine be chosen if thair parentis be weil and sufficientlie able to manteyne thame.*'* A preference is given to fatherless boys, the sons of burgesses. It was formerly considered a sufficient test for admission to be able to read fairly a sentence in the Bible, but applicants, according to their age, have more recently been examined in accordance with the Standards of the Revised Code.

15. The power of dismissal lies in the Governors.

16. Those who are 'hopeful scholars,' and are desirous to go to College, get a bursary of £30, tenable, on good conduct, for four years. The others are bound out as apprentices to some trade or profession, receiving £10 a year, but not exceeding in all £50, and £5 additional at the close of their indenture, if they have served out their engagement faithfully.

17. There are none such. See answer to query 9, above. The scholars at the out-door schools receive only their education, books, etc., but not maintenance.

18. There are none. There are no fees charged either at the Hospital or out-door schools, except in the recently established evening classes. The fees in these are 5s. for one class, for the course of 6 months. If more classes are taken, 2s. 6d. additional for each.

19. No non-foundationers attend the Hospital schools. As to out-door schools, see answer to query 17.

20. A statement or abstract of accounts for the last financial year (1871) is filed herewith. The accounts, on the first week day of January, April, July, and October, are examined and checked by a committee of auditors (four of the Governors), and the whole books and accounts are examined, checked, and audited by a professional actuary (Mr. J. Macandrew, chartered accountant), who docquets and certifies their accuracy.

During the present current year, since the statement was printed, an increase has been made to the salaries of the principal teachers of the Hospital and out-door schools.

* *History*, p. 340. Statutes, cap. xiii. '*De Electione Discipulorum.*'

II. *Domestic Arrangements and Discipline.*

1. Boys, 120.
2. 60 boys reside at home with their parents. They come to the Hospital every morning at 9, and remain until 5 P.M. They receive the same general privileges as the resident boys. No allowance is made to the parents for their partial maintenance.
3. Yes; for description of it, see p. 213 of *History of Heriot's Hospital*.
4. All the boys are allowed to spend Saturday with their guardians from 9 A.M. to 8 or 8½ P.M. The House-Governor has also the discretionary power of allowing, on the application of parents, any resident boy to go out on the Saturday morning and remain with his guardians until the Monday morning (with the exception of attending church along with the other boys and the Sabbath class at the Hospital), provided that the House-Governor is satisfied that such boy will be properly looked after in every respect by his guardians during that interval. There is an annual vacation of 7 weeks. There is also a recess of 10 days at Christmas, and there are several single-day holidays during the year.
5. For ordinary house or class-room offences each master punishes corporally, by pœnas, or by confinement. The boys have a recognised right of appeal to the House-Governor before receiving any punishment from a master. Serious offences are reported to the House-Governor, whose duty it is to regulate generally the discipline of the Institution. A record is kept of all punishments for marked misconduct.
6. Seven of the senior boys act as monitors in the seven sleeping wards. It is their duty to report any irregularity that may take place in the absence of the wardsmen in charge.
7. The boys are superintended during their play hours, and in their dormitories by wardsmen. A junior master is 'on duty' every evening. To him minor cases of irregularity are reported by the wardsmen. During the taking of meals one of the masters and the steward are in attendance. The House-Governor takes a general superintendence.
8. The average cubical extents in the dormitories to each boy is 580 feet. The average number of boys in each dormitory is 17. Each boy has a separate bed.
9. The amusements of the boys are what are usual in most schools. They are permitted to introduce and use any harmless games. Cricket, football, and 'shinty' have recently been most common. The size of the playground is about 5 acres.
10. Each boy has a tepid bath once a week. He has three clean day shirts and one clean night shirt. The sanitary arrangements are very good.
11. There have been 5 deaths during the last 10 years. The rate is, therefore, less than 3 per 1000.

12. (1.) TWENTY-FOUR HOURS' TIME-TABLE.

A.M. 6.30.	Boys rise.
„ 7.10 to 7.40.	Preparation of Lessons—one Section at Drill.
„ 7.45 to 8.	Chapel Service, conducted by House-Governor.
„ 8 to 9.	Breakfast and play.
„ 9 to 1 P.M.	*School. (Distribution of Bread-allowance at 11.)
P.M. 1 to 2.	Dinner and Play.
„ 2 to 4.	*School.
„ 4 to 5.	Some Sections under instruction.

* Some of the Sections are not in the class-room, but at play during a portion of this interval.

P.M. 5 to 7.	Play. (Bread and Milk at 5.)
„ 7 to 8.	Preparation of Lessons.
„ 8 to 8.20.	Supper.
„ 8.30 to 8.45.	Chapel Service, conducted by House-Governor.
„ 8.45.	Division of Boys take tepid Bath; the rest go to Dormitories.

(2.) DIETARY TABLE.

Allowance for each Boy.

	Breakfast.	Forenoon Allowance.	Dinner.	Afternoon Meal.	Supper.
Oatmeal } Porridge }	4 $\frac{2}{3}$ oz.	...	...	...	4 $\frac{2}{3}$ oz.
Milk	1 $\frac{1}{2}$ gill	...	...	1 $\frac{1}{2}$ gill	1 $\frac{1}{2}$ gill
Bread	...	2 $\frac{1}{2}$ oz.	{ 2 $\frac{1}{2}$ oz. 5* oz.	5 oz. senior boys 2 $\frac{1}{2}$ oz. junior boys	...
Butcher-meat.	...	...	5 $\frac{1}{3}$ oz.	...	...
Barley	...	...	1 oz.	...	...
Pease	...	...	4 oz.	...	...
Rice	...	...	1 $\frac{1}{2}$ oz.	...	...
Potatoes	...	...	17 $\frac{2}{3}$ oz.	...	...

On Sundays the Boys at present have, between the morning and afternoon services, a meal consisting of eggs, bread and butter, and coffee.

See, for further particulars, p. 214 of *History of Heriot's Hospital*.

III. *Instruction.*

1. TRADES, PROFESSIONS, ETC. OF BOYS' PARENTS.

Lodging-house Keepers	2	Letter Carriers	4
Brass and Iron Founders	7	Bakers	4
Joiners and Cabinetmakers	13	Saddlers	2
Wine and Spirit Merchants	15	Agents	4
Tobacconists	2	Teacher	1
Sub-Editors	2	Clergyman	1
Watchmakers and Jewellers	10	Blacksmiths	2
Shop Owners	2	City Officers	3
Shop-Assistants	5	Waiter	1
Map Mounters	2	Glasscutter	1
Painters	5	Furniture Dealers	2
Tanners	3	Tinsmith	1
Cabmen	4	Confectioner	1
Bookbinders	2	Ironmonger	1
Clerks	5	Artist	1
Commercial Travellers	4	Artist's Colourman	1
Tailors	15	Picture Dealer	1
Butchers	5	Water Officer	1
Porters	5	Coach Trimmer	1
Masons	3	Coal Merchant	1
Shoemakers	6	Surgeon-Dentist	1
Musicians	3	Small Shopkeepers, etc.	13
Printers	6		
Contractors	2	Total	177
Brushmaker	1		

* The larger allowance of Bread is given during the interval (usually between May and the vacation) when Potatoes are not used.

2. Only in the cases of senior boys whose parents may so request; *e.g.* any boy purposing to study Medicine will be prepared for the Preliminary Examination in Arts.

3. TIME-TABLE FOR CLASS INSTRUCTION.

Amount of Hours each week in different subjects of Instruction.

1st (or Youngest) Section.—English (including Religious Instruction), 15 hours; Arithmetic, 5; Writing, 3; Singing, 1; Drill, 1; Dancing, $1\frac{1}{2}$ (for 6 months).

2d Section.—English (including Religious Instruction), 15 hours; Arithmetic, 5; Writing, 5; Singing, 1; Drill, 1; Dancing, $1\frac{1}{2}$ (for 6 months).

3d Section.—English (including Religious Instruction), 10 hours; Arithmetic, 5; Writing, 5; Latin, 5; Singing, 1; Drill, 1; Dancing, $1\frac{1}{2}$ (for 6 months).

4th Section.—English (including Religious Instruction), 10 hours; Arithmetic, 5; Writing, 5; Latin, 5; Singing, 1; Drill, 1.

5th Section.—English (including Religious Instruction and English Composition), 13 hours; Arithmetic, 5; Writing, 5; Latin, 5; Singing, 1; Drill, 1.

6th Section.—English (including Religious Instruction and English Composition), 10 hours; Arithmetic, $7\frac{1}{2}$; Latin, $7\frac{1}{2}$; Writing, 5; Drawing, 2; Singing, 1; Drill, 1; French, $2\frac{1}{2}$.

7th Section.—English (including Religious Instruction and English Composition), $9\frac{1}{2}$ hours; Mathematics, 9; Classics, 9; French, 3; Writing, $2\frac{1}{2}$; Drawing, 2.

4. *English.*—The whole of Currie's English Grammar, revised; Bain's English Grammar throughout (selected portions); Currie's Composition (selected portions); Collier's British History, the whole, revised; Geography of the 4 Quarters, with Special Geography of the British Empire, revised.

Classics.—Æneid, Book IX., the whole of it; and Sallust's Cataline, 25 Chapters; Melvin's Latin Exercises, 1 to 100; Cyropædia, Book I. Chap. 1-3.

Arithmetic.—All the ordinary Rules.

Euclid.—Books I. II. III. IV., Summary of V. VI.

Algebra.—As far as Quadratic Equations (Kelland's Elements).

French.—La Henriade, Le Bourgeois Gentilhomme; French Composition.

5. All the boys receive on an average half an hour's daily instruction in the Bible and Shorter Catechism. On Sunday, the boys, divided into 5 sections, are taught by the House-Governor and Masters between 9.30 and 10.30 A.M. The House-Governor takes the outgoing boys by themselves; the remaining boys are taught by four of the Masters; in the two youngest Sections, New Testament History and Biography are taught; in the two highest Divisions, Old Testament History and Biography.

6. The average number in a class is about 25. Promotion is regulated by proficiency. Prizes are awarded partly as the results of the class-makings during the session, and partly by competitive examination.

7. The class-rooms, with one exception, are quite suitable.

The usual number in each is about 25. The size of the different rooms is as under:—

Writing Room,	36.6 × 22.0	|	1st English Room,	36.9 × 22.3	} The average cubical contents to each boy is 274 feet.
Classical do.	36.0 × 22.0	|	2d Do. do.	28.0 × 15.6	
Mathematical do.	25.9 × 25.6	|	3d Do. do.	26.6 × 20.0	

There is an excellent Library, containing about 4000 volumes. The boys are also provided with the daily papers and a variety of weekly and monthly serials.

8. The Governors appoint the House-Governor or Head Master, who is also Inspector of the Heriot Foundation Schools. The present House-Governor visits and reports upon each of the 13 Foundation Schools once a month, takes a general superintendence of the domestic and educational arrangements of the Hospital, teaches English Grammar and Composition to the two highest sections, and Greek to the 'hopeful seholars.' He holds office during the pleasure of the Governors. All the Masters are elected by the Governors, and hold office during their pleasure; the House-Governor is allowed to *select* for election the two Junior Masters. The general control of the Masters is vested in the House-Governor.

9. The Salaries of the Masters are as under :—

Dr. Bedford, House-Governor, £500, with free house, coals, and gas.

Mr. Ridpath, Classical Master, £250, with £10 for private reading with Hospital Bursars in Classics.

Mr. Smith, Mathematical Master, £230 (to be increased by an annual increment of £5 until it become £250), with £10 for reading with Hospital Bursars in Mathematics.

Mr. Wilson, English Master, £220 (to be increased by an annual increment of £5 until it become £250).

Mr. D. F. Lowe, French Master, and 2d English Master, £140, with board and lodging in the Hospital.

Mr. Brown, Junior English Master, £100.

Mr. Watson, Writing Master, £140.

Mr. Simson, Drawing Master, £52, 10s.

Mr. Hunter, Singing Master, £35.

Mr. G. Lowe, Dancing Master, £35.

No portion of the above Salaries is derived from Fees.

All the Masters hold office during the pleasure of the Governors.

10. A scheme whereby the House-Governor and all the other officials of the Hospital are required to insure their lives for certain specified sums payable at death or sixty (the Governors contributing £5 per cent. on the official income towards the payment of the premium) is at present under revision.

11. See pp. 195-7 in *History of Heriot's Hospital*.

12. See opinions of Professional Examiners under Question 11, and position taken by boys at University Local Examinations referred to under Question 13.

13. On p. 378 of the *History of Heriot's Hospital* is given a list of the House Bursars of the Institution from 1810 to 1872. During the last 10 years a Bursary has been awarded to 1 out of about 10 outgoing boys. These Bursaries have generally been awarded to boys in their 14th year, who were expected to enter College in the first session thereafter.

Within the last two or three years the Governors have made an alteration in their House Bursary Regulations, from a persuasion that the boys would derive more advantage from the Literary Classes at a riper age, and also with a view to the employment of the Bursary allowances in a variety of professional occupations. Some of the Hospital Bursars attend the *Extra-mural* instead of the *University* Classes. Some of the old boys who left the Hospital without obtaining a Bursary have afterwards attended classes at the University without any aid from the Institution: of these there is no exact record. The actual attendance

of Heriot House Bursars at the University Classes during the last 10 years has been as under:—In 1862, 9; 1863, 8; 1864, 13; 1865, 10; 1866, 11; 1867, 7; 1868, 7; 1869, 11; 1870, 6; 1871, 12; 1872, 8. The average attendance therefore for the last 10 years has been 8·5 per annum. During the same interval the following boys have received Degrees and Diplomas:—Allan Connel, M.A., Jas. Lyon, M.A., Rev. Matthew Galbraith, M.A., Rev. John Wardrop, M.A., Rev. William Dunnett, M.A., Robert Lawson Tait, L.R.C.S., George Waugh, M.B., C.M., John Masterton, M.D., L.R.C.P. and S.

The boys have also been sent at different times to the University Local Examinations. In 1867 ten boys were entered, one for the Senior Certificate and the others for the Junior Certificate. The candidate for the Senior Certificate obtained it in the 1st Division, and the others, with one exception, obtained the Junior Certificate, three in the 1st Division and five in the 2d Division. The number of Honour-marks obtained amongst the whole of them was 11. In 1868 ten boys were again entered, four for the Senior and six for the Junior Certificates. They all obtained the Certificates for which they were examined; two boys obtained Senior Certificates in the 1st Division, and two in the 2d Division; three obtained Junior Certificates in the 1st Division, and three in the 2d Division. The number of Honour-marks obtained amongst the whole of them was 14. The Head Master and the Education Committee being under the impression that this kind of examination had the effect of narrowing the course of instruction, as well as of introducing an unhealthy stimulus among the boys, no candidates were sent up in the following year; but in 1870 four candidates were allowed to present themselves, with the following result:—Three passed in the 1st Division of Class A, and one in the 2d Division of Class A, the total number of Honour-marks among them being 10.

14. See List of Persons educated in Heriot's Hospital since beginning of present century, pp. 411-24, in *History of Heriot's Hospital*.

GENERAL.

Yes. For result see p. 197-203 of *History of Heriot's Hospital*, as well as copy of proposed Provisional Order and relative papers already sent to the Secretary of the Commission.

WM. FORRESTER, *Treasurer*,
7, Royal Exchange.
FRED. W. BEDFORD, *House-Governor*,
Heriot's Hospital.

GEORGE WATSON'S HOSPITAL AND COLLEGE SCHOOLS.

THE HOSPITAL OR BOARDING-HOUSE IS HOME LODGE, VIEWFORTH; THE COLLEGE SCHOOL FOR BOYS IS SITUATED AT ARCHIBALD PLACE, LAURISTON; AND THE ONE FOR YOUNG LADIES AT GEORGE SQUARE.

I. NATURE OF FOUNDATION.

1. Hospital opened 1741. George Watson, merchant in Edinburgh.
2. The purpose of the foundation is stated in the Founder's Testament or Will to be, to raise a new Hospital for entertaining and educating of the male children and grandchildren of decayed merchants in Edinburgh. Statutes were composed by Mr. Watson's Trustees in 1724, and amended in 1755, by which they gave a preference to the children or grandchildren of members of the Edinburgh Merchant Company, Burgesses and Guild Brethren of Edinburgh, or Ministers of the Old Church of Edinburgh, those of the name of Watson or Davidson being preferred in the first place. By an Act of Parliament obtained in 1852, the Governors were authorized to elect and receive into the Hospital such number of non-resident day scholars as the income or revenue of the Hospital should from time to time prove sufficient for. In 1870 a Provisional Order was, on the application of the Governors, obtained from Her Majesty's Principal Secretary of State, under authority of the Endowed Institutions (Scotland) Act, 1869, by which the Governors were, *inter alia*, empowered to convert the Hospital into a great Day School, and to board out a portion of the Foundationers, and maintain the others in boarding-houses, and to establish Day Schools for girls. Copies of the Statutes of the Trustees, the Day Scholars Act of 1852, and the Provisional Order of 1870, may be obtained from the Secretary and Solicitor of the Governors, Mr. Alexander Kirk Maekie, S.S.C., 57 Hanover Street, Edinburgh.
3. The sum originally left by the Founder was £12,000 sterling. The funds, according to the last published statement sent herewith, amounted to £199,242, 1s. 6d. The funds are now principally invested in land and house property. The gross revenue, including school fees, conform to the above statement, was £11,418, 9s. 6^{d.}, and the net revenue of the foundation, £7,127, 7s. 9d.
4. Reference is made to answer to question No. 2 as to the constitution of the trust. The management is in the Master, twelve Assistants, and (Honorary) Treasurer of the Company of Merchants of the city of Edinburgh, five members of the Town Council of Edinburgh, and one of the Ministers of Edinburgh,—in all, 20. For names of present Governors, see page 529 hereof.
5. No.
6. The Master, twelve Assistants, and Treasurer of the Merchant Company, are elected annually by the Merchant Company (which Company is incorporated by Royal Charter and Act of Parliament). The five representatives from the Town Council are also elected annually by that body, and the Minister of Edinburgh is elected by the general body of Governors.
7. The Governors, *inter alia*, manage the estate of the Hospital, and

settle and direct the government of the Hospital and whole affairs relating thereto, and fix from time to time the age for election of Foundationers, and that at which they may be required to leave. The Governors elect the head masters of the Day Schools, who hold their offices during the pleasure of the Governors, and these head masters are responsible for the efficient working of the schools. The Governors also judge as to the time and way of carrying out the various powers conferred upon them by the Provisional Order above mentioned, in regard to bursaries, scholarships, etc., and generally in regard to the management of the Day Schools.

8. The present application of the funds is not altogether in terms of the Founder's Will, but the change has been made under the authority of Parliament. Reference is made to answer to question No. 2.

9. Boys, 55, of whom 27 are fatherless; of whom 20, though not fatherless, are children of decayed or necessitous families, this being a necessary qualification. Thirteen have been elected entirely owing to merit, as tested by competitive examination in terms of the Provisional Order, and without reference to their circumstances.

10. None.

11. Number of vacancies, 3. Number of applicants, 13.

12. Two of the above three vacancies were filled up by sons of members of the Merchant Company who had been in extensive business, but had died in early life, leaving widows and families in straitened circumstances. The other was filled up by a grandson of a member of the Merchant Company, whose father had been a teller in a bank, but had lost his situation, and in consequence was unable to provide suitably for his family.

13. Foundationers by election require to be not under 9 nor above 14 years of age as at 1st October of the year in which they are elected; and they require to leave at the end of the half-session in which they attain 15 complete, unless they obtain a certificate of high merit from the Head Master, when they remain a year longer. Those elected by merit are at corresponding ages.

14. The Governors are required to be 'fully satisfied that they (the boys proposed to be elected) are truly objects of the charity.' Chap. xiv. Statute. Reference is made to answer to question No. 2. By section 9 of the Provisional Order, 'all applicants for admission to the Foundation or the Day Schools shall pass an entrance examination suitable to the age of each applicant, and satisfactory to the Governors;' and in selecting those to be admitted, regard is paid to the merits and attainments of each as tested by the examination.

15. By section 5 of the Provisional Order, the Governors have power to decline to admit any child 'whose admission would in their opinion be prejudicial to the interests of the other children,' and 'to remove from the Foundation any of the present or future Foundationers whose continued connection therewith would in their opinion have a like effect.'

16. On leaving, each Foundationer is allowed clothes to the value of £7. Each ordinary Foundationer also gets, on being bound apprentice to a trade or business, £10 a year for five years, and a bounty of £50 when he reaches 25 years of age complete, and is about to start business in Edinburgh or suburbs.

17. In the boys' school, 24; in the girls' school, 13.

18. In boys' school, 1105; in girls' school, 587. For table of fees, see p. 528.

19. No.

20. A statement of the last published account will be found on reference to pages 64-70 of the Merchant Company Annual Report, herewith sent. The accounts are quarterly prepared by the Accountant of the

Hospital, Mr. James M. Macandrew, C.A., audited by an Audit Committee appointed by the Governors, and laid before the Governors at their quarterly meetings for their approval. There is also an annual account made out by the Accountant and audited by the Audit Committee, and thereafter it is laid before the Governors for approval. Furthermore, with the view of securing every publicity, an abstract of the accounts is printed annually for the Governors and every member of the Merchant Company, and any one who may wish to see it. The accounts for the financial year just closed will be sent when printed, if desired.*

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 17.

2. The Foundationers who are boarded with their parents receive an allowance of £21 a year; those boarded with strangers, £28 a year. These allowances do not include clothing and medical attendance, which are provided by the Governors.

3. No.

4. A large discretion is given to the Matron to grant liberty as in private families. Foundationers with friends in town can remain with them from Saturday morning till Monday morning. The principal holidays are eight days at Christmas, two months in autumn, and a week in the end of April.

5. (1) *Day Schools*.—Boys. In extreme cases, corporal punishment is inflicted by the Master, and such cases are reported to the Head Master. In other cases, pœnas and detention in class-room. Corporal punishments are extremely rare, and are discountenanced by the Governors.

Girls. The punishments are principally determined by the Master of each class, by making the pupils lose class places or marks. Any case to be treated differently is reported to the Head Master, who has found it to be sufficient, as yet, simply to write down the name in a book kept for the purpose.

(2) *Boarding-house*.—The punishments necessary are of a trifling nature.

6. None.

7. The Foundationers attend the Day School during the day, and those not boarded out are in the Boarding-house by night, under the care of the Matron and a resident Master.

8. Rooms—

No. 1.	24.0 × 17.0 × 13.3 high,	with 7 beds.	797	cubic feet to each pupil.
2.	17.0 × 12.6 × 13.3	" " 3 "	957	" "
3.	16.6 × 15.6 × 13.3	" " 5 "	698	" "
4.	9.0 × 8.6 × 12.0	" " 2 "	481	" "

Each pupil has a separate bed.

9. Foundationers are as free during their own amusements as pupils at other schools generally are. The ground around the house is fully an acre in extent, and is within a short distance of Bruntfield Links. There is also a cricket park.

10. The boys have 'baths' regularly in the boarding-house. The Medical Officer of Health for the city, Dr. Littlejohn, visits the day schools at least once in each quarter to ascertain their sanitary condition, and report to the Governors any suggestions he has to make; and the Medical Officer of the Hospital reports twice a year to the Governors as to the condition of the boarding-house. (Recent reports can be sent if wished.)

11. There have only been about four deaths in all among the Foundationers for the last ten years.

12. See p. 531, etc.

* See p. 539.

III. INSTRUCTION.

1. The ordinary Foundationers are nearly all of the middle class, being chiefly sons and grandsons of Merchant Burgesses and Guild Brethren.

2. In Girls' School, no. In Boys' School, pupils after the age of 12 are placed on the commercial or classical side of the school, according to their mental bent.

3. See pp. 531-36.

4. See p. 536.

5. The Foundationers at boarding-house attend Church twice on Sunday, and receive religious instruction from the resident Master in the evening. In the schools the Bible is taught without sectarianism or formula.

6. In Boys' School, from 35 to 40 pupils in a class. Pupils are promoted according to merit, tested by examination given by Head Master. Prizes are given at close of session, decided by class marks and written examinations.

In Girls' School, average number in class, 40. Promotion depends upon the aggregate value of work, oral and written, in all the subjects of study. Prizes are awarded for the work done in each subject of study, and are decided by class places and written examinations quarterly.

7. Boys' School. The building is provided with large and well-ventilated class-rooms. There are from 35 to 40 pupils in each class-room. There is a library for the Masters.

Girls' School. The class-rooms are suitable. They vary in size, but 20 or 22 x 16 or 18 feet will give the usual dimensions; about 40 pupils in each. Largest class-room, 27 x 27 feet. In these there are sometimes two classes for singing, etc. There is not a library as yet.

8. The Head Masters are appointed by and hold office at the pleasure of the Governors, and are responsible for the efficient working of their schools. All the Teachers and other persons under the Head Masters are appointed by and hold their offices under the control and at the pleasure of the Head Masters, but their salaries are fixed and paid by the Governors. The time of the Head Masters is fully taken up in superintendence of the classes.

9. A list of the Teachers in each of the boys and girls' schools, with their salaries, is sent herewith. No portion of their salaries is derived directly from fees. They hold their offices during the pleasure of the Head Masters. See p. 536, etc.

10. No.

11. See p. 538.

12. The pupils from these schools compete annually with pupils from the other Merchant Company Schools.

13. Boys' School. During the 10 years previous to the reform of the Hospital in 1870, not above half a dozen pupils went to the University. At the opening of the present session of the University, *eleven* pupils from this school have matriculated. It is expected that in a short time, under the new system of schools, there will be a much larger attendance at the University.*

14. None.

* The Governors of this Hospital and the Governors of Daniel Stewart's Hospital have endowed a chair in the Edinburgh University, the annual cost of which is £524, representing, at 4 per cent., a capital sum of £13,100.

GENERAL.

The Governors have, in connection with the Directors of the other Merchant Company Hospitals, been the leaders in Hospital reform. They suggested, and at large expense got carried through, the '*Endowed Institutions (Scotland) Act, 1869*,' and they subsequently obtained Provisional Orders, by which they have been enabled to make vast changes in Hospital management, as will be seen by the statement* of results annexed to the schedule for George Watson's Hospital and College Schools. The Merchant Company Corporations have, with one exception, been the only institutions that have taken advantage of the above Act,—the one exception being '*The Bathgate Academy*,' which is connected with one of the estates belonging to the Merchant Company Corporations. The Provisional Orders so applied for and obtained, met with the hearty approval of Mr. Forster, the Home Secretary (Mr. Bruce), and the Lord Advocate. These Provisional Orders were founded mainly upon the reports of the Education Commissioners. The Governors have but one desire, namely, to administer the funds of the Founder with the greatest practical advantage to the cause of education. They court every inquiry into their management of the Schools and Corporations, and will give careful attention to recommendations of Education Commissioners and leading educationalists. The change has been a great success.†

A. KIRK MACKIE, S.S.C., *Secretary*.

22d November 1872.

TABLE OF FEES EACH QUARTER AT GEORGE WATSON'S COLLEGE SCHOOLS.

1. *Boys' School.*

Elementary Department,	.	.	.	10s. per Quarter.
Junior Department, Lower Division,	.	.	.	15s. "
Do. do., Upper do.,	.	.	.	£1 "
Senior do.,	.	.	.	£1, 5s. "
Do. do., Advanced,	.	.	.	£1, 10s. "

2. *Girls' School.*

Elementary Department,	.	.	.	12s. 6d. per Quarter.
Junior Department, Lower Division,	.	.	.	£1, 1s. "
Do. do., Upper do.,	.	.	.	£1, 11s. 6d. "
Senior do.,	.	.	.	£2 "
Do. do., Advanced,	.	.	.	£2, 10s. "

FOUNDATIONERS RESIDING AT HOME LODGE.—TWENTY-FOUR HOURS' TIME-TABLE.

7 A.M. to 7.45 A.M.	Rise and Dress.
7.45 ,, 8	Prayers.
8 ,, 8.30	Breakfast.
8.30 ,, 9	Going to school.
9 ,, 3 P.M.	At school.
3.45 P.M. ,, 4.15	Dinner.
4.15 ,, 6	At play.
6 ,, 7.35	Preparation of Lessons.
7.35 ,, 9	Supper, Private Reading or Indoor Amusements.
9	Prayers; Bed.

* See Statement annexed, p. 538.

† Special reference is made to page 12 of the prospectus of the Edinburgh Merchant Company Schools for Session 1872-73, sent herewith.

FOUNDATIONERS RESIDING AT HOME LODGE.—TABLE OF WEEK'S DIETARY.

	Breakfast.	Dinner.	Supper.
SUNDAY, . .	Porridge and Milk.	Mutton Pie and Bread.	Tea, Bread, Butter, and Milk.
MONDAY, . .	Do.	Pea-soup and Roast Meat, Bread and Potatoes.	Do.
TUESDAY, . .	Do.	Rice-soup and Boiled Mutton, Bread and Potatoes.	Do.
WEDNESDAY, .	Do.	Rice-soup and Mineed Collops, Bread and Potatoes.	Do.
THURSDAY, .	Do.	Salt Beef, Bread, and Potatoes.	Do.
FRIDAY, . .	Do.	Roast Beef, Bread and Potatoes.	Do.
SATURDAY, .	Do.	Cold Roast, Pudding, Bread and Potatoes.	Do.

LIST OF GOVERNORS FOR 1872-73.

JOHN CLAPPERTON, Esq., 371, High Street, Master of the Merchant Company.

Assistants of the Merchant Company.

- Messrs. THOMAS KNOX, 15, Hanover Street.
 „ JAMES LEWIS, 177, Canongate.
 „ JOHN PURDIE, 83, Princes Street.
 „ STEPHEN ADAM, 131, Constitution Street, Leith.
 „ JOHN S. SHIELS, Constitution Street, Leith.
 „ ADAM BEATTIE, 33, Chalmers Street.
 „ DAVID DICKSON, 10, South St. Andrew Street.
 „ JOSIAH LIVINGSTON, 7, Roxburgh Place.
 „ CHARLES BLAIR, 67, Gilmore Place.
 „ WILLIAM HAMILTON, 100, George Street.
 „ ROBERT GORDON, Heriot Bridge.
 „ ALEXANDER GOWANS, 25, George Street.

Treasurer of the Merchant Company.

ROBERT BRYSON, Esq., 66, Princes Street.

Minister of New Greyfriars Church.

Rev. WILLIAM ROBERTSON, D.D., 29, Albany Street.

Elected by the Magistrates and Town Council.

- Bailie MARSHALL, 39, Potterrow.
 Bailie COUSIN, Royal Exchange.
 Bailie WILSON, Meuse Lane.
 Treasurer JAMES COLSTON, 80, Rose Street (Treasurer for City of Edinburgh).
 Councillor THOMAS ROWATT, Lothian Road.

Treasurer.

Mr. ROBERT WALKER, 12, Bank Street.

Secretary.

Mr. A. KIRK MACKIE, S.S.C.

Architect.

Mr. DAVID MACGIBBON, George Street.

Accountant.

Mr. J. M. MACANDREW, C.A., York Place.

Surgeon.

Mr. BENJAMIN BELL, F.R.C.S., 8, Shandwick Place.

Land Adviser.

Mr. ADAM CURROR, The Lee, Edinburgh.

Head Masters George Watson's College Schools.

Mr. GEORGE OGILVIE, LL.D. (Boys). Mr. A. THOMSON (Girls).

TIME-TABLE.

GEORGE WATSON'S COLLEGE SCHOOLS. (BOYS.)

TIME-TABLE.—LOWER SENIOR.—SESSION 1872-73.

	9-9.30	9.30-11	11-12	12-12.30	1-2	2-3	3-4
MON.	Scripture	English Branches	Latin	Writing	French	Arithm.	Drawing
TUES.	Do.	Do.	Do.	Do.	Arithmetic	Do.	Dancing
WED.	Do.	Do.	Do.	Do.	French	Do.	Drawing
THUR.	Do.	Do.	Do.	Do.	Arithmetic	Do.	Dancing
FRI.	Do.	Do.	Do.	Do.	French	Do.	Drawing

TIME-TABLE.—JUNIOR CLASSES.

	9-9.30	9.30-10.30	10.30-11.30	11.30-12.15	12.45-1.15	1.15-2	2-3
MON.	Scripture	English	Arithmetic	Latin	Writing	Arithmetic	English
TUES.	Do.	Do.	Do.	Do.	Do.	Do.	Do.
WED.	Do.	Do.	Do.	Do.	Do.	Do.	Do.
THUR.	Do.	Do.	Do.	Do.	Do.	Do.	Do.
FRI.	Do.	Do.	Do.	Do.	Do.	Do.	Do.

Singing Lessons once a week in the Lower Senior and Junior Classes. In the Junior Drawing one hour a week.

TIME-TABLE.—ELEMENTARY.

	9-9.30	9.30-10.30	10.30-11	11-12	12.45-1.15	1.15-2
MON.	Script.	Reading	Slate-writ.	Arithmetic	Reading, etc.	Mental Arithmetic and Geography
TUES.	Do.	Do.	Ment. Ar.	Do.	Do.	Slate-writing
WED.	Do.	Do.	Slate-writ.	Do.	Do.	Mental Arithmetic and Geography
THUR.	Do.	Do.	Ment. Ar.	Do.	Do.	Slate-writing
FRI.	Do.	Do.	Slate-writ.	Do.	Do.	Reading, etc.

In the Elementary Classes Singing and Drawing twice or thrice a week, in place of some of above.

GEORGE WATSON'S
 TIME-TABLE.—SENIOR

		9-10	10-11	11-12	12-12.30	
CLASSICAL SIDE.	V.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	English Classics English Classics English	Classics French Classics French Classics	Mathematics Do. Do. Do. Do.	Mathematics Do. Do. Do. Do.
	IV.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Classics French Classics French Classics	English Classics English Classics English	Mathematics Do. Do. Do. Do.	Mathematics Do. Do. Do. Do.
	III.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Mathematics French Mathematics French Mathematics	Mathematics English Mathematics English Mathematics	Classics Do. Do. Do. Do.	Writing Do. Do. Do. Do.
	II.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	French English French English French	Mathematics Do. Do. Do. Do.	Classics Do. Do. Do. Do.	Writing Do. Do. Do. Do.
	I.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	French Mathematics French Mathematics French	Classics Do. Do. Do. Do.	English Do. Do. Do. Do.	English Do. Do. Do. Do.
COMMERCIAL SIDE.	IV.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	English Writing English Writing English	French Mathematics French Mathematics French	Mathematics Do. Do. Do. Do.	Mathematics Do. Do. Do. Do.
	III.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	English Writing English Writing English	French English French English French	Mathematics Do. Do. Do. Do.	Mathematics Do. Do. Do. Do.
	II.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Writing English Writing English Writing	Mathematics Do. Do. Do. Do.	English French English French English	English French English French English
	I.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Writing Mathematics Writing Mathematics Writing	English Mathematics English Mathematics English	French English French English French	French English French English French

COLLEGE SCHOOLS (Boys).

CLASSES.—SESSION 1872-73.

			1-2	2-3	Alternate Weeks.	
					3-4	3-4
CLASSICAL SIDE.	V.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Classics Do. Do. Do. Science	Classics English Classics English Classics	... Dancing Dancing Dancing ...	Drawing ... Dancing ... Drawing
	IV.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Writing English Writing English Classics	Classics Do. Do. Do. Science	... Dancing Dancing Dancing ...	Drawing ... Dancing ... Drawing
	III.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	English Do. Do. Do. Do.	Classics Mathematics Classics Mathematics Classics	... Dancing Dancing Dancing ...	Drawing ... Dancing ... Drawing
	II.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Mathematics Classics Mathematics Classics Mathematics	English Science English Do. Do.	Drawing ... Gymnastics ... Dancing	... ... Dancing ... Gymnastics
	I.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Mathematics Do. Do. Do. Do.	Writing Classics Writing Classics Writing	Drawing ... Gymnastics ... Dancing	... ... Dancing ... Gymnastics
COMMERCIAL SIDE.	IV.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	German French English German Science	Book-keepg. English German English German	... Dancing ... Dancing Gymnastics	... Dancing Gymnastics Dancing ...
	III.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	English French English Book-keepg. German	Writing German Mathematics German Science	... Dancing ... Dancing Gymnastics	... Dancing Gymnastics Dancing ...
	II.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	German Mathematics German Mathematics Science	French Dancing English Dancing German	... ... Dancing ... ...	... ... Dancing ... Dancing ...
	I.	MONDAY, TUESDAY, WEDNESD., THURSDAY, FRIDAY,	Mathematics German Mathematics German English	Drawing Mathematics Mathematics Do. Dancing	... ... Dancing ... ...	... Dancing ... Dancing ...

GEORGE WATSON'S COLLEGE

TIME-TABLE.

SENIOR CLASSES.							
	Hour.	I.	II.	III.	IV.	V.	VI.
MONDAY.	9	German	Drawing	Singing	Singing	Drawing	English
	10	Singing	Singing	German	Drawing	English	Drawing
	11	Arithmetic	German	Writing	English	French	Sewing
	12	Dancing	Arithmetic	English	Dancing	Writing	Arithmetic
	1	Writing	English	Arithmetic	Arithmetic	Dancing	Dancing
	2	English	Writing	Dancing	French	Arithmetic	Writing
TUESDAY.	9	Drawing	French	Drawing	Sewing	Singing	English
	10	French	Dictation	Writing	Writing	English	Singing
	11	Arithmetic	Writing	French	English	Fr. Dicta.	Sewing
	12	Sewing	Arithmetic	English	Dictation	Writing	Arithmetic
	1	Writing	English	Arithmetic	Arithmetic	Sewing	French
	2	English	Dancing	Sewing	Fr. Dicta.	Arithmetic	Writing
WEDNESDAY.	9	German	Fr. Dicta.	Singing	Singing	Sewing	English
	10	Fr. Dicta.	Sewing	German	Writing	English	Dictation
	11	Arithmetic	German	Writing	English	French	Sewing
	12	Sewing	Arithmetic	English	Dictation	Writing	Arithmetic
	1	Writing	English	Arithmetic	Arithmetic	Dictation	Fr. Dicta.
	2	English	Writing	Dancing	French	Arithmetic	Writing
THURSDAY.	9	Drawing	French	Drawing	Sewing	Singing	English
	10	Singing	Singing	Writing	Drawing	English	Drawing
	11	Arithmetic	Writing	French	English	Sewing	Writing
	12	Dancing	Arithmetic	English	Dancing	Writing	Arithmetic
	1	Writing	English	Arithmetic	Arithmetic	Dancing	Dancing
	2	English	Dancing	Sewing	Writing	Arithmetic	French
FRIDAY.	9	German	Drawing	Dictation	Dictation	Drawing	English
	10	French	Sewing	German	Writing	English	Singing
	11	Arithmetic	German	Writing	English	French	Sewing
	12	Dictation	Arithmetic	English	Dictation	Writing	Arithmetic
	1	Writing	English	Arithmetic	Arithmetic	Sewing	Dictation
	2	English	Writing	Dictation	French	Arithmetic	Writing

English includes English Literature, Grammar, Geography, History, in Senior Classes.
 Arithmetic includes Mathematics in Classes I. and II.
 Writing includes Bookkeeping in Classes I., II., and III.
 Writing includes Ornamental Writing in Classes I. to VI. inclusive.
 Dictation includes English and French in Senior Classes.

SCHOOLS, GEORGE SQUARE. (GIRLS.)

TIME-TABLE.

JUNIOR CLASSES.							
	Hour.	I.	II.	III.	IV.	V.	VI.
MONDAY.	9	French	Arithmetic	English	Arithmetic	Writing	English
	10	Arithmetic	French	Arithmetic	English	English	Sewing
	11	English	English	Sewing	Writing	Arithmetic	Arithmetic
	12	Sewing	English	Writing	English	French	Writing
	1	English	Writing	French	Sewing	Sewing	English
	2	Writing	Sewing	English	Dictation	English	French
TUESDAY.	9	Singing	Arithmetic	English	Arithmetic	Writing	English
	10	Arithmetic	Singing	Arithmetic	English	English	Sewing
	11	English	English	Sewing	Writing	Arithmetic	Arithmetic
	12	Dancing	English	Dancing	English	Sewing	Writing
	1	English	Writing	Writing	Dancing	Dancing	English
	2	Writing	Dancing	English	French	English	Singing
WEDNESDAY.	9	French	Arithmetic	English	Arithmetic	Writing	English
	10	Arithmetic	French	Singing	Singing	English	French
	11	English	English	Sewing	Writing	Arithmetic	Arithmetic
	12	Sewing	English	Writing	English	French	Writing
	1	English	Writing	French	Sewing	Singing	English
	2	Writing	Dictation	English	Dictation	English	Dancing
THURSDAY.	9	Singing	Arithmetic	English	Arithmetic	Writing	English
	10	Arithmetic	Sewing	Arithmetic	English	English	Sewing
	11	English	English	Sewing	Writing	Arithmetic	Arithmetic
	12	Sewing	English	Writing	English	Dictation	Writing
	1	English	Writing	Dictation	French	Sewing	English
	2	Writing	Dancing	English	Sewing	English	Singing
FRIDAY.	9	French	Arithmetic	Singing	Singing	Writing	English
	10	Arithmetic	Singing	Arithmetic	English	English	Sewing
	11	English	English	Sewing	Writing	Arithmetic	Arithmetic
	12	Dancing	English	Dancing	English	French	Writing
	1	English	Writing	French	Dancing	Dancing	English
	2	Writing	Sewing	English	Sewing	English	Dancing

English includes Geography, History, Grammar, in Junior Classes.

BOYS' SCHOOL.

ACTUAL WORK DONE BY HIGHEST CLASSES IN SESSION 1871-72.

- HIGHEST CLASSICAL.—1. LATIN.—Horace, Livy, Cicero, Latin Prose Composition, Beverly's Ex-Ancient Geography and Antiquities.
- „ „ 2. GREEK.—Smith's *Initia Græca*, Xenophon, Homer.
- „ „ 3. ENGLISH BRANCHES, including Analysis, Composition, History, and Literature.
- „ „ 4. MATHEMATICAL DO.—Euclid I.-VI., Algebra, Trigonometry, Natural Science.
- „ „ 5. FRENCH.—Grammar, Moliere, French Composition.

HIGHEST COMMERCIAL.—Same as Highest Classical, with additional French, German, and Bookkeeping, in place of Latin and Greek.

GIRLS' SCHOOL.

ACTUAL WORK DONE BY CLASS I. DURING SESSION 1871-72.

ARITHMETIC.—First Four Rules, Compound Rules (money), Vulgar Fractions, Proportion and some of its applications.

GEOMETRY.—First steps as contained in the first three Sections of Mr. Wilson of Rugby's *Elementary Geometry*.

ALGEBRA.—To the end of Multiplication.

BOOKKEEPING.—Single Entry; Day, Invoice, Cash and Bill Books finished, and entering these into the Ledger.

ENGLISH.—Bible—Genesis. History—Greece, to the Battle of Marathon; also the Mythology, 120 pages. English Literature to the time of Dr. Samuel Johnson, 93 pages; Pryde's *Literature*; Parsing and Analysis of Sentences; Derivation of Words from Latin and Greek. Composition—First and Second Chapters of Pryde's *Composition*, 80 pages; *Macbeth*. Geography—Europe, N. America, S. America, France, Ancient Greece; also all the Physical and Mathematical Geography, as given in *Maekay's Elements*.

GERMAN.—Grammar; Dr. Aue's *Elementary German Grammar*, paragraphs 1-83, Exercises I.-XII.; Reading—Christoph von Schmidt's *Kurze Erzählungen*, No. 1-24.

FRENCH.—French Reader, first 75 pages; Grammar whole.

LATIN.—Declension of Nouns, Adjectives, Numcrals, Pronouns, Active Voices of Four Conjugations; Chambers' *Elementary Latin Exercises* to the end of the Five Declensions; *Cæsar*, Book I., 1-7 chapter.

WRITING.—Plain, Ornamental, Illuminated.

MUSIC.—Theory and Singing twice a week, and Piano once a week.

BOYS' SCHOOL.

LIST OF MASTERS AND SALARIES.—SESSION 1872-73.

The Head Master (George Ogilvie, LL.D.) has a salary of £400, and five shillings for each boy, other than a Founder, at school.

Senior Department.

Mr. Thomas A. Stewart, M.A., Classics	£300
„ Francis Sellar, M.A., „	170
„ Andrew M'Lellan, M.A., English	220
„ William Calder, „	190
„ James Blyth, M.A., Mathematics	220
„ Matthew Wilson, M.A., „	130
„ George Gloag, „	110
„ V. Y. Ondet, B.A., B.S.C., French	220
„ John Robson (First), B.A., French and German	220
„ Charles F. Fischart, German	80
„ Robert Adamson, M.A., Assistant	80

Sections (Senior).

Mr. John Richardson (First), B.A.	£145
„ James L. Robertson, M.A.	130
„ James Balsillie, M.A.	130
„ Thomas Edington, M.A.	110
„ William Jenkins	*60
„ William W. Dunlop	105
„ John Young	100

Sections (Junior).

Mr. Alexander A. Fairnie	£105
„ James Shaw	100
„ George M'Crindle	100
„ William Dick, M.A.	100
„ George Gardiner	100
„ James D. Shaw	100
„ Alexander Miller, M.A.	100
„ John Middleton (First), B.A.	95
„ Richard S. Armit	90

Sections (Elementary).

Mr. William Carmichael	£90
„ Archibald Baker	80
„ Sam. S. Kinnear (four hours daily)	60
Miss Margaret Tocher	70
„ Jessie Souter	70
Mr. Robert Frier, Drawing	100
„ Henry Frier, „	50
„ William Carmichael, Drawing	48
Dr. Davidson, Lectures on Science, weekly	20
Mr. Thomas M. Hunter, Singing	45
„ George Lowe, Dancing	75
Captain Roland, and Assistant, Gymnastics	70
John Mullins, Drill Sergeant	52

GIRLS' SCHOOL.

LIST OF MASTERS.

The Head Master (Mr. Alexander Thomson) has a salary of £400, and five shillings for each pupil, other than a Founder, at school.

English Master—Mr. Robert Henderson	£200	
„ „ „ John Patterson	150	
„ „ „ Thomas Bain	150	
		£500
French „ „ Peter Stalker		200
German „ „ N. Meycrowicz		100
Latin „ „ John Stevens		45
Arithmetic „ „ Robert Millar, M.A.	£180	
„ „ „ J. Croom Wallace	130	
		310
Writing „ „ D. M. Ireland	£130	
„ „ „ John Buchart	60	
		190
Music „ „ A. S. Jameson	£320	
„ „ „ T. S. Grizzelle	320	
		640
Singing „ „ Walter Strang		160
Drawing „ „ Robert Frier	£80	
„ „ „ Harry Frier	60	
		140
Dancing „ „ Walter d'Egville		150
Drill „ „ Sergeant Donnelly		42

* And £30 for superintending at Homo Lodge.

GOVERNESSES.

Lady Superintendent—Miss Alice Wilson	£100
Drawing—Miss Kate Wilson	50
Music—Mrs. Graham, and Misses Watson, Robinson, Brown, Martin, and Campbell, each at £40	£240
Miss Sneath	30
	—
Managing—Misses Cowper and Finch, at £50 each	£100
Misses Smart, Goldie, Wells, and Symington, four at £40	160
Misses Lyle and M'Nair, two at £30	60
Elementary Department—Miss Hoggan at £40 and Miss Sutherland at £30,	70
Pupil Governesses—Misses Morgan, Aikman, and Smith, three at £10, with their education	30
	—
Misses Robina Smith, Mary C. Christie Adams, and Annie Adams receive their education.	420
Sewing Department—Mrs Hurton	40

Before the carrying through of the *Endowed Institutions (Scotland) Act*, 1869, the Governors had the advantage of Reports from Mr Simon S. Laurie; and since the schools were established under the Provisional Orders, elaborate Reports have been obtained from W. B. Hodgson, Esq., LL.D., on the General Education, and from Professor Oakeley on Music. The pupils have also been subjected to competitive examinations by means of written papers, the Examiner being the Rev. James Currie, Rector of the Church of Scotland Training College. The general result of all the examinations has been highly satisfactory, and the recommendations received from time to time are being carefully attended to.

Copies of the Reports will be furnished if wished.

Reports were also obtained on the Sewing Classes and Religious Instruction.

MERCHANT COMPANY SCHOOLS.

Memorandum, showing position before and after obtaining Provisional Orders.

	Before Provi- sional Orders.	After Provi- sional Orders.
I. <i>Number of Scholars.</i>		
1. James Gillespie's Schools	140	1230
2. Merchant Maiden Hospital	{ Resident, . 74 } { Day Scholars, 28 }	102 1300
3. George Watson's Hospital (for Boys) { Resident, . 68 } { Day Scholars, 16 }	84	1142
4. George Watson's College Schools (for Girls)—New . . . . .	...	600
5. Daniel Stewart's Hospital	68	320
	—	—
	394	4592
II. <i>Number of Teachers employed.</i>		
1. James Gillespie's Schools	2	30
2. Merchant Maiden Hospital	10	63
" " Pupil Governesses . . . . .	...	19
3. George Watson's College Schools (for Boys)	7	40
4. George Watson's College Schools (for Girls)—New . . . . .	...	38
" " " Pupil Governesses . . . . .	...	6
5. Daniel Stewart's Hospital	7	17
	—	—
	Total	26 213
	—	—

DISCHARGE.

Interest paid on Borrowed Money,	£555	3	7	
Public Burdens, Insurance, etc.,	518	6	4 ^s	
Payments for Repairs, etc., on Account of Estates and Woods,	221	12	7	
Expenditure in relation to new Feus at Merchiston, viz.:—				
To account of Roads and Drains at Myreside,				£2,518 11 0
Tenants' Damages, etc.,	89	13	10	
Miscellaneous Payments,	78	15	10	
Money borrowed repaid,				1,000 0 0
Property and Income-Tax retained from Revenue,	100	4	8	
Price of the Building formerly called the Merchant Maiden Hospital and Grounds, purchased with entry at 31st July 1871, with half expense of Disposition, £22,973, 8s. 6d., and interest, £142, 16s. 2d.,	142	16	2	22,973 8 6
Expended on Alterations,				1,540 0 0
Amount expended on Alterations at Melville House, George Square, taken on lease, to suit it for School for Young Ladies,	350	0	0	
Quarterly Disbursements:—				
Building and Repairs,	£814	8	4	
Fleeting and Utensils,	217	1	5	
Maintenance and Medicine,	1,288	1	2	
Clothing,	305	12	9 ^s	
Coals and Lights,	109	19	6	
Fees and Salaries of Ses- sion 1870-71,	£4,942	14	7	
Do. 1871-72,	282	2	6	
				5,224 17 1
Books, Stationery, and Printing,	309	19	9	
Miscellaneous Payments, viz.:—				
Proportion of Expense of Pro- visional Orders, including Printing, etc.,	£390	3	2	
Rents of Boarding-houses, Taxes, Premiums, Cleaning School, Business Charges,	511	14	6	
Do., chargeable against Session 1871-72,	50	15	7	
				952 13 3
Apprentice Fees and University Al- lowances,	501	13	4	
Bounty paid at 25 years of age,	50	0	0	
				£9,774 6 7 ^s
Whereof expended on Old Hospital be- fore sale to the Royal Infirmary, and deducted from the price received, £485, 12s. 10d., and other items, carried to Stock Acct., £723, 1s. 3d.,	1,208	14	1	1,208 14 1
				8,565 12 6 ^s
Expenditure of the Year,				10,622 5 7
Money lent by the Governors,				22,600 0 0
Balance due by the Bank of Scotland at 1st Nov. 1870, Do. do. at 1st Nov. 1871,	£1,281	9	11	
	3,265	1	11	
				1,983 12 0
Arrears depending at 1st November 1871, viz.:—				
Current interest on Bond and Bill,	£282	7	2	
Carry forward,	£282	7	2	£64,446 14 2

GEORGE WATSON'S HOSPITAL AND COLLEGE SCHOOLS. 541

	Brought forward,	£282 7 2	£64,446 14 2
Fen-Duties at Merchiston,		2 14 3 ^o	
Property and Income-Tax, repayable by Government,		134 11 4	
Rents of Myreside, etc.,		31 4 4	
Do. Wharton Lane,		19 0 0	
Do. Roxburghshire Estate,		150 0 0	
Do. Gilmerton,		151 0 4 ^o	
		<hr/>	770 17 6
Balance due by the Treasurer at 1st November 1871,			24 17 10 ^o
			<hr/>
Sum equal to the Charge,			£65,242 9 6 ^o
			<hr/>

EDINBURGH, 16th November 1871.—Audited and examined by Committee on Accounts.

JOHN PURDIE.

JAMES LEWIS.

Eodem die.—Approved at General Meeting of Governors, and ordered to be Printed.

THOMAS KNOX, P.

Abstract of the Stock at 1st November 1871.

	<i>Dr.</i>	<i>Cr.</i>
Sums constituted by Bond,		£15,125 0 0
Bank of Scotland, 8 shares, or £800 Capital Stock held, being balance of 16 ³ / ₈ shares, less 8 ³ / ₈ shares sold, stated at balance of cost,		337 0 0
Value of Stock at 1st November 1871, at £266 per cent., £2,128.		
British Linon Company Bank, £1,350 Capital Stock held, being balance of £1,600, less £250 sold,		2,377 8 0
Value at 1st November 1871, at £271 per cent., £3,658, 10s.		
Annuity by Legacy of Dr. Schaw, valued at		100 0 0
		<hr/>
		£17,939 8 0
Estate of Merchiston, Grange Bank, and Borough- muirhead properties, per valuation by Mr. Alexander Scott, 25th November 1861, including Meliorations since, £72,236 5 6		
With amount expended for new roads and drains at Merchiston, to be repaid by the Feuars, less £1,466, 14s. 5 ^o already repaid, 5,324 1 7 ^o		
Price of subjects at Boroughmuirhead, purchased 1867, 6,000 0 0		
Sum paid to the Free Church for right of servitude belonging to their Feu, 320 0 0		
	<hr/>	
	£83,880 7 1 ^o	
Estate of Cockburn, per do., including Meliorations since, 27,136 13 4 ^o		
Lands of Preston, per do., 6,410 17 6		
Roxburghshire Estate, per do., 28,360 6 11		
Estate of Gilmerton, Fifeshire, including Meliorations, etc., 20,223 15 0 ^o		
		<hr/>
		166,011 19 11 ^o
Plenishing in Boarding-houses, valued at		525 0 0
Purchase price of the Building formerly occupied as the Merchant Maiden Hospital and Ground, £22,853, with £120, 8s. 6d., half expense of Disposition, and amount expended on account of alterations thereon, £1,540,		<hr/>
		24,513 8 6
		<hr/>
Carry forward,		£208,989 16 5 ^o

	<i>Dr.</i>	<i>Cr.</i>
Brought forward,		£208,989 16 5 ⁶
Proportion of expense of Provisional Orders obtained under the Endowed Institutions (Scotland) Act,		390 3 2
To George Watson's College Schools, amount of Fees received for Session 1871-72 prior to close of this account, £1,759, 4s., less charges thereon paid, £332, 18s. 1d.,	£1,426 5 11	
To Daniel Stewart's Hospital, balance under Promissory Notes,	£9,700 0 0	
To the Orphan Hospital under do.,	3,600 0 0	
	<hr/>	
	£13,300 0 0	
Interest on the preceding Obligations from Whitsunday to 1st Nov. 1871,	247 15 6	
	<hr/>	
		13,547 15 6
To sum impressed with the Governors, £200, and £50 added by them to found Bursary at £10 per annum, to be called the 'Wright Bursary,'	250 0 0	
Sum lent Tenant in connection with Feu of part of his farm, on which no interest is to be charged during the currency of his Lease,		1,200 0 0
Arrears of Feu-Duties due by the Hospital at 1st November 1871,	174 14 0	
Arrears of Rents and others due to the Hospital at do., including current interests,		770 17 6
Balance due by the Bank of Scotland at do.,		3,265 1 11
Do. by the Treasurer at do.,		24 17 10 ⁶
		<hr/>
	£15,398 15 5	
Net Stock at 1st November 1871,	199,242 1 6	
		<hr/>
		£214,640 16 11
		<hr/>
		£214,640 16 11
		<hr/>
Net Stock at 1st November 1871,	£199,242 1 6	
Do. at 1st November 1870,	182,305 4 7	
	<hr/>	
Increase this Year when compared with last,		£16,936 16 11
		<hr/>

DANIEL STEWART'S HOSPITAL, AND DANIEL STEWART'S INSTITUTION, EDINBURGH.

THE HOSPITAL OR BOARDING-HOUSE IS AT NO. 27, SAXE-COBOURG
PLACE, EDINBURGH; THE DAY SCHOOL IS SITUATED AT THE DEAN,
EDINBURGH.

I.—NATURE OF FOUNDATION.

1. 1814. Daniel Stewart, Officer in the Court of Exchequer, Edinburgh.

2. The purposes of the foundation, as stated in the Founder's testament, are for the relief, maintenance, and education, first, of poor boys of the name of Stewart; next, poor boys of the name of Macfarlane; and after them, poor boys in general. Boys to be admitted must reside within the city of Edinburgh or suburbs, and be descended of honest, industrious, and well-behaved parents, whose circumstances in life do not enable them suitably to support and educate their children at other schools. Statutes and rules were composed by Mr Stewart's Trustees, and these were amended by the Governors in 1868. The Governors were incorporated by Act of Parliament, 23 and 24 Vict. cap. 2 (Sess. 1860). In 1870 a Provisional Order was, on the application of the Governors, obtained from Her Majesty's Principal Secretary of State, under authority of the Endowed Institutions (Scotland) Act, 1869, by which the Governors were, *inter alia*, empowered to convert the Hospital into a day school, and to board out a portion of the Foundationers, and maintain the others in boarding-houses to be established by them, and to establish day schools for girls. Copies of the statutes by the Trustees and of the Provisional Order of 1870 may be obtained from the Secretary and Solicitor of the Governors, Mr. Alexander Kirk Mackie, S.S.C., 57, Hanover Street, Edinburgh.

3. The sum originally left by the Founder for the above purposes was about £13,000, with some shop and house property in the Old Town of Edinburgh. The funds, according to the last published statement, sent herewith, amounted to £121,717, 16s. 0^{d.}, and are almost wholly invested in land and house property. The gross revenue, including school fees, conform to the above statement, was £5,898, 5s. 11^{d.}, and the net revenue of the foundation £3,452, 14s. 2^{d.}

4. Reference is made to Answer 2 as to the constitution of the trust. The management is in the Master, Treasurer, and twelve Assistants of the Edinburgh Merchant Company. For names of Governors see page 550 hereof.

5. No.

6. The Master, Treasurer, and twelve Assistants of the Merchant Company are elected annually by the Company, which is incorporated by

Royal Charter and Act of Parliament; and as such they become Governors of this Hospital and School.

7. The Governors, *inter alia*, manage the estate of the Hospital, and settle and direct the government of the Hospital and whole affairs relating thereto, and fix from time to time the age for election of Foundationers, and that at which they may be required to leave. The Governors elect the Head-Master of the day school, who holds his office during the pleasure of the Governors, and is responsible for the efficient working of his school. The Governors also judge as to the time and way of carrying out the various powers conferred upon them by the Provisional Order above mentioned in regard to bursaries, scholarships, etc., and, generally, as to the management of the day school.

8. The present application of the funds is not altogether in terms of the Founder's will; but the change has been made under the authority of Parliament. Reference is made to answer to question No. 2.

9. Boys, 37. Of whom 28 are fatherless; of whom 9, though not fatherless, are children of decayed or necessitous families; this being a necessary qualification. Nine have, as authorized by the Provisional Order, been elected through merit, without any inquiry into their circumstances.

10. None.

11. Last ordinary election was in June 1869, when 8 were elected from 53 applicants. Since then the elections made have been entirely on ground of merit.

12. All those elected by the Governors have been qualified according to the statutes.

13. Boys, on admission to the foundation by election, must be of the age of nine, and under that of fifteen, on the 1st of October of the year of election. They leave the Hospital at the end of the half-session in which they attain sixteen years of age. Those elected by merit are at corresponding ages.

14. The qualification for admission on the foundation is fully stated in answer No. 2. By the Founder's testament, no unhealthy or diseased boy shall at any time, or under any account, be admitted into the Hospital, or allowed to participate in or enjoy any of the benefits, privileges, or advantages thereto belonging. By the Provisional Order, all applicants for admission, either to the foundation or the day school, must pass an entrance examination suitable to the age of each applicant, and satisfactory to the Governors; and in selecting those to be admitted, regard is to be paid to the merits and attainments of each as tested by the examination. The Provisional Order provides that no preference is to be given to children of any particular name.

15. By the Provisional Order it is declared, that the Governors shall be entitled to decline electing any child whose admission would, in their opinion, be prejudicial to the interests of the other children; and they shall also be entitled at any time to remove from the foundation any of the present or future Foundationers whose continued connection therewith would, in their opinion, have a like effect.

16. In needy cases, the Foundationers, after leaving, and during their apprenticeships, receive 2s. 6d. a week, and all get an allowance of £5 for clothes.

17. 14; of whom 12 are school bursars.

18. 290.

Fees of the Entire Course:—

1. Elementary Department	£0 10 0	per Quarter.
2. Junior Department—Lower Division	0 15 0	”
” ” Upper ”	1 0 0	”
3. Senior ” 	1 5 0	”
” ” Advanced	1 10 0	”

19. No.

20. A statement of the last published account will be found on reference to pages 44-49 of the Merchant Company Annual Report, herewith sent.* The accounts are quarterly prepared by the Accountant of the Hospital, Mr. James M. Macandrew, C.A., audited by an Audit Committee appointed by the Governors, and laid before the Governors at their quarterly meetings for their approval. There is also an annual account made out by the Accountant, and audited by the Audit Committee; and thereafter it is laid before the Governors for approval. Furthermore, with the view of securing every publicity, an abstract of the accounts is printed annually for the Governors and every member of the Merchant Company, and any one who may wish to see it. The accounts for the financial year just closed will be sent when printed, if wished.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 14.

Boys in Hospital Boarding-house	14
Boarded out	23
	—
	<u>37</u>

2. Foundationers who are boarded with their parents receive an allowance of £21 a year, and those boarded with strangers £28 a year. These allowances do not include clothing and medical attendance, which are provided by the Governors. In fixing these allowances, care has been taken to prevent parents making any profit by the board of their children.

3. No.

4. Friends may visit from 5 to 8 in the evening, and the pupils are allowed to leave the boarding-house when not occupied with lessons, sometimes accompanied with the Master, sometimes not. All who have friends in town may remain with them from Saturday morning till Monday morning. The holidays are two months at midsummer, one week at Christmas, and one week in April.

5. Depriving a boy of part of his play-time; writing a task on slate or paper; corporal punishment in serious cases, only after same is reported to Head-Master, but corporal punishment is very rare. The punishment is determined by the Master. A record is kept.

6. In the case of day pupils, no. In the case of Foundationers in the boarding-house (14 in number), the senior pupils have a general charge over the juniors in the way of seeing that their behaviour, when not engaged with the Master, is satisfactory, and in giving them occasional assistance with their lessons.

7. The Foundationers attend the day school during the day; and those not boarded out are in the boarding-house by night, under the care of the Matron and a resident Master.

* See p. 551 of this.

8. Room—

No. 1.	10·6 × 10·8 × 12·6 high,	with 3 beds.	483 cubic feet to each pupil.
" 2.	10·6 × 10·8 × 10·6	" 3 "	409 "
" 3.	15·9 × 11·0 × 10·6	" 6 "	308 "
" 4.	19·6 × 12·0 × 10·6	" 6 "	400 "

Each pupil has a separate bed.

9. Similar to those of pupils at other schools. They are left entirely free. Size of play-ground, 220 yards × 52 yards.

10. The boys have baths regularly in the boarding-house. The Medical Officer of Health for the city (Dr. Littlejohn) visits the day school at least once in each quarter to ascertain its sanitary condition, and make a report to the Governors, containing any suggestions. The Medical Officer of the Hospital or boarding-house reports twice a year to the Governors as to the condition of the boarding-house. Recent reports can be sent if wished.

11. There have only been two deaths during the last fifteen years.

12. See p. 547. Liberal diet.

III. INSTRUCTION.

1. Foundationers at election must be poor, but respectable; and they are nearly all orphans. Very various.

2. Yes, to a certain extent. Each boy, with due regard to his inclination, is placed on the classical or commercial department of the school.

3. See p. 548.

4. See p. 548.

5. In school: Prayer and Bible lesson every morning. In boarding-house: Praise and prayer night and morning. Religious instruction to Foundationers in house, also, on Sunday. See p. 549.

6. About 40. Promotion by merit only, and after special examination. Prizes are given to one in every ten pupils; also certificates of merit. They are awarded by class marks and written examination,—monthly in junior and quarterly in senior classes.

7. Yes.

Room.		Room.	
No. 1.	38 × 24 × 19 — 34 pupils.	No. 8.	19 × 14 × 15 — 20 pupils.
" 2.	23 × 18 × 18 — 40 "	" 9.	24 × 21 × 15 — 40 "
" 3.	38 × 24 × 19 — 35 "	" 10.	32 × 19 × 15 — 40 "
" 4.	19 × 14 × 19 — 22 "	" 11.	26 × 19 × 15 — 26 "
" 5.	18 × 46 × 26 — 115 "	" 12.	26 × 19 × 15 — 35 "
" 6.	25 × 13 × 15 — 30 "	" 13.	32 × 19 × 15 — 34 "
" 7.	24 × 18 × 15 — 40 "	" 14.	23 × 21 × 15 — 40 "

There is no library in the school, but there is one in the boarding-house.

8. The Head-Master is appointed by the Governors, and is responsible for the efficient working of his school. All the Teachers and other persons under the Head-Master are appointed by him and under his control, and they hold their offices at his pleasure; but their salaries are fixed and paid by the Governors. The Head-Master at present teaches one and a half hours daily, principally a few backward pupils; the rest of the day being devoted to the superintendence of the classes generally. The Head-Master holds his office at the pleasure of the Governors.

9. A list of the Teachers in the day school, with their salaries, is sent herewith. No portion of their salaries is derived directly from fees. They hold their office during the pleasure of the Head-Master. See p. 549.

10. No.

11. See p. 550.

12. By competition amongst the boys' schools of the Merchant Com-

pany; in future, by such competition and by position of pupils in the classes of the University.

13. Four during last ten years. (1.) Robert Adamson, M.A., with First Class honours in Mental Philosophy, Tyudal Bruce Prize of £20, Tyndal Bruce Scholarship of £100, and Ferguson Scholarship (Philosophy) of £80, besides numerous class prizes. (2.) James Selkirk, Medal in Chemistry Class (University). (3.) Henry Rutherford, appointment in India.*

14. No record is kept.

GENERAL.

The Governors have, in connection with the Directors of the other Merchant Company Hospitals, been the leaders in Hospital reform. They suggested, and at large expense got carried through, the Endowed Institutions (Scotland) Act, 1869; and they subsequently obtained Provisional Orders, by which they have been enabled to make vast changes in Hospital management, as will be seen by the statement of results annexed to the schedule of George Watson's Hospital and College Schools. The Merchant Company Corporations have, with one exception, been the only institutions that have taken advantage of the above Act,—the one exception being 'The Bathgate Academy,' which is connected with one of the estates belonging to the Merchant Company Corporations. The Provisional Orders so applied for and obtained met with the hearty approval of Mr. Forster, the Home Secretary (Mr. Bruce), and the Lord Advocate. These Provisional Orders were founded mainly upon the reports of the Education Commissioners. The Governors have but one desire, namely, to administer the funds of the Founders with the greatest practical advantage to the cause of education. They court every inquiry into their management of the schools and corporations, and will give careful attention to recommendations of Education Commissioners and leading educationalists. The change has been a great success.†

(Signed) A. KIRK MACKIE,
Secretary.

22d Nov. 1872.

DAILY DISTRIBUTION OF BOYS' TIME.

Summer.	Winter.	
6½—7¼	6¾—7½	Washing and dressing.
7½—8	7¾—8.20 ₁	Prayers and breakfast.
8¼ & 8¾ Wet Mornings.	8½ & 8¾	Set out for school.
	9.20—3¼	In school.
	3¼—4¼	Drawing in school. Certain of the boys every alternate day.
	4½—5	Dinner.
	5—6	Play.
	6—7½	Lessons (Preparation).
	7½—8	Prayers and supper.
	8—9	Play; indoor games in Winter, outdoor in Summer.
	9	Bed.

Older boys may remain out of bed half an hour longer if they choose.

* The Governors of this Hospital and the Governors of George Watson's Hospital have endowed a Chair in the Edinburgh University, the annual cost of which, taken at £524, represents, at 4 per cent., a capital sum of £13,100.

† Special reference is made to page 12 of the prospectus of the Edinburgh Merchant Company Schools for session 1872-73, sent herewith.

SENIOR DEPARTMENT (CLASSICAL).

Hours.	1st Class.	2d Class.	3d Class (Highest).
9.20—10¼	English	Mathematics	Latin
10¼—11	Latin	English	Mathematics
11—11¾	Mathematics	Latin	{ German { English
11¾—12½	English	{ Mathematics { German	} Greek
12½—1	Interval	Interval	Interval
1—1¾	{ Latin { Mathematics	French English	Latin Mathematics
1¾—2½	{ French { Latin	Latin Mathematics	} English
2½—3¼	{ Writing { French	Writing Latin	French Mathematics
Per week.	{ English 10 hours Latin 10 ,, Mathe- matics 7 ,, French 5 ,,	English 7 hours Classics 10 ,, Mathe- matics 10 ,, French 3 ,, German 2 ,,	English 7 hours Classics 12 ,, Mathe- matics 10 ,, French 3 ,, German 3 ,,

Chemistry and Physics—twice a week.
 Architectural Drawing—Tuesday and Thursday.
 Landscape Drawing—Monday and Wednesday.
 Fencing, Gymnastics, Dancing—Friday
 Lecture on Physiology—Once a week.

COMMERCIAL CLASS.—The Time-table is similar to that of the 1st Class, but in lieu of Latin they substitute English and Arithmetic, and German (twice a week).

STATEMENT OF WORK DONE IN HIGHEST CLASS, SESSION 1871-72.

Mathematics.

ARITHMETIC.—Miscellaneous Examples and Appendix (*Barnard Smith*).

ALGEBRA.—Colenso, Part I., from Chap. 10 to end, and Colenso, Part II. to end of chap. on Logarithms.

TRIGONOMETRY.—Colenso, Part I. to end.

GEOMETRY.—Euclid, Books I. II. III. IV. V. VI., and part of Book XII., on Quadrature of the Circle.

NATURAL PHILOSOPHY.—Balfour Stewart's Outlines.

CHEMISTRY.—The so-called Non-Metallic Elements, from Wilson's Chemistry.

Classics.

- GREEK.—Xenophon's *Anabasis*, Book I., chap. 1–6 inclusive.
 Homer's *Iliad*, Book VI.
 Xenophon's *Memorabilia*, Book II., chap. 1 to 4 inclusive.
 English-Greek Composition.
- LATIN.—Virgil's *Æneid*, Book IV.
 Livy, parts of Books I. and II.
 Horace. *Odes*, Book I., 1 to 18.
 English-Latin Composition.
 Ancient Geography of Italy and Greece.

English.

- GEOGRAPHY (*Political*).—North and South America generally; British America and United States more particularly.
 M'Kay's '*Elements*.'
- „ (*Physical*).—The greater part of Page's *Introductory Text-Book*.
- HISTORY.—Roman History, to end of Second Punic War; Chambers's *History of Rome*.
- ENGLISH LITERATURE.—From 1660 to present time; Pryde's *English Literature*.
- ENGLISH PROPER.—'Macbeth,' for Reading, Parsing, Analysis, Derivations, etc.
- COMPOSITION.—Weekly Essays. '*Dalgleish's Composition*.'

French.

- MOLIERE.—'Le Bourgeois Gentilhomme.'
- GRAMMAR.—Whole of Canon's *French Grammar*.
 English-French Composition thrice a week.

German.

- A small German play.
 Whole of Fischart's *German Grammar*.
 English-German Composition thrice a week.

TIME-TABLE FOR SUNDAY.

- 8½—9¼. Preparation of Lessons.
 11—1. In Church.
 2¼—4. In Church.
 6½—7½. Religious Instruction.

LIST OF TEACHERS, WITH THEIR SALARIES.

Senior Department.

1. Finlay M'Rae, M.A. Mathematics, etc.	£220
2. George Robb, M.A. English	200
3. James Moir, M.A. Classics	200
4. Paus de Martin, B.A. French	80
5. C. Fischart. German	60
6. John Fortie. Landscape Drawing	40
7. D. Williamson. Architectural Drawing, Writing, etc.	50
8. William May. Commercial Master	120

Upper Junior Department.

9. James Stewart (Ordinary Branches)	145
10. John M'Kay „ „	110

Lower Junior Department.

11. Alexander Waddell (Ordinary Branches)	100
12. William Austin „ „	90

Elementary Department.

13. Alexander Munro	80
-------------------------------	----

Dr. Davidson. Physiology, 10s. 6d. per lecture.	
George Lowe. Dancing (per Quarter)	£30
Sergeant Donnelly. Fencing, Drilling, etc., 5s. per visit.	
Joseph Geoghegan. Singing	30

No portion of the above salaries is derived from fees.

Head-Master £330, with free house, and capitation grant of 5s. per pupil, except Foundationers.

Before the carrying through of the Endowed Institutions (Scotland) Act (1869), the Governors had the advantage of Reports from Mr. Simon S. Laurie; and since the schools were established under the Provisional Orders, elaborate Reports have been obtained from W. B. Hodgson, Esq., LL.D., on the General Education, and from Professor Oakeley on Music. The pupils have also been subjected to competitive examinations, the examiner being the Rev. James Currie, Rector of the General Assembly's Normal Training College. The general result of all the examinations has been highly satisfactory, and the recommendations received from time to time are being carefully attended to.

Copies of the Reports will be furnished if wished.

A Report was also obtained on Religious Instruction.

GOVERNORS.

List of the Governors of Daniel Stewart's Hospital and Daniel Stewart's Institution for Session 1872-73.

JOHN CLAPPERTON, Esq., Master of the Merchant Company, 371, High Street,
Preses.

ROBERT BRYSON, Esq., Treasurer of the Merchant Company, 66, Princes Street.
Messrs. THOMAS KNOX, 15, Hanover Street.

„ JAMES LEWIS, 177, Canongate.

„ JOHN PURDIE, 83, Princes Street.

„ STEPHEN ADAM, 131, Constitution Street, Leith.

„ JOHN S. SHIELS,

ADAM BEATTIE, 33, Chalmers Street. „

„ DAVID DICKSON, 10, South St. Andrew Street.

„ JOSIAH LIVINGSTON, 7, Roxburgh Place.

„ CHARLES BLAIR, 67, Gilmore Place.

„ WILLIAM HAMILTON, 100, George Street.

„ ROBERT GORDON, Heriot Bridge.

„ ALEXANDER GOWANS, 25, George Street.

OFFICIALS.

Treasurer and Factor.

Mr. JOHN SCOTT MONCRIEFF, C.A., 26, Frederick Street.

Accountant.

Mr. JAMES M. MACANDREW, C.A., York Place.

Secretary.

Mr. A. KIRK MACKIE, S.S.C.

Land Adviser.

Mr. ADAM CURROR, The Lee, Edinburgh.

Surgeon.

Mr. W. BURN MURDOCH, M.D., 4, Bruntsfield Terrace.

Architect.

Mr. DAVID MACGIBBON, 89, George Street.

Head Master of Schools.

Mr. WILLIAM KING, M.A.

ABSTRACT of the Annual Account of the Treasurer of DANIEL STEWART'S HOSPITAL, from 1st Sept. 1870 to 1st Sept. 1871.

CHARGE.

Arrears depending at close of last Account, viz. :—			
Current Interest on Bonds, Bills, etc.,	£273	1	8
Rents and others of the Estate of Balbardie and Bathgate,	159	6	2 ⁶
Property and Income-Tax for Year to 1st September 1869, repayable by Government,	83	10	4
	<hr/>		£515 18 2 ⁶
Rents of Houses and Shops in Edinburgh, with Park at the Hospital, for year to Whitsunday 1871,	£433	1	0
Land Rents and Feu-Duties of the Estate of Balbardie and Bathgate, viz. :—			
Rents of Lands and Houses, etc.,	£1,969	9	7
Feu-Duties,	407	15	9 ⁸
	<hr/>		£2,377 5 4 ⁸
Produce of Lands in occupation of the Governors,	661	11	10
Received during this account for Sand sold,	469	15	6
Incidental Sums received,	0	2	0
	<hr/>		3,508 14 8 ⁸
Interest on Bonds and Bills,	909	11	8
Bank Interest,	31	16	11
Property and Income-Tax retained from Hospital's Revenue for the year to 1st Sept. 1870, repayable by Government,	81	5	7 ⁶
Daniel Stewart's Institution—Fees received from Pupils, Session 1870-71,	933	16	0
Ordinary Revenue,	<hr/>		5,898 5 11 ²
Money lent repaid,			1,000 0 0
Drawn from Bank,—			
Balance in Bank at 1st Sept. 1870 :—			
On Deposit Receipt,	£1,000	0	0
On Account Current,	142	1	7
	<hr/>		£1,142 1 7
Balance due by Bank on Account Current at 1st Sept. 1871, 89 16 9			
Drawn out,	<hr/>		1,052 4 10
Balance due to the Treasurer at 1st September 1871,			38 15 4
	<hr/>		£8,505 4 3 ⁸

DISCHARGE.

Balance due to the Treasurer at close of last Account,			£37 5 7 ⁶
Payments connected with House and Shop Properties in Edinburgh, viz. :—			
Public Burdens, etc.,	£34	12	1 ⁶
Payments for Repairs, Insurance, etc.,	11	6	2
Payments connected with Balbardie and Bathgate, viz. :—			
Public Burdens, etc.,	£243	8	4
Meliorations, Repairs, Insurance, Salaries, Wages, etc.,	1,092	2	5 ⁴
	<hr/>		1,335 10 9 ⁶
Carry forward,	£1,381	9	1
	<hr/>		£37 5 7 ⁶

Brought forward,	£1,381 9 1	£37 5 7 ^s
Donation to the Bathgate District Mission,	5 0 0	
Arrears struck off by order of the Governors as irre- coverable,	3 11 6	
Miscellaneous Payments,	42 14 11	
Property and Income-Tax retained from Revenue,	79 0 3	
Disbursements per Quarterly Book—		
Building and Repairs, viz. :—		
Alterations on Hospital for Schools, £225 4 4		
Current Repairs and Upholding, 70 10 4		
	<hr/>	
	£295 14 8	
Plenishing and Utensils—		
Desks and Fittings for		
Schools, £59 10 9		
Current Furnishing, 78 10 11		
	<hr/>	
	138 1 8	
Maintenance and Medicine,	851 15 6	
Clothing,	289 6 0	
Coals and Lights,	84 17 5	
Fees and Salaries,	2,503 16 0	
Books, Stationery, and Printing,	153 12 3	
Miscellaneous Payments, viz. :—		
Proportion of Expense		
of Provisional Orders,		
including Printing and		
Advertising, £257 11 6		
Taxes, Insurance, Clean-		
ing Schools, Business		
Charges, etc., 254 16 2		
	<hr/>	
	512 7 8	
Allowances to former Foundationers,	73 11 10	
	<hr/>	
	£4,903 3 0	
Whereof for altering Buildings, etc.		
for new Schools, £225, 4s. 4d., and		
£59, 10s. 9d., and also £257, 11s.,		
6d., carried to Stock Account,	542 6 7	542 6 7
	<hr/>	
	4,360 16 5	
Ordinary Expenditure,		5,872 12 2
Money lent during this Account,		1,500 0 0
Arrears depending at the close of this Account, viz. :—		
Current Interest, etc.,	£281 18 1	
Rents and others of the Estate of Balbardie and		
Bathgate,	189 16 2 ^s	
Property and Income-Tax for year to 1st Sept.		
1870, repayable by Government,	81 5 7 ^c	
	<hr/>	
		552 19 11 ^c
		<hr/>
SUM OF THE DISCHARGE,		£8,505 4 3 ^s
		<hr/>

EDINBURGH, 12th December 1871.—Audited and Examined by Committee on Accounts.

STEPN. ADAM.
JOHN S. SHIELS.

Eodem die.—Approved at General Meeting of Governors, and ordered to be Printed.
THOMAS KNOX, P.

Abstract of the Stock at 1st Sept. 1871.

	<i>Dr.</i>	<i>Cr.</i>
Bonds and Bills due to the Hospital,		£23,600 0 0
Heritable Subjects in Edinburgh, viz. :—		
1st, Houses and Shops as valued by Messrs. Lorimer and Beattie on 10th April 1860,	£3,825 0 0	
Add for Repairs on 52 South Bridge, on which interest received,	200 0 0	
	<u>£4,025 0 0</u>	
2nd, Other Subjects, per valuation of Mr Beattie, dated 7th Oct. 1861,	1,086 0 0	
		<u>5,111 0 0</u>
Cost of the Estate of Bathgate and Balbardie, pur- chased with Entry at Whitsunday 1861, for £48,000, with £315, 1s. 4d., proportion of Expense of Dispo- sition, per Account 1861-62,	£48,315 1 4	
Meliorations on Buildings, Fences, etc., since then, less deductions for dete- rioration, per detailed Accounts,	2,648 14 5	
	<u>£50,963 15 9</u>	
Deduct sum received from Insurance Office, for damage to Bathgate Mill by fire,	£869 13 2	
Sums received, viz. :— 1865-66, for Houses at Kirkroads sold, £100, and on account of price of Steam-engine etc., at Bathgate Mill, £120; and, 1867-68, for Thornton's Houses, £100,	320 0 0	
	<u>1,189 13 2</u>	
	<u>£49,774 2 7</u>	
Cost of Articles in Bal- bardie House, per Account 1861-62,	£21 2 6	
Cost of Machinery, etc., at the Colliery Work- ings on the Estate, purchased from the Tenant, in terms of Lease current when estate was bought, per do.,	1,646 6 10	
	<u>1,667 9 4</u>	
		<u>51,441 11 11</u>
Price of Lands at Dean, on which Hospital is built, and expenses connected therewith, per Statement, 29th July 1861,	£2,120 0 6	
Expense of building the Hospital and Lodge, and of laying out and enclosing the Ground, per ditto,	£34,612 6 11 ⁶	
Carry forward,	<u>£34,612 6 11⁶</u>	<u>£80,152 11 11</u>
	<u>£2,120 0 6</u>	

	<i>Dr.</i>	<i>Cr.</i>
Brought forward, £34,612 6 11 ⁶	£2,120 0 6	£80,152 11 11
And cost of erecting new house for the Governor, 1,592 8 11		
To which add amount expended during this account to suit Hospital for Schools, 225 4 4	36,430 0 2 ⁶	
Furnishing and Plenishing the Hos- pital, £2,093 19 9 ⁶		
To which add amount expended during this account for Desks and other Fittings for Schools, 59 10 9	2,153 10 6 ⁶	
		40,703 11 3
Proportion of Expense of Provisional Orders obtained under the Endowed Institutions (Scotland) Act,		257 11 6
Arrears of Rents and others depending at 1st Sept. 1871, including current Interests,		552 19 11 ²
Balance due by the Royal Bank, Edinburgh, at do.,		89 16 9
Balance due to the Treasurer at do., £38 15 4		
Net Stock at 1st September 1871 121,717 16 0 ²		
	£121,756 11 4 ²	£121,756 11 4 ²
Net Stock at 1st September 1871, as above,	£121,717 16 0 ²	
Do. at 1st September 1870,		121,829 6 10
DECREASE this year when compared with last,		£111 10 9 ¹⁰

REPORT by the Accountant on Accounts of Daniel Stewart's Hospital, from
1st September 1870 to 1st September 1871.

I have examined and checked the Accounts of the Hospital for the year to 1st September 1871, and prepared Abstracts thereof, and of the Stock Account of the Hospital, as at that date, submitted herewith; and with reference to these I have to report as follows:

1. The Income of the year has consisted of—		
1. Land Rents, Feus, Sales of Sand, etc., at Balbardie,		£3,508 14 8 ⁸
Less—Public Burdens,	£243 8 4	
Payments for Meliorations, Repairs, Insurance, Wages to Ground Officer, Labourers, etc.,	1,092 2 5 ⁶	
Donation to Bathgate Mission,	5 0 0	
Arrears struck off,	3 11 6	
Property-Tax,	50 1 4	
		1,394 3 7 ⁶
		£2,114 11 1 ²
2. Rents of House and Shop Properties in Edinburgh, and Park at Hospital, £433 1 0		
Less—Public Burdens, Repairs, etc., £45, 18s. 3 ^d ., and Property Tax, £13, 1s. 9 ^d .,	59 0 0 ⁶	
		374 0 11 ⁶
Carry forward,		£2,488 12 0 ⁸

	Brought forward,	£2,488 12 0 ⁸
3. Other Revenue from Interests, etc.,	£1,022 14 2 ⁶	
<i>Less</i> —Property Tax,	15 17 2	
	<hr/>	1,006 17 0 ⁶
		<hr/>
		£3,495 9 1 ²
<i>From which Deduct—</i>		
4. Miscellaneous Payments,		42 14 11
		<hr/>
	Net Revenue,	£3,452 14 2 ²
<i>Note.</i> —It is right to keep in view that the above Revenue includes, as for some years back, considerable amounts received for sand sold at Balbardie. This source of income will continue to be available, it is believed, for a good many years, but cannot be looked upon as permanent.		
5. School Fees for Session 1870-71,		933 16 0
		<hr/>
	In all,	£4,386 10 2 ²
II. The Expenditure has been—		
Building and Repairs at Institution,	£295 14 8	
Whereof for Alterations for Schools carried to Stock,	225 4 4	
	<hr/>	
Current Repairs and Upholding,	£70 10 4	
Plenishing and Utensils,	£138 1 8	
Whereof for Desks and Fittings		
for School,	59 10 9	
	<hr/>	78 10 11
Maintenance and Medicine,	851 15 6	
Clothing,	289 6 0	
Coals and Lights,	84 17 5	
Fees and Salaries in connection with Schools and Boarding-houses, Treasurer, Medical and other Officials, Wages, etc.,	2,503 16 0	
Books, Stationery, and Printing,	153 12 3	
Miscellaneous Payments, including Taxes, Insurance, Business Charges, etc.,	£512 7 8	
Whereof proportion of Expense of Provisional Orders, including Printing, Advertising, etc., carried to Stock,	257 11 6	
	<hr/>	254 16 2
Allowances to former Foundations,	73 11 10	
	<hr/>	
	Deduct,	£4,360 16 5
		<hr/>
		<hr/>
There has thus been a Surplus of Income over Ordinary Expenditure of		£25 13 9 ²
		<hr/>
III. The result on the year on the Stock Account is a decrease of		£111 10 9 ¹⁰
		<hr/>
<i>Arising thus—</i>		
From Deductions in Stock Account, as in former years, from Sums expended in Meliorations, viz. :—		
5 per cent. on amount for Buildings, Fences, etc.,		£49 10 9
Do. do. for Drainage,		71 16 4
10 per cent. on do. for Home Farm Steading, etc.,		15 17 6
		<hr/>
		£137 4 7
<i>Less</i> Surplus Revenue, as on preceding page,		25 13 9 ²
		<hr/>
	Sum as above,	£111 10 9 ¹⁰
		<hr/>

EDINBURGH, 30th November 1871.

(Signed) JA. M. MACANDREW.

JAMES GILLESPIE'S HOSPITAL AND JAMES
GILLESPIE'S SCHOOLS, EDINBURGH.

Please keep in view that by 'Foundationers' in this Schedule is meant old men and women.

The Hospital or Boarding-house for old people is No. 1, Bruntsfield Place, Edinburgh.

The Schools for Boys and Girls are situated at Bruntsfield Links, Edinburgh.

I. NATURE OF FOUNDATION.

1. 1797. James Gillespie of Spylaw, merchant and tobacconist in Edinburgh.

2. The purpose of the Foundation is stated in the Founder's testament or will to be 'for the special intent and purpose of founding and endowing an Hospital or Charitable Institution within the city of Edinburgh or suburbs for the alimnt and maintenance of old men and women, and which Hospital shall always be called, denominated, and described by the name of James Gillespie's Hospital,' and 'for the purpose of endowing a Charitable or Free School within the city of Edinburgh or suburbs thereof, for the education of one hundred poor boys, who are to be taught reading, writing, and arithmetic.' The Trustees were by the testament authorized to compose rules and statutes for the Hospital and School, which they did; and these have frequently been amended by the Governors. The Governors are incorporated by Royal Charter under the name and style of 'The Governors of James Gillespie's Hospital and Free School.'

In 1870 a Provisional Order, on the application of the Governors, was obtained from Her Majesty's principal Secretary of State under authority of the Endowed Institutions (Scotland) Act, 1869, by which the Governors were, *inter alia*, empowered to convert the Hospital into a Day School, and to board out a portion of the old Foundationers at pensions of from £10 to £25 per annum, and maintain the others in boarding-houses to be established by them, and to establish other Day Schools, and to admit girls as well as boys to the benefits of all or any of the schools. Copies of the statutes by the Trustees, and the Provisional Order of 1870, may be obtained from the Secretary and Solicitor of the Governors, Mr. Alexander Kirk Mackie, S.S.C., 57, Hanover Street, Edinburgh.

3. The sum left by the Founder for the purposes of the Hospital was £12,000, exclusive of and over and above his lands in the parish of Colinton, and that for the purposes of the School was £2700. The funds, according to the last published statement, sent herewith, amounted to

£65,102, 1s. 5^{d.}, and are principally invested in land and house property and furnishings. The gross revenue, including school fees, conform to the above statement, was £2383, 5s. 4^{d.}, and the net revenue of the Foundation £1703, 11s. 5^{d.}*

4. Reference is made to Answer 2 as to the constitution of the Trust. The management is in the Master, twelve Assistants, and Treasurer of the Merchant Company, five members of the Town Council, and the Ministers of St. Andrew's and St. Stephen's Churches,—in all 21.

For names of present Governors see page 562.

5. The Hospital proper is for old people; but connected with this trust is a great Day School.

6. The Governors: (1) The Master, Treasurer, and twelve Assistants of the Merchant Company are elected annually by the Company, which Company is incorporated by Royal Charter and Act of Parliament; and (2) the five representatives from the Town Council of Edinburgh are elected annually by the Magistrates and Town Council.

7. By the Royal Charter the Governors are empowered to manage, direct, and appoint in all matters and things touching and respecting the said Hospital and Free School, and the government, estates, funds, and other revenues and concerns of the same respectively, and of the corporation. The Governors also make bye-laws and rules for the better administration of the affairs of the trust. They also elect the Head Master, who holds his office during their pleasure, and he is responsible for the efficient working of the schools. The Governors *inter alia* manage the estate of the Hospital and whole affairs relating thereto. The Governors also judge as to the time and way of carrying out the various powers conferred upon them by the Provisional Order above mentioned.

8. The present application of the funds is not altogether in terms of the Founder's will, but the changes have been made under authority of Parliament. Reference is made to answer to question No. 2.

9. No pupils on Foundation.

10. None.

11. For benefits to old people: Number of vacancies, 4; number of applicants, 102.

12. This query does not apply to Gillespie's School.

13. Foundationers must be at least 55 years of age when elected.

14. The qualification for election as Foundationers is as follows, viz. :—

- (1.) Persons of the name of Gillespie, whatever part of Scotland they may come from.
- (2.) Persons belonging to Edinburgh and its suburbs.
- (3.) Failing applications from persons belonging to Edinburgh and its suburbs, persons belonging to Leith, Newhaven, and other parts of Mid-Lothian.
- (4.) Failing applications from all these places, persons coming from any part of Scotland.

By the Provisional Order, 'all applicants for admission to the Schools must pass an entrance examination suitable to the age of each applicant, and satisfactory to the Governors; and in selecting those to be admitted, regard is paid to the merits and attainments of each as tested by examination.

15. By the Provisional Order it is declared that the Governors shall be entitled to decline electing any man or woman whose election would in their opinion be undesirable, and they shall also be entitled at any time

* See p. 563, etc.

to remove from the Foundation any one whose connection therewith should in their opinion terminate. (See section 6th.)

16. Does not apply.
17. Sixteen. All school bursars.
18. 635 boys and 591 girls; in all, 1226.

*Fees for the entire course.**

1. Elementary Department, 3s. per Quarter.
2. Junior Department, 4s. "
3. Senior Department, 5s. "

19. No.

20. A statement of the last published account will be found on reference to pages 563-68. The accounts are quarterly prepared by the Accountant of the Hospital, Mr. James M. Macandrew, C.A., audited by an Audit Committee appointed by the Governors, and laid before the Governors at their quarterly meetings for their approval. There is also an annual account made out by the Accountant, and audited by the Audit Committee, and thereafter it is laid before the Governors for approval. Furthermore, with the view of securing every publicity, an abstract of the accounts is printed annually for the Governors and every member of the Merchant Company, and any one who may wish to see it.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Does not apply.
2. In virtue of the authority conferred by the Provisional Order, Foundationers not boarded in the boarding-house by the Governors receive pensions of from £10 to £25 per annum.
3. No.
4. No boarding-house connected with the School. All are day pupils.
5. In the Day School the punishments are,—Extra work, loss of class marks, exclusion for a time from favourite game, and corporal punishment, which, however, is rarely resorted to. In minor offences the teacher in each class is left to use his own discretion; but in serious cases the Head-Master determines. No record is kept as yet, as serious punishments are very rare.
6. None whatever.
7. Pupils in school during day; at night with parents.
8. Does not apply.
9. (a) The amusements of the pupils are various. (b) Yes. (c) Between two and three acres.
10. (a) Provisions are very strict. (b) Yes.
The Medical Officer of Health for the City visits the Day School at least once in each quarter to ascertain the sanitary condition, and make a report to the Governors containing any suggestions he has to make.
11. Does not apply.
12. (1.) No Time-Table for 24 hours. But see Time under Answer 3, next page. (2.) Query does not apply to this school.

* Pupils in the Elementary Department are charged 6d. per quarter for writing materials and the use of school-books; those in the Junior Department, 9d. per quarter; and those in the Senior Department, 1s. per quarter.

III. INSTRUCTION.

1. No Foundationers connected with the Schools. Parents of pupils better class of artisans.

2. No.

3. See p. 561.

4. See pp. 561-62.

5. Religious instruction is given daily in all the classes. It consists chiefly of the historical portions of Scriptures, with deduction of lessons. For moral training the Decalogue is taught in the Junior and Senior Departments.

6. Fifty. No pupil is allowed to pass to a higher class until after a satisfactory examination. Prizes are given and are awarded in the Senior Department by written examinations and by class marks for the school year, and in the Junior Department by class marks for the year. Good behaviour and general deportment are included.

7. Yes. See separate paper produced herewith for size of rooms, p. 562. The usual number of pupils in each class-room is from 20 to 100, according to its size. There is no library as yet, but it is under consideration.

8. The Head-Master of the day school is appointed by and holds his office at the pleasure of the Governors, and is responsible for the efficient working of his school. All the teachers and other persons under the Head-Master are appointed by him, are under his control, and they hold their offices at his pleasure, but their salaries are fixed and paid by the Governors. The Head-Master, besides superintending the classes generally, examines regularly all the classes to see that they are making fair progress.

9. A list of the teachers in the day school, with their salaries, is sent herewith (see p. 560). No portion of their salaries is derived directly from fees. They hold their offices during the pleasure of the Head-Master.

10. No.

11. See p. 562.

12. Annual competitions with pupils from the other Merchant Company Schools. Moreover, Head-Masters can judge from previous experience in other schools.

13. None as yet.

14. No record. Would involve serious labour to ascertain what occupations pupils afterwards follow.

GENERAL.

The Governors have, in connection with the Directors of the other Merchant Company Hospitals, been the leaders in Hospital reform. They suggested, and at large expense got carried through, the Endowed Institutions (Scotland) Act, 1869; and they subsequently obtained Provisional Orders, by which they have been enabled to make vast changes in Hospital management, as will be seen by the statement of results annexed to the schedule of George Watson's Hospital and College Schools. The Merchant Company Corporations have, with one exception, been the only institutions that have taken advantage of the above Act,—the one exception being 'The Bathgate Academy,' which is connected with one of the estates belonging to the Merchant Company Corporations. The Provisional Orders so applied for and obtained met with the hearty approval of Mr. Forster, the Home Secretary (Mr. Bruce), and the Lord

Advocate. These Provisional Orders were founded mainly upon the reports of the Education Commissioners. The Governors have but one desire, namely, to administer the funds of the Founder with the greatest practical advantage to the cause of education as regards the school. It is of course to be kept in view as to James Gillespie's Hospital Endowment, that a part of the funds is applied to the support of old men and women, in terms of the Founder's express direction. The Governors court every inquiry into their management of the school and corporation, and will give careful attention to recommendations of Education Commissioners and leading educationalists. The change has been a great success.

(Signed)

A. KIRK MACKIE, *Secretary*,
57, Hanover Street, Edinburgh.

22d November 1872.

LIST OF TEACHERS IN JAMES GILLESPIE'S SCHOOLS, AND THEIR SALARIES.

1. Mr. Robert Foulis, Head Master,	£250
(Besides an allowance of 2s. for each scholar on the Roll of the School.)	
2. Mr. Thomas M. Huuter, 53, George IV. Bridge,	40
3. Mr. Wm. Catto Munro, 6, South St. James' Street,	60
4. Mr. Hamilton Wylie, 46, West Richmond Street,	65
5. Mr. William Carmichael, 14, Livingstone Place,	6
6. Mr. George W. Davidson, M.A., 33, Dick Place, Lecturer on Physiology,	One Half-Guinea per Lecture.
7. Miss Euphemia Chalmers, 3, Crichton Street,	40
8. Miss Lillias Fergie, 3, Gray's Court, St. Leonards,	25
9. Miss Jessie M'Leod, 52, Commercial Place, Leith,	25
10. Miss Agnes Fairbairn, 47, Hope Park End,	13
11. Miss Elizabeth M'Leod, 6, Comely Green Place,	30
12. Miss Mary Slater, 21, Salisbury Street,	30
13. Miss Helleu Storrie, 1, Mound Place,	35
14. Miss Jane Alcorn, 10, Gladstone Terrace,	35
15. Miss Isabella Campbell, 21, Brougham Place,	40
16. Miss Isabella Lamb, 17, Livingstone Place,	30
17. Miss Robina Hunter, 142, High Street,	30
18. Miss Sarah Mireylees, 35, West Norton Place,	30
19. Miss Janet Sime, 8, Wright's Houses,	25
20. Miss Margaret Ann Niddry, 2, Roxburgh Street,	40
21. Miss Annie Stevenson, 10, St. Anthony Place,	30
22. Miss Harriet Jordan, 23, Rose Street,	30
23. Miss Margaret Kay, 11, Grassmarket,	30
24. Miss Janet Smith, 8, Hamilton Place,	30
25. Miss Elizabeth Mason, 5, Chessels' Court,	35
26. Miss Elizabeth Stewart, 19, Paumure Place,	40
27. Miss Madeline Campbell, 29, Lutton Place,	40
28. Miss Janet Robertson, 1, Dumbiedykes Place,	30
29. Miss Isabella Wallace, 138, Nicolson Street,	30
30. Miss Jessie Boyd Foulis, 11, Sylvan Place,	40

'A I.'—WEEKLY TIME-TABLE.

Time.	Subject.	Time.	Subject.
5	Arithmetic.	2	Geography.
3.5	Grammar.	1.5	Drill.
	Etymology.		1	Singing.
1	Dictation.	2	Drawing.
1	Composition.	2	Reading.
1	Physiology.	3	Sewing.
3	English History.	5	Interval.
2	Scripture History.		
2	Writing.	35	Total.

DAILY TIME-TABLE.

	9-10	10-11	11-12	12-1	1-2	2-3
MONDAY.	9-9½ | 9½-10 Boys. Drill. Grammar.	10-10.20 | 10.20-11 Scripture History. Grammar. Analysis.	11½-12 Boys. Drawing.	Interval. 12-12½ Boys. Drawing.	Dictation. Physiology.	Arithmetic.
	Girls. Sewing.	Geography.	Reading. Etymology.	Interval.	Writing.	Arithmetic.
TUESDAY.	Singing. Scripture History.	Geography.	History.	Interval.	Composition.	Arithmetic.
	Boys. Drill. Grammar.	Scripture History. Grammar. Analysis.	Reading. Etymology.	Interval.	Writing.	Arithmetic.
WEDNESDAY.	Girls. Sewing.	Geography.	History.	Interval.	Writing.	Arithmetic.
	Boys. Drill. Grammar.	Scripture History. Grammar. Analysis.	Reading. Etymology.	Interval.	Writing.	Arithmetic.
THURSDAY.	Singing. Scripture History.	Geography.	History.	Interval.	Writing.	Arithmetic.
	Boys. Drill. Grammar.	Scripture History. Grammar. Analysis.	Reading. Etymology.	Interval.	Writing.	Arithmetic.
FRIDAY.	Girls. Sewing.	Geography.	History.	Interval.	Writing.	Arithmetic.
	Boys. Drill. Grammar.	Scripture History. Grammar. Analysis.	Reading. Etymology.	Interval.	Writing.	Arithmetic.

N.B.—All the classes are taught according to the sectional method, *i.e.* each class is taught by the same Master or Governess in all the branches that the pupils are required or qualified to learn. This Time-table is a specimen of the Time-tables of all the classes. Average age 13½.

SUBJECTS OF STUDY.

Reading.—To read a passage in prose or verse with a distinct utterance:—Addison's *Sir Roger De Coverley*; Campbell's *Pleasures of Hope*; Scott's *Lady of the Lake*.

Spelling and Dictation.—To write to dictation a paragraph from a book or newspaper.

Grammar.—The elements ; to analyse and parse a simple passage from Scott's *Lady of the Lake*, Book I. ; and to tell the derivation of words, chiefly those of Latin and Greek origin. Dr. Douglas's *English Grammar*.

English History.—The Brunswick Period. Collier's Senior Class Book.

Geography.—The outlines of the four quarters, with physical geography. Dr. M'Kay's *Geography*.

Composition.—To write a story read twice ; or to compose on a subject about which they know something.

Physiology.—The skeleton, structure, and composition of bone and muscles.

Arithmetic.—To work mentally ; Vulgar and Decimal Fractions ; Proportion ; Profit and Loss. Text Book—Henry Smith's Senior Arithmetic.

Extra.

Algebra.—First Four Rules.—Colenso's.

Geometry.—First 16 Propositions. Euclid.

Botany.—Ideal Representation of Plant, with its parts or organs. Text Book—Professor Balfour's.

DIMENSIONS OF THE SEVERAL CLASS-ROOMS.

Ground Floor.—South Class-room, $37.9 \times 25.3 \times 15.0$.

Two Class-rooms on west side of Corridor, $33.6 \times 13.3 \times 12.3$.

Two North Class-rooms, $25.4 \times 16.0 \times 15.0$.

First Floor.—South Class-room, $37.9 \times 25.3 \times 15.0$.

Two Class-rooms on west side of Corridor, $33.6 \times 13.3 \times 10.9$.

One " " east " $43.6 \times 12.0 \times 10.9$.

Two small Class-rooms, $12.2 \times 11.6 \times 10.9$.

North-west Class-room, $25.4 \times 16.0 \times 15.0$.

North-east " $25.4 \times 15.0 \times 15.0$.

Second Floor.—South and North Class-rooms, $37.9 \times 25.3 \times 15.0$.

Two Class-rooms west side of Corridor, $33.6 \times 13.3 \times 10.6$.

One " east " $43.6 \times 12.0 \times 10.6$.

One " " " $12.2 \times 11.6 \times 10.6$.

Number of Class-rooms, 19.

Before the carrying through of the Endowed Institutions (Scotland) Act, 1869, the Governors had the advantage of reports from Mr. Simon S. Laurie ; and since the schools were established under the Provisional Orders, elaborate reports have been obtained from W. B. Hodgson, Esq., LL.D., on the general education, and from Professor Oakeley on Music. The pupils have also been subjected to competitive examinations, the examiner being the Rev. James Currie, Rector of the General Assembly's Normal Training College. The general result of all the examinations has been highly satisfactory, and the recommendations received from time to time are being carefully attended to.

Copies of the Reports will be furnished if wished.

Reports were also obtained on the Sewing Classes and Religious Instruction.

LIST OF GOVERNORS FOR 1872-73.

JOHN CLAPPERTON, Esq., Master of the Merchant Company, *Preses*.

Assistants of the Merchant Company.

MESSRS. THOMAS KNOX, 15, Hanover Street, Edinburgh.

" JAMES LEWIS, 177, Canongate, Edinburgh.

" JOHN PURDIE, 83, Princes Street, Edinburgh.

" S. ADAM, 131, Constitution Street, Leith.

" JOHN S. SHIELDS, Constitution Street, Leith.

" ADAM BEATTIE, 33, Chalmers Street, Edinburgh.

" DAVID DICKSON, 10, South St. Andrew Street, Edinburgh.

" JOSIAH LIVINGSTON, 7, Roxburgh Place, Edinburgh.

" CHARLES BLAIR, 67, Gilmore Place, Edinburgh.

" WILLIAM HAMILTON, 100, George Street, Edinburgh.

Messrs. ROBERT GORDON, Heriot Bridge, Edinburgh.
 ,, ALEXANDER GOWANS, 25, George Street, Edinburgh.

Treasurer of the Merchant Company.

ROBERT BRYSON, 66, Princes Street, Edinburgh.

Minister of St. Stephen's Church.

Rev. MAXWELL NICHOLSON, D.D., 3, Regent Terrace, Edinburgh.

Minister of St. Andrew's Church.

Rev. JOHN STUART, 7, Northumberland Street, Edinburgh.

Elected by the Magistrates and Town Council.

Bailie JOHN TAWSE, 11, Royal Terrace, Edinburgh.

Councillors ROBERT YOUNGER, Norton Place, Edinburgh.

,, JAMES DURHAM, 1, Leopold Place, Edinburgh.

,, THOMAS METHVEN, 15, Princes Street, Edinburgh.

,, WILLIAM ANDERSON, 18, Leopold Place, Edinburgh.

OFFICIALS.

Honorary Treasurer.

ROBERT BRYSON, Esq., 66, Princes Street, Edinburgh.

Accountant.

Mr. JAMES M. MACANDREW, C.A., 16, York Place, Edinburgh.

Surgeon.

Mr. JAMES D. GILLESPIE, M.D., 10, Walker Street, Edinburgh.

Secretary.

A. KIRK MACKIE, S.S.C.

Land Adviser.

Mr. ADAM CURROR, The Lee.

Head-Master of Schools.

Mr. ROBERT FOULIS.

ABSTRACT of the Annual Account of the Treasurer of JAMES GILLESPIE'S
 HOSPITAL AND SCHOOLS, from 1st Oct. 1870 to 1st Oct. 1871.

CHARGE.

Arrears depending at 1st October 1870, including £152, 2s. 1d. of current Interest,	£255	7	4
Land Rents and Feu-duties, Crop and Year 1870, viz. :—			
Estate of Spylaw,	£938	6	10 ⁰
Feu-duties in Parish of Colinton,	353	15	1
Do. at Gillespie Crescent,	100	0	0
Rents of Houses in Windmill Street, part of Estate of Mrs. Mary Ferrier or Sime,	44	8	0
	£1,436	9	11 ⁰
Carry forward,	£1,436	9	11 ⁰
	£255	7	4

	Brought forward,	£1,436 9 11 ^o	£255 7 4
Interest on Money lent by the Hospital,		354 13 7	
Property and Income-Tax for the Year to 1st October 1870, repayable by Government,		30 10 1	
Incidental Sums,		51 11 6	
James Gillespie's Schools—Fees received from Pupils, Session 1870-71,		510 0 3	
Do. Do. received on account of Session 1871-72, being for First Quarter,			241 14 6
	Revenue,	—————	2,383 5 4 ^o
Money lent repaid,			2,400 0 0
Proceeds of twenty shares of the Stock of the Scottish Union Insurance Company sold,			58 0 0
Proportion of Balance of Residue of the Estate of the late John Grindlay, Esq., effecting to the Hospital, received,			32 9 4
Legacy bequeathed by the late Mr. John Caw, less Legacy Duty and Expense of Discharge,			171 2 7
Drawn from Bank—			
Balance due by the Royal Bank at 1st October 1870,		£763 3 1	
Do. to Do. at 1st October 1871,		85 12 2	
			848 15 3
Balance due to the Treasurer, Mr. Bryson, at the close of this Account,			10 9 1 ^o
			<hr/>
	SUM EQUAL TO THE DISCHARGE,		£6,401 3 6
			<hr/>

DISCHARGE.

Balance due to the Treasurer, Mr. Robert Bryson, as at 1st October 1870, brought from last Account,			£68 12 11 ^o
Interest paid on Money held by the Hospital,		£16 11 5	
Public Burdens on Landed Estates,		84 1 4 ^o	
Miscellaneous Payments, including outlay on account of Spylaw Mansion-house, etc.,		40 17 8	
Property and Income-Tax retained from Revenue of Hos- pital,		28 3 3	
Treasurer's Quarterly Disbursements—			
Building and Repairs, viz. :—			
* Alterations on Old Hospital, fitting same for School,		£1,784 15 7	
* Do. on House, 1, Bruntsfield Place, do. for Hospital,		210 13 1	
Current Repairs and Upholding,		17 13 7	
		<hr/>	£2,013 2 3
Plenishing and Utensils—			
* Fitting up Class-Rooms, Furnishings, etc.,		£225 6 3	
Current Furnishings,		18 18 6	
		<hr/>	244 4 9
Maintenance and Medicine, including £700 paid to Pensioners,		1,003 12 8	
Clothing,		50 5 3	
Coals and Lights,		56 16 7	
Fees and Salaries, viz. :—			
House Governor, £100; Matron, Servants, and Officer, and £63 pre- sented to Matron on her resignation after twenty years' service,		£253 5 0	
		<hr/>	
Carry forward,	£253 5 0	£3,368 1 6	£169 13 8 ^o
			£68 12 11 ^o

	<i>Dr.</i>	<i>Cr.</i>
Brought forward,		£39,097 12 8
Buildings formerly Old Hospital and School House and Ground at Wright's Houses, per new valuation by Mr. MacGibbon,		25,776 0 0
Proportion of Cost of Provisional Orders obtained under the Endowed Institutions (Scotland) Act,		207 11 6
School-Books, proportion of Sum expended on these, to be kept at a permanent value of		180 0 0
James Gillespie's Schools. Amount of Fees received for Session 1871-72, prior to close of this Account,	£241 14 6	
Sum impressed with the Governors by a Feuair in security of Feu-duty, with Interest resting,	142 2 0	
Arrears and current Interest at 1st October 1871,		320 15 1
Balance due to the Royal Bank at 1st October 1871,	85 12 2	
Balance due the Treasurer, at do.,	10 9 1 ⁰	
	<u>£479 17 9⁰</u>	
Net Stock at 1st October 1871,	65,102 1 5 ⁰	
	<u>£65,581 19 3</u>	<u>£65,581 19 3</u>
Net Stock at 1st October 1871, as above,		£65,102 1 5 ⁰
Do. at 1st October 1870,		55,034 6 4 ⁰
Increase this year, when compared with the last,		<u>£10,067 15 1</u>

REPORT by the Accountant on the Accounts of JAMES GILLESPIE'S HOSPITAL
for the year from 1st Oct. 1870 to 1st Oct. 1871.

I have examined and checked the Accounts of the Hospital for the year to 1st October 1871, and prepared Abstracts thereof, and of the Stock Account of the Hospital, as at that date, submitted herewith; and with reference to these I have to report as follows:—

I. The Income of the year has consisted of—

1. Rental of the Landed Estates, Feu-Duties, etc.,		£1,436 9 11 ⁰
<i>Less</i> —Public Burdens,	£84 1 4 ⁰	
Other Charges,	40 17 8	
Proportion of Property-Tax,	21 6 4	
	Deduct, <u> </u>	<u>146 5 4⁰</u>
	Net,	£1,290 4 7
2. Other Revenue from Interests, Dividends, etc.,	£436 15 2	
<i>Less</i> —Income-Tax,	6 16 11	
		<u>429 18 3</u>
		<u>£1,720 2 10</u>
<i>Deduct</i> —		
3. Interest paid on Money held by the Hospital,		16 11 5
	Free Revenue,	<u>£1,703 11 5</u>
4. School Fees for Session 1870-71,		510 0 3
Besides the above, the sum of £241, 14s. 6d. has been received for Fees for First Quarter of next Session 1871-72.		
	In all,	<u>£2,213 11 8</u>

II. The Expenditure has been—

Building and Repairs,	£2,013 2 3	
Whereof for Alterations on School House and Hospital, fitting them for present purposes,	1,995 8 8	
Current Repairs and Upholding,	£17 13 7	
Carry forward,	<u>£17 13 7</u>	<u>£2,213 11 8</u>

	Brought forward,	£17 13 7	£2,213 11 8
Plenishing and Utensils,	£244 4 9		
Whereof for School Fittings, Desks, etc.,	225 6 3		
	—————	18 18 6	
Maintenance and Medicine,		1,003 12 8	
Clothing,		50 5 3	
Coals and Lights,		56 16 7	
Fees and Salaries in connection with Schools and Hospital or Boarding-House, Medical and other Office-Bearers, including £100 Retiring Allowance to House-Governor, now deceased, and £63 pre- sented to Matron on her resignation after 20 years' service,		1,544 13 1	
Miscellaneous Payments, including Taxes, Insur- ance, Expense of Collecting School Fees, Cleaning Schools, Business Charges, etc.,	£478 10 9		
Whereof proportion of expense of Provisional Orders, including Printing, Advertising, etc., car- ried to Stock,	£207 11 6		
	—————	270 19 3	
School Books,	£270 17 11		
Of which it has been arranged to carry to Stock Account as a per- manent value of Books to be kept up, two-thirds, or,	180 0 0		
	—————	90 17 11	
Funeral Expenses,		3 19 6	
		—————	3,057 16 4
			—————
There has thus been an Excess of Expenditure over Income of			£844 4 8
			—————

Note.—The above Expenditure includes £100 retiring allowance to the late House-Governor, now deceased, and £63 presented to the late Matron on her resignation. This Expenditure will not occur next year, £163 0 0
It is expected that next year there will be an increase of
Income from School Fees of about 450 0 0

£613 0 0

In the year 1874, a Feu-duty, at present amounting to
£100 per annum, will be raised to a maximum amount
of £400, or an increase of 300 0 0

£913 0 0

III. The result on the year on the Stock Account is in favour of the
Hospital, £10,067 15 1

Arising thus—

1. In respect of the feuing of the Ground at Wright's Houses, it has been deemed
advisable to have a new valuation at this time of the Hospital and School Build-
ings and Ground; and the new valuation obtained from Mr. MacGibbon, Archi-
tect, amounts, as in the Stock Account, to £25,776 0 0

These stood in the Stock Account at 1st October 1870 as follows:—

Building presently occupied as the Hospital, and Ground, with Enclosure Walls, etc.,	£11,806 5 5
Do. do., formerly School, do.,	864 4 10

—————
£12,670 10 3

Carry forward, £12,670 10 3 £25,776 0 0

	Brought forward,	£12,670 10 3	£25,776 0 0
	Expended prior to New Valuation for Alterations on School-House and Hospital, fitting them for present purposes, £1,995, 8s. 8d., and School Fittings, £225, 6s. 3d., as on page 567,	2,220 14 11	
		<hr/>	14,891 5 2
	Increase on Valuation,	£10,881 14 10	
2.	Proportion of Balance of Residue of the Estate of the late John Grindlay, Esq., effeiring to the Hospital, received,	32 9 4	
3.	Legacy bequeathed by the late Mr. John Caw, received,	171 2 7	
4.	Interest due by the Hospital decreased by	0 2 0	
		<hr/>	£11,088 8 9
	<i>Less—</i>		
5.	Sum required for Residue Duty and other charges on the Estate of the late Mrs. Mary Ferrier or Sime, bequeathed to the Hospital 1869-70,	£175 19 0	
6.	Stock of the Scottish Union Insurance Company, part of Mrs. Sime's Estate, valued last year at	£58 10 0	
	Realized when sold this year,	58 0 0	
		<hr/>	0 10 0
7.	Excess of Expenditure over the Income of the year, as on preceding page,	844 4 8	
		<hr/>	1,020 13 8
	Sum as above,	£10,067 15 1	

EDINBURGH, 30th November 1871.

(Signed) JA. M. MACANDREW.

‘MERCHANT MAIDEN HOSPITAL’ AND ‘EDIN-
BURGH EDUCATIONAL INSTITUTION,’
EDINBURGH.

The Hospital or Boarding-House is at Nos. 9 and 10, Royal Crescent,
Edinburgh.

The School or Institution is at 70 and 72, Queen Street, Edinburgh.

I. NATURE OF FOUNDATION.

1. 1695. The Company of Merchants of the City of Edinburgh, and Mrs. Mary Erskine, widow of James Hair, druggist, Edinburgh, with the assistance of other benefactors, who had the privilege of presenting Foundationers in proportion to their respective subscriptions, some of them being limited as to the children whom they were entitled to present.

2. In the Act of Parliament incorporating the Hospital, it is stated that the above-mentioned parties had erected an Hospital for maintaining and educating poor young female children. Statutes and rules for the regulation and management of the Hospital were framed in 1702, and approved of by the contributors; and these have been at various times altered and amended, the different editions being dated 1702, 1731, 1785, 1804, 1854, and 1868. In the statutes of 1702 it is stated that the persons elected shall be the children or grandchildren and daughters of such who are or were of the order and calling of merchants, burgesses of Edinburgh, or have been Governors of or benefactors to the Hospital; the right of patrons to present any girls who are objects of charity, unless otherwise restricted, being reserved. The Provisional Order after-mentioned, however, removes all restrictions as to children whom patrons are entitled to present. In June 1868, the Governors, with the concurrence of the representatives of the original donors and contributors, resolved to admit a limited number of day boarders to receive instruction along with the resident pupils in all the branches of education conducted in the house. In 1870 a Provisional Order was, on the application of the Governors, obtained from Her Majesty's Principal Secretary of State, under authority of the Endowed Institutions (Scotland) Act, 1869, by which the Governors were, *inter alia*, empowered to convert the Hospital into a day school and to board out a portion of the Foundationers, and maintain the others in boarding-houses to be established by them, and to establish other day schools. Copies of the statutes and the Provisional Order of 1870 may be obtained from the Secretary and Solicitor of the Governors, Mr. Alexander Kirk Mackie, S.S.C., 57, Hanover Street, Edinburgh.

3. The sum originally contributed by the Merchant Company, Mary Erskine, and the other benefactors, for the purposes of the Hospital, was sufficient for a house and the comparatively few inmates. The funds, according to the last published statement, sent herewith, amounted to £131,953, 6s. 1^{d.}, and are principally invested in land and house property. The gross revenue, including school fees, conform to the above statement, was £12,862, 19s. 2^{d.}, and the net revenue of the Foundation £4879, 13s. 2^{d.}*

4. Reference is made to Answers 1 and 2 as to the constitution of the Trust. The management is in the Master, Treasurer, and two Assistants of the Merchant Company, five members of the Town Council, three of the clergymen of the city and suburbs, the Earl of Mar, and nine persons elected by the Merchant Company—one of whom must be a member of the College of Physicians,—in all, 22. For the names of the present Governors, see page 581–82 hereof.

5. No.

6. The Master of the Merchant Company, who is a Governor of the Hospital and Preses *ex officio*, is elected by the Company, who also annually elect other nine of the Governors—eight from their own body, and one from the College of Physicians. The five representatives from the Town Council, and the three from the clergymen of the city and suburbs, are annually elected by these bodies; and the Earl of Mar is Life Governor in virtue of the statute, that there shall always be one Governor of the name of Erskine.

7. The Governors, *inter alia*, manage the estate of the Hospital, and settle and direct the government of the Hospital and whole affairs relating thereto, and make bye-laws and rules for the better administration of the Hospital and affairs thereof, and fix from time to time the age for election of Foundationers and that at which they may be required to leave. The Governors elect the Head Master of the day school, who holds his office during the pleasure of the Governors, and is responsible for the efficient working of the school. The Governors also judge as to the time and way of carrying out the various powers conferred upon them by the Provisional Order above-mentioned in regard to bursaries, scholarships, etc., and, generally, in regard to the management of the day school.

8. The present application of the funds is not altogether in terms of the intentions of the original donors and contributors; but their representatives have unanimously approved of the part diversion, which was also made under the authority of Parliament. Reference is made to the answer to Question No. 2.

9. Girls, 65. Of whom 33 are fatherless; of whom 24, though not fatherless, are children of decayed and necessitous families,—this being a necessary qualification. Eight have been elected entirely owing to merit, as tested by competitive examination, in terms of the Provisional Order, and without reference to their circumstances.

10. None.

11. This Hospital is somewhat peculiar, inasmuch as the Governors do not elect all the Foundationers—most of them being presented by the representatives of the original donors and contributors. The Master and Assistants of the Merchant Company, in filling up four of their vacant presentations in July last, had 12 applications by persons who were all either children or grandchildren of members of the Company. There has been no election by the Governors since November 1869, the Provisional Order having directed that the number they were entitled to elect should

* See Abstract of Accounts, pp. 582–590.

be reduced from 34 to 20. At last election by the Governors there were 16 applicants for three vacancies.

12. 1 Daughter of a merchant in very extensive business who had become bankrupt.

1 Do. of a commission merchant who had died without leaving an adequate provision for his widow and children.

1 Do. of a merchant who had been unfortunate in business.

—
3

Since the above date, nine girls have been presented by private patrons. These have produced to the Governors satisfactory evidence of straitened circumstances.

13. When admitted to the Foundation, they must be of the age of 9 and under that of 16 years on 1st October of year of election. They leave at 17 years of age; but in cases of election by merit, or where certificate of high merit is obtained from the Head Master, they may remain one year longer.

14. The qualification for admission on the Foundation is stated in Answer 2. By the Provisional Order, however, the children and grandchildren of those who are only burgesses are no longer to have a preference. Foundationers, prior to admission, undergo a medical examination. By the Provisional Order, all applicants for admission either to the Foundation or the day school must pass an entrance examination suitable to the age of each applicant and satisfactory to the Governors; and in selecting those to be admitted, regard is to be paid to the merits and attainments of each as tested by the examination.

15. By the Provisional Order it is declared that the Governors shall be entitled to decline electing any girl whose admission would in their opinion be prejudicial to the interest of the other children, and that they shall also be entitled at any time to remove from the Foundation any of the present or future Foundationers or presentees whose continued connection therewith would in their opinion have a like effect.

16. Each Foundationer, except those elected by merit, on leaving, receives £9, 6s. 8d. and some clothing; and it is the duty of the Matron and of the Treasurer to endeavour to procure situations for such as require them. The four presentees of the Mar family receive £5 extra.

17. Twenty-seven.

18. 1178.

Fees for the entire course.

1. Elementary Department	.	£0	12	6	per Quarter.
2. Junior do., Lower Division		1	1	0	do.
Do. do., Upper do.		1	11	6	do.
3. Senior do.,		2	0	0	do.
Do. do., Advanced		2	10	0	do.

19. No.

20. A statement of the last published account will be found on reference to pages 56 to 60 of the Merchant Company Annual Report, herewith sent. The accounts are quarterly prepared by the Accountant of the Hospital, Mr. James M. Macandrew, C.A., audited by an Audit Committee appointed by the Governors, and laid before the Governors at their quarterly meetings for their approval. There is also an annual account made out by the Accountant, and audited by the Audit Committee, and thereafter it is laid before the Governors for approval. Furthermore, with the view of securing every publicity, an abstract of the accounts is

printed annually for the Governors and every member of the Merchant Company, and any one who may wish to see it. The accounts for the financial year just closed will be sent when printed, if wished.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Girls, 33.

2. Foundationers who are boarded with their parents or relatives receive an allowance of £21 a year, and those boarded with strangers receive £28 a year. These allowances do not include clothing and medical attendance, which are provided by the Governors. The Governors have had in view so to fix the sum for board as that parents and relatives should not make a profit by the children residing with them.

3. No.

4. A large discretion is given to the Matron to grant liberty as in private families. Foundationers with friends in town can remain with them from Saturday morning till Monday morning. The principal holidays are eight days at Christmas, two months in autumn, and a week in the end of April.

5. (1) Day School: At the great day school there is not any punishment except the entry of the defaulter's name in a book. (2) Boarding-House: The Foundationers are, as a punishment, confined during play hours.

6. None.

7. The Foundationers attend the day school during the day, and those not boarded out are in the boarding-house by night, under the care of the Matron and two resident Governesses.

8. Room

No. 1.	$24\cdot6 \times 11\cdot3$	} $\times 12\cdot6$ high, with 8 beds = 536 cubic feet per pupil.			
	$16\cdot0 \times 9\cdot6$				
2.	$18\cdot0 \times 15\cdot0$	$\times 12\cdot6$	5	"	= 675
3.	$17\cdot0 \times 12\cdot8$	$\times 10\cdot6$	4	"	= 559
4.	$18\cdot4 \times 14\cdot9$	$\times 10\cdot6$	4	"	= 981
5.	$16\cdot0 \times 12\cdot0$	$\times 8\cdot9$	3	"	= 576
6.	$30\cdot0 \times 15\cdot6$	$\times 12\cdot0$	9	"	= 620
7.	$16\cdot6 \times 13\cdot0$	$\times 10\cdot6$	4	"	= 574
8.	$11\cdot0 \times 9\cdot6$	$\times 10\cdot6$	2	"	= 546
9.	$18\cdot6 \times 15\cdot8$	$\times 10\cdot6$	7	"	= 433

Each pupil has a separate bed.

9. The amusements are dancing, music, etc. The Foundationers are left as free as pupils at other schools. There is no play-ground connected with the boarding-house, the present building being occupied temporarily for that purpose.

10. Cleanliness is rigidly attended to. The Medical Officer of Health for the City (Dr. Littlejohn) visits the day school at least once in each quarter to ascertain the sanitary condition, and report to the Governors any suggestions he has to make; and the Medical Officer of the Hospital reports twice a year to the Governors as to the condition of the boarding-house. The sanitary arrangements have been reported by these gentlemen as very good. (Recent reports can be sent if wished.)

11. There have only been two deaths during the last ten years.

12. At day school from 9 till half-past 3. Dinner, tea, preparation of lessons, and bed. The diet has been regulated by the Medical Officer of the Establishment on a liberal scale.

III. INSTRUCTION.

1. Those elected by the Governors are chiefly daughters or grand-daughters of members of the Merchant Company. Those presented by patrons have been generally the daughters of professional men in reduced circumstances; but the patrons are in no way restricted to any particular class.

2. No.

3. See pp. 576-81.

4. *English*.—Hamlet, parsing and explanation of difficult passages; reading of whole. English Composition (Pryde's). Whole of Collier's British History. Geography: the World (Political and Physical), with Map Drawing. Essays once a week, and towards end of session a special Essay on any subject connected with Industrial Museum. Outlines of British Government (Whately). Outlines of Political Economy (Adam Smith). *German*.—Weisse's German Life and Manners, three times a week. Translation from Anderson's Bilderbuch three times a week; towards end of session a Poem or two of Schiller's committed to memory. *French*.—Chardenal's Idionis, L'avare le Cid; towards end of session a Fable or two of La Fontaine's committed to memory. French Essays and Letters. *Latin*.—Edinburgh Academy Delectus. Cæsar, about 12 chapters. Arnold's Latin Prose Composition, 12 exercises. *Arithmetic*.—All the ordinary rules. *Geometry*.—Two Books of Euclid. *Algebra*.—As far as Quadratics. Pianoforte, Singing, Dancing, etc.

5. The Pupils receive instruction in the Life, Parables, and Miracles of Christ; and generally in Old and New Testament History.

6. (a) 40. (b) Progress. (c) Yes. (d) For proficiency, progress, and excellence.

7. Yes. The class-rooms are of various sizes; average about 30 × 19 feet; height about 14 feet. The hall accommodates about 600. A beginning has been made to the accumulation of a library.

8. The Head-Master is appointed by and holds his office at the pleasure of the Governors, and is responsible for the efficient working of his school. All the Teachers and other persons under the Head-Master are appointed by him, and are under his entire control, and they hold their offices at his pleasure, but their salaries are fixed and paid by the Governors. The Head-Master lectures once a week on English Literature, and the rest of his time is devoted to superintendence.

9. A list of the Teachers in the day school, with their salaries, is sent herewith. (See p. 574.) No portion of their salaries is derived directly from fees. They hold their offices during the pleasure of the Head-Master.

10. No.

11. See p. 574.

12. The Head-Master has had experience of a number of young ladies' schools in Edinburgh, and has no hesitation in comparing his Institution very favourably with them. The pupils compete annually with the girls attending the other Merchant Company schools.

13.

14. A record of old pupils is kept, but not of their occupations. Most of the Founderers who require to do anything become governesses on leaving the Hospital.

GENERAL.

The Governors have, in connection with the Directors of the other Merchant Company Hospitals, been the leaders in Hospital reform. They suggested, and at large expense got carried through, the Endowed Institutions (Scotland) Act, 1869, and they subsequently obtained Provisional Orders, by which they have been enabled to make vast changes in Hospital management, as will be seen by the statement of results annexed to the Schedule of George Watson's Hospital and College Schools. The Merchant Company Corporations have, with one exception, been the only institutions that have taken advantage of the above Act,—the one exception being 'The Bathgate Academy,' which is connected with one of the estates belonging to the Merchant Company Corporations. The Provisional Orders so applied for and obtained met with the hearty approval of Mr. Forster, the Home Secretary (Mr. Bruce), and the Lord Advocate. These Provisional Orders were founded mainly upon the reports of the Education Commissioners. The Governors have but one desire, namely, to administer the funds of the Founders with the greatest practical advantage to the cause of education. They court every inquiry into their management of the schools and corporations, and will give careful attention to recommendations of Education Commissioners and leading educationalists. The change has been a great success.

22d November 1872.

A. KIRK MACKIE, S.S.C.,
Secretary.

Before the carrying through of the Endowed Institutions (Scotland) Act, 1869, the Governors had the advantage of reports from Mr. Simon S. Laurie; and since the schools were established under the Provisional Orders, elaborate reports have been obtained from W. B. Hodgson, Esq., LL.D., on the general education, and from Professor Oakeley on Music. The pupils have also been subjected to competitive examinations,—the examiner being the Rev. James Currie, Rector of the General Assembly's Normal Training College. The general result of all the examinations has been highly satisfactory, and the recommendations received from time to time are being carefully attended to.

Copies of the reports will be furnished if wished.

Reports were also obtained on the Sewing Classes and Religious Instruction.

SALARIES OF TEACHERS.

Head Master,	David Pryde, M.A. (£400 a year, and 5s. for each pupil other than a Founder),	say	£680
English,	Jacob Simmins,	6 hours	210
„	Robert Mathewson, M.A.,	„	210
„	William Muirhead,	„	210
„	James Dick,	„	150
„	William Kilgour,	„	120
„	John Lamb, M.A.,	„	120
Arithmetic and Mathematics,	Arthur Livingstone,	„	200
„	William Laing Patterson,	„	110
Writing and Bookkeeping,	James Watson,	4 hours	130
„	George H. Watson,	2 „	60
French,	Auguste Evrard, B.A.,	6 „	250
„	C. H. Schneider,	4 „	200
German,	C. F. Fischart,	2 „	80
„	F. H. Weisse,	„ „	110

Latin,	William Ferguson,	5 hours,	£150
Drawing,	James Coutts,	" "	200
"	James and George Ferrier,	1 "	95
Music,	*F. W. Bridgman,	4 "	320
"	*William Adlington,	" "	320
"	*Walter Hately,	" "	320
"	*A. C. Mackenzie,	" "	320
Singing,	Arthur S. Edmunds,	3 "	250
"	Joseph Geoghegan,	" "	196
Dancing,	George d'Egville, 2 quarters,	6 "	249
Drill,	William Donnelly, 2 quarters,		40

Miss Key, Lady Superintendent,		£157, 10s.
French,	Annie Adamson,	6 hours £60
English,	Catherine Hart,	" 60
"	Ellen Turnbull,	" 60
"	Agnes Grant, ^o	" 55
"	Helen Harper,	" 55
Sewing,	Jane Mitchell,	" 60
Drawing,	Janette Walker,	" 80
Managing,	Robina Palmer,	" 40
"	Isabella H. Neil,	" 50
"	Mary Jane Clark,	" 40
"	Catherine R. Murray,	" 40
"	Isabella T. Gibson,	" 40
"	Margaret Glass,	" 50
"	Annie C. Aimers,	" 40
"	Mina Learmonth,	" 40
"	Georgina Stevenson,	" 40
"	Helen H. Ford,	" 40
"	†Janet Ferrier,	" 20
"	†Maggie Donald,	" 20
"	†Jemima Millan,	" 20
"	†Eliza Marshall,	" 20
"	†Jane Ritchie,	" 20
Music,	Elizabeth Hart,	" 60
"	Mary Jane Smith,	" 50
"	I. Cairnie,	" 40
"	Jessie Smellie,	" 40
"	Maggie A. Russell,	" 40
"	Helen Dunn,	" 40
"	Kate A. Ross,	" 40
"	Annie Campbell,	" 40
"	Hannah M'Naughton,	" 40
"	Isabella Mackenzie,	" 40
"	Helen Holdway,	" 40
"	Jane Watson,	" 40
"	Two Dancing Assistants,	" 51

DAVID PRYDE.

* In addition to this, each Music Master gets £8 for giving a weekly lesson in the Theory of Music during last two quarters.

† These are advanced pupil-governesses, and in addition to their salaries get instruction in some of the higher branches.

TIME-TABLE.

SENIOR DEPARTMENT.

CLASSES.	MONDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	German	Drawing	Arithmetic	Writing	Latin or Dictation	English
II.	German	Drawing	Arithmetic	Writing	Latin or Dictation	English
III.	German	Sewing	Arithmetic	Drawing	Latin	English
IV.	—	German	Drawing	Arithmetic	English	Writing
V.	Drawing	German	Dictation	Arithmetic	English	Singing
VI.	Writing	German	Drawing	Arithmetic	English	Singing
VII.	Writing	Arithmetic	French	English	Dictation	Drawing
VIII.	Singing	Arithmetic	French	English	Dictation	Drawing
IX.	Singing	Dictation	French	English	Drawing	Arithmetic
X.	Drawing	Writing	English	French	Dictation	Arithmetic
XI.	Arithmetic	Singing	English	French	Drawing	Dictation
XII.	Arithmetic	Singing	English	English	Writing	Dictation
XIII.	French	English	Drawing	Dictation	Sewing	Writing
XIV.	French	English	Dictation	Writing	Sewing	—
XV.	French	English	Writing	Singing	Play	—
XVI.	English	French	Writing	Singing	English	Sewing
XVII.	English	French	Sewing	English	Arithmetic	—
XVIII.	English	French	Sewing	Drawing	Arithmetic	English

CLASSES.	TUESDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	Lecture	Singing	Arithmetic	French	Dancing & Latin	English
II.	Lecture	Singing	Arithmetic	French	Dancing or Latin	English
III.	Lecture	Dancing	Arithmetic	French	Writing	English
IV.	Lecture	Arithmetic	French	Drawing	English	Singing
V.	Lecture	Arithmetic	French	Sewing	English	Writing
VI.	Lecture	Arithmetic	French	Drawing	English	Singing
VII.	Lecture	German	Sewing	English	Singing	—
VIII.	Lecture	German	Writing	English	Sewing	—
IX.	Lecture	German	Writing	English	Sewing	Arithmetic
X.	German	Dancing	English	Sewing	Singing	Arithmetic
XI.	German	Writing	English	Arithmetic	Dictation	—
XII.	German	Drawing	English	Arithmetic	Drawing	Sewing
XIII.	Arithmetic	English	Drawing	Singing	Dictation	—
XIV.	Arithmetic	English	Dancing	Singing	Writing	Drawing
XV.	Drawing	English	Sewing	Writing	Arithmetic	—
XVI.	English	Drawing	Dancing	Writing	Arithmetic	English
XVII.	English	Sewing	Singing	Dancing	Play	Drawing
XVIII.	English	Writing	Singing	Dancing	English	—

TIME-TABLE.

SENIOR DEPARTMENT—*Continued.*

CLASSES.	WEDNESDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	German	Drawing	Arithmetic	Sewing	Latin	English
II.	German	Drawing	Arithmetic	Writing or Latin	Latin	English
III.	German	Sewing	Arithmetic	Singing	Latin	English
IV.	—	German	Drawing	Latin or Singing	English	Arithmetic
V.	Sewing	German	Drawing	Latin or Writing	English	Arithmetic
VI.	Writing	German	Dancing	Latin or Drawing	English	Arithmetic
VII.	Writing	Arithmetic	French	English	Dancing	Drawing
VIII.	Sewing or Dictation	Arithmetic	French	English	Dancing	Drawing
IX.	—	Dancing	French	English	Drawing	Writing
X.	Drawing	Writing	English	French	Dictation	—
XI.	Arithmetic	Singing	English	French	Drawing	Sewing
XII.	Arithmetic	Singing	English	French	Dictation	—
XIII.	French	English	Sewing	Drawing	Arithmetic	Writing
XIV.	French	English	Sewing	Dictation	Arithmetic	—
XV.	French	English	Dancing	Dictation	Play	Sewing
XVI.	English	French	Writing	Sewing	English	Singing
XVII.	English	French	Dictation	Arithmetic	Writing	English
XVIII.	English	French	English	Arithmetic	Sewing	—

CLASSES.	THURSDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	French	Singing	Arithmetic	Writing	Dancing or Latin	English
II.	French	Singing	Arithmetic	Sewing	Dancing or Latin	English
III.	French	Drawing	Arithmetic	Writing	Latin	English
IV.	Sewing	Arithmetic	French	Dancing	English	Writing
V.	Drawing	Arithmetic	French	Dancing	English	Singing
VI.	Sewing	Arithmetic	French	Drawing	English	Singing
VII.	German	Sewing	Dictation	English	Singing	—
VIII.	German	Dictation	Writing	English	Sewing	—
IX.	German	Sewing	Writing	English	Dictation	Arithmetic
X.	Writing	German	English	Sewing	Singing	Arithmetic
XI.	Arithmetic	German	English	Dictation	Drawing	Dancing
XII.	Arithmetic	German	English	Drawing	Writing	Dancing
XIII.	Singing	English	Dancing	Sewing	Drawing	—
XIV.	Singing	English	Dancing	Dictation	Sewing	Drawing
XV.	Drawing	English	Sewing	Arithmetic	Dictation	Writing
XVI.	English	Dancing	Drawing	Arithmetic	English	Sewing
XVII.	English	English	Dictation	Sewing	Arithmetic	Drawing
XVIII.	English	Writing	Drawing	Play	Arithmetic	English

TIME-TABLE.

SENIOR DEPARTMENT—*Continued.*

CLASSES.	FRIDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	German	Singing	Arithmetic	Latin or Sewing	Latin or Drawing	Lecture
II.	German	Singing	Arithmetic	Latin or Sewing	Latin or Drawing	Lecture
III.	German	Dancing	Arithmetic	Latin or Singing	Latin or Drawing	Lecture
IV.	Sewing	German	Drawing	Latin or Singing	English	Lecture
V.	—	German	Drawing	Latin or Writing	English	Lecture
VI.	Writing	German	Dancing	Latin or Sewing	English	Lecture
VII.	Writing	Arithmetic	French	English	Singing	Lecture
VIII.	Singing	Arithmetic	French	English	Dictation	Lecture
IX.	Singing	Drawing	French	English	Sewing or Dictation	Lecture
X.	Drawing	Dancing	English	French	Singing	Lecture
XI.	Arithmetic	Writing	English	French	Sewing	—
XII.	Arithmetic	Sewing	English	French	Writing	—
XIII.	French	English	Sewing	Drawing	Arithmetic	Writing
XIV.	French	English	Writing	Dictation	Arithmetic	Drawing
XV.	French	English	Dancing	Arithmetic	Dictation	—
XVI.	English	French	English	Arithmetic	Writing	—
XVII.	English	French	Singing	Dancing	English	Writing
XVIII.	English	French	Singing	Dancing	Sewing	English

TIME-TABLE.

JUNIOR DEPARTMENT.

CLASSES.	MONDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	Dancing	Sewing	Singing	Writing & Arithm'c	English	English
II.	Dancing	Play	Singing	Writing & Arithm'c	English	English
III.	English	Dancing	Dictation	English	Writing & Arithm'c	Sewing
IV.	Writing & Arithm'c	English	English	Sewing	Singing	—
V.	Writing & Arithm'c	English	English	Sewing	Singing	—
VI.	Sewing	English	English	Play	Dictation	Writing & Arithm'c
VII.	English	English	English	Dancing	French	Arithmetic
VIII.	Sewing	Dictation	Arithmetic	English	English	French
IX.	English	English	English	Dictation	Sewing or Dictation	Writing
X.	—	English	English	Arithmetic	Sewing	—
XI.	Writing	Arithmetic	Sewing	English	English	—

CLASSES.	TUESDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	Writing & Arithm'c	French	Play	Dictation	English	English
II.	Writing & Arithm'c	French	Play	Sewing	English	English
III.	English	French	Dictation	English	Writing & Arithm'c	Sewing
IV.	French	Writing & Arithm'c	English	English	Dictation	Dancing
V.	French	Writing & Arithm'c	English	English	Dictation	Dancing
VI.	French	English	English	Dictation	Play	Writing & Arithm'c
VII.	English	Sewing	English	English	Dictation	Writing
VIII.	Dancing	English	Arithmetic	Writing	English	Singing
IX.	English	Sewing or Dictation	English	Play	French	English
X.	Writing	English	English	Arithmetic	Sewing	—
XI.	—	Arithmetic	Sewing	English	English	—

TIME-TABLE.

JUNIOR DEPARTMENT—*Continued.*

CLASSES.	WEDNESDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	Dancing	Sewing	Play	Writing & Arithm'c	English	English
II.	Dancing	Play	Dictation	Writing & Arithm'c	English	English
III.	Singing	Dancing	English	Writing & Arithm'c	Play	English
IV.	Writing & Arithm'c	English	English	Play	Singing	Sewing
V.	Writing & Arithm'c	English	English	Play	Singing	—
VI.	English	English	Singing	Sewing	Writing & Arithm'c	Dancing
VII.	English	English	Play	English	French	Arithmetic
VIII.	Sewing	English	Dictation	Arithmetic	English	French
IX.	English	English	English	Dancing	Sewing	Writing
X.	—	English	English	Arithmetic	Dictation	Dancing
XI.	Writing	Arithmetic	Sewing	Dictation	English	—
CLASSES.	THURSDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	Dictation	French	Singing	Writing & Arithm'c	English	English
II.	—	French	Singing	Writing & Arithm'c	English	English
III.	—	French	Sewing	English	English	Writing & Arithm'c
IV.	Writing & Arithm'c	English	English	French	Dictation	—
V.	Writing & Arithm'c	English	English	French	Play	Dictation
VI.	English	English	Writing & Arithm'c	French	Dictation	—
VII.	English	Dancing	English	English	Dictation	—
VIII.	Dancing	Dictation	Arithmetic	English	English	Writing
IX.	English	English	English	Sewing or Dictation	French	Singing
X.	Writing	English	English	Arithmetic	Sewing	—
XI.	Dictation	—	Arithmetic	English	English	English

TIME-TABLE.

JUNIOR DEPARTMENT—*Continued.*

CLASSES.	FRIDAY.					
	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.
I.	—	Dictation	Sewing	Writing & Arithm'e	English	English
II.	Sewing	Play	Dictation	Writing & Arithm'e	English	English
III.	English	Play	Dictation	English	Writing & Arithm'e	—
IV.	Writing & Arithm'e	English	English	Dictation	Sewing	Dancing
V.	Writing & Arithm'e	English	English	Play	Sewing	Dancing
VI.	—	English	English	Dictation	Dancing	English
VII.	English	English	Sewing	English	French	Writing
VIII.	English	Sewing or Dictation	Dictation	English	Arithmetic	French
IX.	Sewing or Dictation	English	English	Dictation	Dancing	English
X.	Dancing	English	English	Arithmetic	Sewing	—
XI.	Writing	Arithmetic	Sewing	English	English	—

LIST OF THE GOVERNORS OF THE MERCHANT MAIDEN HOSPITAL AND EDINBURGH EDUCATIONAL INSTITUTION FOR 1872-73.

JOHN CLAPPERTON, Esq., 371, High Street, Master of the Merchant Company, *Preses.*

Elected by Master and Assistants of Merchant Company.

- Messrs. THOMAS KNOX, 15, Hanover Street.
- „ ROBERT BRYSON, 66, Princes Street.
- „ JAMES LEWIS, 177, Canongate.

Elected by the Merchant Company.

- Messrs. GEORGE VALLANCE, 1, Gayfield Square.
- „ THOMAS SWANSTON, 35, Gilmore Place.
- „ WILLIAM COTTON, 100, Princes Street.
- „ JOHN WEIR, 7, Roxburgh Place.
- „ JOHN KAY WISHART, 20, Queen Street, Leith.
- „ JAMES FALSHAW, 26, Castle Street.
- „ THOMAS J. BOYD, Tweeddale Court.
- „ JAMES CRAIG, 33, Manor Place.
- Dr. ROBERT PATERSON, 32, Charlotte Street, Leith.

Elected by the Ministers of Edinburgh and Suburbs.

- The Rev. WILLIAM SMITH, D.D., Minister of St. Ninian's, Manse, Leith Mount.
- The Rev. R. HORNE STEVENSON, D.D., Minister of St. George's, 9, Oxford Terrace.
- The Rev. JAMES MACNAIR, Minister of Canongate, 3, St John Street.

Elected by the Magistrates and Town Council of Edinburgh.

Bailie HOWDEN, 6, Brandon Street.

Councillor JAMES CRIGGTON, 1, Kerr Street.

„ J. J. MUIRHEAD, 62, Princes Street.

„ THOMAS ROBERTSON, 57, Frederick Street.

„ MITCHELL.

The Right Hon. THE EARL OF MAR, Life Governor.

OFFICIALS.

Treasurer.

Mr. ROBERT WALKER, 12, Bank Street.

Secretary.

A. KIRK MACKIE, S.S.C.

Accountant.

Mr. JAMES M. MACANDREW, C.A., York Place.

Land Adviser.

Mr. ADAM CURROR, The Lee, Edinburgh.

Architect.

Mr. DAVID MACGIBBON, 89, George Street.

Surgeon.

ANDREW WOOD, M.D., F.R.C.S.E., 9, Darnaway Street.

Head-Master of Schools.

Mr. DAVID PRYDE, M.A.

ABSTRACT of the Annual Account of the Treasurer of the MERCHANT MAIDEN
HOSPITAL from 1st October 1870 to 1st October 1871.

CHARGE.

Arrears depending at 1st October 1870, including current Interest on Bond, brought from last Account,		£230 10 10 ³
Land Rents and Feu-duties, Crop and Year 1870, viz.:-		
The Aberdeenshire Estate,	£4,559 1 7 ⁶	
Do. Feu-duties purchased up, £22, 7s. 11d., and Ground sold, £576, 3s. 6d.,		598 11 5
Do. Proceeds of Sale of Materials of Old Houses, The Roxburghshire Estate,	1,044 9 8	340 0 0
	<hr/>	
	£5,603 11 3 ⁶	
Interest on Bond, £80, and Dividends on Formartine and Buchan Railway, £82, 4s., with Dr. Schaw's Annuity, £5,	167 4 0	
Revenue from the late George Grindlay's Trust-estate,	1,189 5 0	
Incidental Sums,	11 2 6	
Property and Income-Tax retained from the Revenue of the year to 1st October 1870, repayable by Government,	12 14 0	
	<hr/>	
Carry forward,	£6,983 16 9 ⁶	£1,169 2 3 ³

	Brought forward,	£6,983 16 9 ⁶	£1,169 2 3 ³
Proceeds of Sale of the Building formerly called the Merchant Maiden Hospital,			22,732 11 6
And Interest on price received,		142 16 2	
Edinburgh Educational Institution,—			
Fees received from Pupils, Session 1870-71,		£7,386 6 3	
Whereof received during Account 1869-70, for the First Quarter of Year 1870-71,		1,650 0 0	
Received during this Account,		5,736 6 3	
	REVENUE,		12,862 19 2
Money Borrowed during this Account,			17,400 0 0
			<u>£54,164 12 11⁹</u>

DISCHARGE.

Balance due to the Treasurer at the close of last Account,			£12 3 1 ⁶
Interest paid on Borrowed Money,		£865 0 2	
Public Burdens and other payments on account of the Landed Estates,		£1,121 1 0 ⁶	
Meliorations, viz.:—Drainage on which the Tenants pay interest,		4 9 6 ⁶	
			1,116 11 6
Interest on Impressed Fund for Educational Purposes in the Town of Peterhead,		15 0 0	
Contribution towards Expense of Salmon-Breeding Establishment in the River Ugie,		5 0 0	
Donations in connection with Aberdeenshire Estate, viz.:—			
Contribution to Monument to the late Miss Comrie, Peterhead,		£2 2 0	
Do. for a cup to be competed for Annually by the 1st Aberdeenshire Artillery Volunteers,		10 17 6	
Do. to the Peterhead Life-Boat Establishment,		3 3 0	
To James Laing, formerly tenant of Collielaw, Allowance by the Governors from Lammas 1870 to Lammas 1871,		15 0 0	
			31 2 6
Arrears of Rent on Aberdeenshire Estate, struck off by order of the Governors,		36 0 4	
Allowances to Tenants on the Aberdeenshire Estate,		148 15 11	
Presentation to the Hospital purchased up, £130, with half expense of Assigment, £2, 2s. 9d., and £40 as consideration of Annual Apprentice Fee,		40 0 0	132 2 9
Property and Income-Tax retained from the Revenue of the Year,		29 9 4	
Quarterly Disbursements:—			
Buildings and Repairs,		£2,282 9 0	
Plenishing and Utensils,		1,544 16 4	
Maintenance and Medicine,		1,198 11 10	
Clothing,		526 10 10 ¹ / ₂	
Coals and Lights,		150 2 11	
Fees and Salaries,		8,064 9 6	
Books, Stationery, and Printing,		336 12 1	
Incidents, including £390, 3s. 2d., Proportion of Expense of Provisional Orders,		1,090 0 2 ¹ / ₂	
Carry forward,		£15,193 12 9	£2,286 19 9
			£144 5 10 ⁶

Brought forward,	£15,193 12 9	£2,286 19 9	£144 5 10 ⁶
Outfit and Allowances to outgoing Girls,	98 6 8		
	<u>£15,291 19 5</u>		
Whereof expended on old Hospital before sale to Watson's Hospital, and deducted from the price received, £2,084, 3s., and other items carried to Stock Account,	3,573 19 5		3,573 19 5
		<u>11,718 0 0</u>	
			<u>14,004 19 9</u>
EXPENDITURE OF THE YEAR,			
Expenditure in relation to the New Cemetery at Peterhead, £229, 11s. 4d., less £44 received for Ground sold, and £5, 15s. Dues of Interments,			179 16 4
<i>Note.</i> —The expenditure on the Cemetery is expected to yield a good return; and when the whole is completed, it may be proper to arrange that a Feu-duty or Rent shall be charged for the ground taken.			
Price of the Hopetoun Rooms, with entry at Whitsunday 1871, £14,000, with £102, 12s. 2d., half Expense of Disposition, etc., and £3,237, 19s. expended on Account of Alterations,			17,340 11 2
Borrowed Money repaid,			9,150 0 0
Lodged in Bank:—			
Balance due by the Bank at 1st October 1870,	£1,705 18 7		
Do. due by the Bank at 1st October 1871,	3,122 8 3		
		<u>Paid in,</u>	1,416 9 8
Sum lodged in Bank on Deposit Receipt, dated 3d October 1871,			8,000 0 0
Arrears at 1st Oct. 1871, to be transferred to next Account, viz.:—			
Interest resting on Bond,	£6 11 6		
Rents and others on the Aberdeenshire Estate,	227 12 4 ⁹		
Property and Income-Tax repayable by Government,	12 14 0		
			<u>246 17 10⁹</u>
Balance due by the Treasurer at 1st October 1871,			103 3 4
			<u>£54,164 12 11⁹</u>

EDINBURGH, 30th October 1871.—Audited and Examined by Committee on Accounts.

THOMAS J. BOYD.
WILLIAM COTTON.
JAMES GRAY.
RICHD. BLADWORTH.

Eodem die.—Approved at General Meeting of Governors, and ordered to be Printed.
THOMAS J. BOYD, P.

ABSTRACT of the Stock of the Hospital at 1st October 1871.

	<i>Dr.</i>	<i>Cr.</i>
Bond by the Peterhead Harbour Trustees,		£2,000 0 0
Annuity by Legacy of Dr. Schaw of Preston, valued at		100 0 0
200 Shares of Formatine and Buchan Railway,		2,000 0 0
Contribution towards Extension of Railway to the Harbour of Peterhead, under Agreement—paid 1st Sept. 1865,		740 0 0
		<u>£4,840 0 0</u>
Aberdeenshire Estate, per valuation by the late Mr. Scott, in 1861, £98,365, 2s. 11d., with Meliorations since added to Stock, under deduction of Feu-duties purchased and Ground sold,	£95,846 6 7	
Roxburghshire Estate, per do.	25,009 17 10	
		<u>120,856 4 5</u>
Carry forward,		£125,696 4 5

	<i>Dr.</i>	<i>Cr.</i>
Brought forward,		£125,696 4 5
New Cemetery, Peterhead, expenditure in relation thereto,		2,246 13 9
Furnishing in Hospital at Lauriston not yet sold, valued per last year's account at £525, and desks and fittings in do., per this account, £260, 8s. 3d.,		785 8 3
Purchase price of the Hopetoun Rooms, with half expense of Disposition, etc., £14,102, 12s. 2d., and amount expended during this account, on account of alterations thereon, £3,237, 19s.,		17,340 11 2
Cost of new Pianos and Piano Stools for the Educational Institution, per this year's account, £1,049, 1s., less 20 per cent. for tear and wear, £209, 16s.,		849 5 0
Proportion of expense of Provisional Orders obtained under the Endowed Institutions (Scotland) Act,		390 3 2
Two Presentations bought in 1806 and 1871, valued at		232 2 9
To James Gillespie's Hospital and Free School, under Promissory-Note,	£3,100 0 0	
To the Merchant Company of Edinburgh, under do.,	4,800 0 0	
To the Merchant Company Widows' Fund, under do.,	7,600 0 0	
To Daniel Stewart's Hospital, under do.,	4,900 0 0	
To the Trustees of the late George Grindlay, Esq.,	500 0 0	
To R. Vary Campbell, Esq.,	300 0 0	
To Alexander Dowell, Esq. (<i>now repaid</i>),	5,000 0 0	
	<u>£26,200 0 0</u>	
Interest on preceding obligations from Whitsunday 1871,	394 14 3	
	<u>£26,594 14 3</u>	
Fund Impressed with the Governors for Educational Purposes in the Town of Peterhead, £300, with Interest thereon from 5th April 1871,	307 7 13	
Balance due by Commercial Bank at 1st Oct. 1871,		3,112 8 3
Sum in do. on Deposit Receipt, dated 3d October 1871,		8,000 0 0
Arrears of Rents and others due to Hospital at 1st October 1871,		246 17 10 ⁹
Arrears of Feu-Duties payable by the Hospital for Freeholds at do.,	147 10 6	
Balance due by the Treasurer at do.,		103 3 4
	<u>£27,049 11 10³</u>	
Net Stock at 1st October 1871	131,953 6 1 ⁹	
	<u>£159,002 17 11⁹</u>	<u>£159,002 17 11⁹</u>
Net Stock at 1st October 1871, as above,		£131,953 6 1 ⁶
Do. at 1st October 1870,		127,680 1 3
INCREASE this year when compared with last,		<u>£4,273 4 10⁶</u>

REPORT by the Accountant on the Accounts of the Merchant Maiden Hospital during the Year from 1st Oct. 1870 to 1st Oct. 1871.

I have examined and checked the Accounts of the Hospital for year to 1st October 1871, and prepared Abstracts thereof, and of the Stock Account of the Hospital, as at that date, submitted herewith; and with reference to these I have to report as follows:—

- I. The Income of the year has consisted of—
- | | |
|--|--------------------------|
| 1. Rental of the Landed Estates and Feu-duties, Crop 1870, | £5,603 11 3 ⁶ |
| Carry forward, | £5,603 11 3 ⁶ |

	Brought forward,	£5,603 11 3 ^c
Less—Public Burdens and other charges thereon,	£1,337 10 3	
Proportion of Property-Tax thereon,	26 13 7	
	<hr/>	1,364 3 10
	Free Produce,	£4,239 7 5 ^c
2. Other Revenue from Interest and from Grindlay's Trust, etc.,	£1,523 1 8	
Less—Proportion of Income-Tax,	2 15 9	
	<hr/>	1,520 5 11
		<hr/>
		£5,759 13 4 ^c
<i>From which deduct—</i>		
3. Interest paid on Borrowed Money,	£865 0 2	
Do. on Impressed Fund,	15 0 0	
	<hr/>	880 0 2
		<hr/>
		£4,879 13 2 ^c
<i>Note.—From various causes, the Net Income last year has been larger than on an average of some years past.</i>		
4. School Fees for Session 1870-71,		7,386 6 3
		<hr/>
	In all	£12,265 19 5 ^c
II. The Expenditure has been as follows:—		
1. Buildings and Repairs at Lauriston,	£2,282 9 0	
Whereof Contract for Alterations, £1,642, and for Plumber Work, additional Gas Fittings, Architects' Fees, etc., £442, 3s.,	2,084 3 0	
	<hr/>	
Current Repairs and Upholding,	£198 6 0	
2. Plenishing and Utensils, Removals of Furniture, etc.,	£1,544 16 4	
Whereof for new Pianos and Piano Stools, £1,049, 1s., added to Stock, less 20 per cent. for tear and wear,	£839 5 0	
Desks and Fittings at Lauriston, do.,	260 8 3	
	<hr/>	1,099 13 3
		<hr/>
		445 3 1
3. Maintenance and Medicine,	1,198 11 10	
4. Clothing,	526 10 10 ^c	
5. Coals and Lights,	150 2 11	
6. Fees and Salaries in connection with Schools and Hospital or Boarding-Houses, Treasurer, Medical and other Office-Bearers, and Retiring Allowances,	8,064 9 6	
7. Books for Foundationers, including Prizes, Stationery, and Printing,	336 12 1	
8. Outfit and Allowances to Outgoing Girls,	98 6 8	
9. Miscellaneous Payments, including Rent of Boarding-Houses, Taxes, Insurance, Cleaning Schools, Business Accounts, etc., £1,090 0 2 ^c		
Whereof proportion of Expenses of Provisional Orders, including Printing, Advertising, etc., carried to Stock Account,	390 3 2	
	<hr/>	699 17 0 ^c
		<hr/>
		£11,718 0 0
10. Proportion of Sum paid to Mr. Bell on Sale of		
	<hr/>	
Carry forward,	£11,718 0 0	£12,265 19 5 ^c

Brought forward,	£11,718	0	0	£12,265	19	5 ⁶		
Presentation held by him, being amount in consideration of withdrawal of Presentee three years before her time expired,			40	0	0			
			<hr/>			11,758	0	0

There has thus been a Surplus Income of £507 19 5⁶

III. The Result on the year in the Stock Account is in favour of the Hospital, £4,273 4 10⁶

Arising thus:—

Surplus Income, as above,						£507	19	5
Proceeds of Sale of the Ground and Building at Lauriston, formerly occupied by the Merchant Maiden Hospital,				£22,732	11	6		
These stood in the Stock Account at 1st October 1870 at value of				£16,761	0	0		
Prior to the Sale there was expended on Alterations in fitting same for Schools, as on preceding page,			2,084	3	0			
			<hr/>			18,845	3	0
						3,887	8	6
						<hr/>		
						£4,395	7	11 ⁶

The Interest due by the Hospital for Borrowed Money has been increased this year by £119 0 1

The Feu-Duties in Arrear due by the Hospital for Freeholds sold have been increased this year by 3 3 0

Deduct						122	3	1
			<hr/>					
Sum as above,						£4,273	4	10 ⁶

IV. During the year the Governors have purchased the Hopetoun Rooms for the new Educational Institution, for the sum of £14,000, with half expense of Disposition, £102, 12s. 2d.,						£14,102	12	2
And there has been expended, prior to 1st October 1871, to account of Alterations thereon,						3,237	19	0
						<hr/>		
						£17,340	11	2

EDINBURGH, 28th October 1871.

(Signed) J. A. M. MACANDREW.

ABSTRACT of the ACCOUNTS of the TRUST ESTATE of GEORGE GRINDLAY, from 1st September 1870 to 1st September 1871.

CHARGE.

Balance due by the Commercial Bank at 1st September 1870, brought from last account,						£595	4	1
Arrears outstanding at 1st September 1870, viz. :—								
Of Feu-duties at Orchardfield, Lothian Road,			£263	4	10			
Rents of unfeued Ground			26	0	0			
Rents and Feu-duties at Bangholm Bower,			30	1	1			
Property-Tax,			70	13	3			
Church Seat Rents,			1	17	10			
			<hr/>			391	17	0
						<hr/>		
Carry forward,						£987	1	1

	Brought forward,	£987 1 0
Rental of Trust Properties, year to Whitsunday 1871, viz. :—		
Feu-duties of Orchardfield,	£1,351 16 5	
Rent of Shop No. 76 Grassmarket,	35 0 0	
Do. of Bangholm Bower and Lilliput, including Feu-		
duties there,	142 10 0	
Do. of Tannery in Leith,	147 12 0	
Church Seat Rents,	2 18 0	
	<hr/>	
Compositions received,	£1,679 16 5	
Sum received from a Feuwar on account of expense of	124 19 0	
forming streets and drains,		717 1 1
Interest on Money lent,	64 8 2	
Bank Interest received,	10 17 6	
Price received for unfeued Ground at Trinity sold, with		
entry at Whitsunday 1870, with Interest thereon to		
7th September 1870, when paid,	23 4 4	2,000 0 0
Incidental Sums received,	29 3 3	
	Revenue, <hr/>	1,932 8 8
Balance due to the Factor at 1st September 1871, to be carried to next		
Account,		113 8 10 ⁶
	<hr/>	
SUM EQUAL TO THE DISCHARGE,		<hr/> <hr/> £5,749 19 8 ⁶

DISCHARGE.

Balance due to the Factor at 1st September 1870, brought from last			
Account,		£22 6 9 ⁶	
Amounts paid to Hospitals, on account of Revenue :—			
To the Merchant Maiden Hospital, on 5th October 1870,	£250 0 0		
To George Watson's Hospital, do.,	250 0 0		
		<hr/>	500 0 0
To the Merchant Maiden Hospital, of various dates,	£1,165 4 11 ⁶		
To George Watson's Hospital, do.,	1,165 5 0 ⁶		
		<hr/>	2,330 10 0
Public Burdens, Feu-duties, Insurance, Repairs, etc.,	£71 16 11		
Interest paid to the Caledonian Railway Company on			
£1,200, at 3 per cent., to Whitsunday 1871, payable			
during currency of Lease of Ground, expiring Whit-			
sunday 1881, less Income-Tax,	35 7 1		
Old Arrears of Rents of unfeued ground, struck off as			
irrecoverable,	26 0 0		
Miscellaneous Payments, including Charges connected			
with Feuing arrangements, Expenses of Management,			
etc.,	153 14 4		
Property and Income-Tax retained from Revenue,	30 1 4 ⁶		
		Expenditure, <hr/>	316 19 8 ⁶
Money lent during this account,			2,000 0 0
* Arrears outstanding at 1st September 1871 :—			
Of Feu-duties at Orchardfield,	£464 11 3 ⁶		
Rent and Feu-duties at Bangholm and Lilliput,	19 12 11		
Church Seat Rents,	1 8 0		
Property-Tax,	70 13 3		
		<hr/>	
Carry forward,	£556 5 5 ⁶	£5,169 16 6	

* A considerable portion of these arrears has been paid since the close of this account.

	Brought forward,	£556 5 5 ⁶	£5,169 16 6
Interest,		23 17 9	
		<hr/>	580 3 2 ⁶
	SUM OF THE DISCHARGE,		<hr/> £5,749 19 8 ⁶ <hr/>

EDINBURGH, 23th December 1871.—Audited and approved of by Committee on Accounts.

THOMAS KNOX.
THOMAS J. BOYD.
J. CLAPPERTON.

EDINBURGH, 4th January 1872.—Approved at a Meeting of the Trustees, and ordered to be printed.

THOMAS KNOX, P.

ABSTRACT of the TRUST ESTATE at 1st September 1871.

Feu-duties of Orchardfield, Lothian Road, Edinburgh, per valuation by Mr. David MacGibbon, viz. :—			
Gross Amount of Feu-duties now all payable, £1,463, 5s. 6d., valued at twenty-three years' purchase,			£33,655 6 8
<i>Note.</i> —The amount, £717, 1s. 1d., expended on Drains, etc., and entered in last year's Stock Account, has been received this year.			
Shop, No. 76 Grassmarket, let at £35 per annum, and valued at sixteen years' purchase of that rent, per valuation by Mr David MacGibbon,		560 0 0	
Dwelling-House, Offices, etc., at Bangholm Bower, Trinity, Rental £105, Feu-duty £12, valued per do. do. at fifteen years' purchase, or say		1,400 0 0	
<i>Note.</i> —The Nursery Ground at Lilliput has been sold, and the price, £2,000, received this year: and Bangholm Bower was sold on 31st January 1872 for £3,200.			
Feus at Lilliput, amounting to £37, 10s., less £3, 10s. 10d. proportion of over-superiority, valued at twenty-three years' purchase, or		781 1 7	
Tannery Premises at St. Anthony's Lane, Leith, let on lease to Martiomas' 1880 at £147, 12s., valued on clear rental of say £130, at sixteen years' purchase,		2,080 0 0	
Sum in Loan to the Merchant Company Widows' Fund, on obligation by the Collector,		£1,500 0 0	
Sum in Loan to the Merchant Maiden Hospital, on obligation by the Treasurer,		500 0 0	
		<hr/>	2,000 0 0
Arrears of Feu-duties, Rents, etc., at 1st September 1871,			580 3 2 ⁶
			<hr/>
			£41,056 11 3 ⁶
<i>Deduct</i> —Balance due to the Factor at do.,			113 8 10 ⁶
			<hr/>
Net Stock at 1st September 1871,			£40,943 2 5
			<hr/>
Net Stock at 1st September 1871, as above,			£40,943 2 5
Do. do. 1870,			41,693 4 7 ⁶
			<hr/>
Decrease this year when compared with last,			£750 2 2 ⁶ <hr/>

REPORT by the ACCOUNTANT on the Accounts of GEORGE GRINDLAY'S TRUST, for the year to 1st September 1871.

I. The Revenue of the Trust, consisting of Feu-duties, Rents, and Interests during the year, has amounted to,			
			£1,932 8 8
The Public Burdens, Repairs, Insurance and other charges thereon, including Expenses of Management,			316 19 8 ⁶
			<hr/>
Net,			£1,615 8 11 ⁶
			<hr/>
Carry forward,			£1,615 8 11 ⁶

	Brought forward,	£1,615 8 11 ⁶
II.	During the year the Ground at Lilliput, let as Nursery Ground, has been sold, realizing a sum of £2,000 0 0	
	As valued in the Stock Account, this Ground stood at 1,769 11 2	
	Gain, <u> </u>	230 8 10
III.	The whole of the Feu-duties at Orchardfield have now come to their maximum payment; and the sum deducted by Mr. MacGibbon in 1869 from the gross valuation of the Feu-duties then in respect of maximum not being reached, has now been reponed in the Stock Account, thus increasing the valuations this year by the amount,	234 10 0
		<u>£2,080 7 9⁶</u>
IV.	The Payments to George Watson's and the Merchant Maiden Hospitals have been as follow:—	
	In October 1870, prior to the close of these Hospitals' Accounts for the year 1869-70, £500 0 0	
	Thereafter in various sums, 2,330 10 0	
		<u>2,830 10 0</u>
	Result on the Stock Account at 1st September 1871,	<u>£750 2 2⁶</u>

Note.—The Stock Account at 1st September 1870 included an accumulation of Revenue of the Trust, the payments to the Hospitals for some years past having been within the amounts of the free Revenue. During last year, however, the payments to the Hospitals have been larger, and have exceeded the accumulations and Revenue to 1st October 1871 by £64, 19s. 6d. This will be kept in view in making payments to the Hospitals of the Revenue of next year.

(Intd.) J. M. M'A.

EDINBURGH, 9th November 1871.

JOHN WATSON'S INSTITUTION, DEAN,
EDINBURGH.

I. NATURE OF FOUNDATION.

1. 2d July 1759, John Watson, Writer to the Signet.
2. 'To such pious and charitable uses within the City of Edinburgh as the said Trustees or Trustee shall think proper.' A Deed of Destination was executed by the Trustees in August 1764, and an Act of Parliament for modifying and extending the purposes specified in said Deed of Destination was obtained in 1822 (Geo. iv. cap. 23, 1822). A printed copy of the Deed of Settlement, Deed of Destination, Act of Parliament, and Regulations is herewith filed.
3. The capital fund left by the Founder was under £5000. The present capital sum, as at 1st August 1872, was £109,000, exclusive of buildings. A copy of last year's account, herewith sent, supplies all further details. (See Query 20.)
4. The constitution of the trust is fully set forth in the documents herewith sent. The Trustees are the Keepers and Commissioners of the Signet. The names of the Directors are: The Right Honourable Sir William Gibson-Craig, Baronet, Lord Clerk Register and Keeper of the Signet; James Hope, Esq., Deputy Keeper of the Signet; John Gillespie, W.S., Treasurer, *ex officio*; Messrs. John Walker, Robert Cowan, John Wright, A. Hamilton, J. N. Forman, E. Baxter, Graham Binny, John Kennedy, Patrick Turnbull, Anthony Murray, John Ord Mackenzie, and John Brown Innes, all Writers to the Signet and Commissioners of the Signet.
5. No.
6. The Directors are appointed by the Trustees.
7. The Directors are divided into committees, viz. Home Education and Finance Committees, and those committees exercise a direct control over these departments, subject to the supervision of the whole Board.
8. This query is best answered by a reference to the printed documents sent.
9. There are at present in the house 56 boys and 44 girls, all of whom are fatherless, and all are children of necessitous families.
10. Nothing is paid for any of the children in the house, except a small contribution by a few of the girls on account of extra musical education.
11. Seventeen vacancies, 30 applicants.
12. These are all fatherless children, and in necessitous circumstances. For classification see list put in under query 1 of head III. p. 598.
13. The children are admitted between the ages of seven and nine, and remain until they attain the age of 14.
14. The children admitted are all or nearly all from the better classes, and there is no preference in respect of family name or connection, descent or place of birth, Church connection, or otherwise. Before admission, there are two examinations. Children under eight years of age must be able to read any simple lesson-book fluently; and if above eight, must also be able to write an easy sentence, work a short sum in simple addition and subtraction, and repeat the multiplication table.

	Income-tax deducted.	Interest.		
Brought forward,	£18 4 5	£2,007 10 1	£2,273 19 5	£105,386 13 5
8. On £2,500 in Heritable Bond over Woodhall for a year to Whitsunday 1872, at 4 per cent.,	2 8 2	100 0 0		
Total,	£50 12 7			
4. On £1,500 in Deposit Receipt with the Royal Bank, for year to 1st August 1872,		38 10 10		
5. On Account Current with the Royal Bank, for year to 1st August 1872,		4 10 2		
			2,150 11 1	
3. Feu-duty payable by the Marriage Contract Trustees of Mr. and Mrs. William White for the year to Whitsunday 1872,			10 0 0	
4. Rent of Grass Parks,			65 18 6	
5. Music Money from Pupils,			53 0 6	
6. Price of Old Books sold,			1 12 6	
				4,555 2 0
III. Income-tax on Royal Bank Dividends, for the year to July 1871, to be received back,				42 12 1
IV. Increase in value of Royal Bank Stock—				
Value of £3,150, sold 8th March 1872 at £195,		£6,142 10 0		
Less Proportion of Midsummer Dividend, accrued as before,		54 5 0		
			£6,088 5 0	
Value of £24,000 at £194, the selling price at 1st August 1872,		46,560 0 0		
			£52,648 5 0	
Whilst at 1st August 1871 the value was only		49,413 0 0		
			Increase, 3,235 5 0	
				£113,219 12 6

SUM OF THE CHARGE,
Equal to the Discharge, } £113,219 12 6

DISCHARGE.

I. Expenditure for the year, viz. :—				
1. Public and Parochial Burdens, Taxes, and Insurance,				£56 0 4
2. Expenses connected with the Household Establishment, viz. :—				
1. Maintenance,		£1,094 16 4		
2. Coals, Coke, Water, and Gas,		194 3 10		
3. Household Furnishings, Washing Material, etc.,		66 8 3		
4. Manure and Plants and Seeds for the Garden,		7 17 2		
5. Medicines,		17 4 0		
6. Expense of Jaunts and Treats to the Children,		17 8 0		
7. Salaries and Wages, viz. :—				
Matron and Assistant,	£105 0 0			
Female Servants,	136 10 0			
Medical Officer and Dentist,	70 0 0			
Gardener and Assistants,	57 15 8			
Porter,	70 0 0			
			439 5 8	
8. Incidental Expenses,			13 0 3	
				1,850 3 6
			Carry forward,	£1,906 3 10

	Brought forward,	£1,906 3 10
3. Clothing,		658 8 1
4. Expenses connected with Education, viz. :—		
1. Salaries, viz. :—		
Master and two Assistants,	427 10 0	
French Master,	40 0 0	
Teachers of Piano, Singing, Drawing, and Dancing,	112 0 0	
Drill-Sergeant and Band-Master,	17 8 0	
	<hr/>	£596 18 0
2. School-books, Stationery, Drawing Mate- rials, and Prizes,	63 12 9	
3. Musical Instruments, Music, etc.,	93 3 6	
4. Fees of Report by Inspector, and University Expenses,	9 5 0	
	<hr/>	762 19 3
5. Ordinary Repairs,		402 14 10
6. Payments to Children who have left the Institution,		118 6 8
7. Expenses of Management, viz. :—		
1. Salaries to Treasurer, Clerk, Auditor, and Officer,	141 0 0	
2. Printing and Advertising, etc.,	35 11 1	
3. One-half Fees for Tack of Grass Park,	0 18 4	
4. Postages, Stamps, Exchange on Remit- tances, etc.,	10 17 6	
	<hr/>	188 6 11
II. Expense of Addition to Porter's Lodge, Alterations on Sick-room, etc.,		158 19 9
III. Funds at 1st August 1872 as in State subjoined,		109,023 13 2
	<hr/>	<hr/>
	SUM OF THE DISCHARGE, Equal to the Charge, } <hr/>	£113,219 12 6

STATE showing the PROPERTY and FUNDS as at 1st August 1872, and the
ANNUAL INCOME therefrom.

	Capital.	Income.
1. Royal Bank Stock,	£24,000 0 0	
Which at the selling price of 1st August 1872, £194, is of the value of	£46,560 0 0	£2,074 0 0
2. Sums lent on Debentures to the following Railway Companies, viz. :—		
1. Caledonian,	£23,000 0 0	
2. North British,	16,000 0 0	
3. London and North-Eastern,	6,000 0 0	
4. London and North-Western,	4,000 0 0	
	<hr/>	1,960 0 0
3. North British Railway Co.'s 4½ per cent. Debenture Stock,	6,000 0 0	255 0 0
4. Sum in Bond over Woodhall,	2,500 0 0	100 0 0
5. Sums in Royal Bank, viz. :—		
1. On Deposit Receipt, dated 1st August 1872,	£1,600 0 0	
2. On Account Current,	611 8 2	
	<hr/>	45 0 0
6. Three Feus at £10 each, valued at 23 years' purchase, <i>Note.</i> —One of these Feu-duties does not become payable till after next year.	690 0 0	20 0 0
7. Grass Parks valued at 25 years' purchase,	1,823 2 6	72 18 6
	<hr/>	<hr/>
Carry forward,	£108,784 10 8	£4,526 18 6

	Capital.	Income.
Brought forward,	£108,784 10 8	£4,529 18 6
8. Income-tax retained from Interests, etc., to be received back, viz:—		
Amount as in last year's State,	£68 14 1	
Add—On Dividends for last year,	42 12 1	
	£111 6 2	
Amount retained this year, viz:—		
From Dividends as in		
Branch II. of Charge		
of preceding Account, £45 16 11		
From Interests as in do., 50 12 7		
From Feu-duty, 0 4 10		
From Rent of Grass Parks, 0 15 0		
	97 9 4	
9. Balance due by the Treasurer,	208 15 6	
	30 7 0	
	Sums, £109,023 13	2£4,526 18 6

Note.—The Funds at 1st August 1872 amounted, as above, to . . . £109,023 13 2
 And at 1st August 1871 they were 105,386 13 5

INCREASE, £3,636 19 9

Arising as follows:—

1. Excess of Revenue over Ordinary Expenditure, viz:—

Revenue,	£4,457 12 8
Expenditure,	4,036 19 7
	£420 13 1

2. Income-tax repaid or repayable, . £208 15 6

 Less included in last year's State
 of Funds, 68 14 1

140 1 5

3. Increase in value of Bank Stock, 3,235 5 0

£3,795 19 6

Deduct—Extraordinary Expenditure, being for
 Building Addition to Porter's Lodge,
 and Alterations on Sick-rooms, etc., 158 19 9

AS ABOVE, £3,636 19 9

Edinburgh, 18th October 1872.—Examined and compared with the vouchers, and hereby certified to be correct, there being a balance due by the Treasurer of £30, 7s. 0d.

JAS. JOBSON DICKSON, Auditor.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. All the children reside in the hospital building.
 2. There are no children in this position.
 3. The children formerly wore an hospital uniform, the boys with distinctive buttons, etc. This has recently been much modified, and buttons, etc., done away with; but all the boys are dressed alike, and so are the girls.
 4. The children are permitted to leave the institution on each Friday evening, and to remain with their friends or relatives in Edinburgh or the vicinity till the following Monday morning, the parties whom they visit being subject to the approval of the House-Governor. At other times they are not allowed to go beyond the bounds of the institution, unless by special permission from the master or matron. The friends and relatives have access to the children at all reasonable hours.
- There is a vacation of six weeks in autumn, ten days or so at Christmas, and also occasional holidays throughout the year.

5. The head master has power to punish the boys in a suitable and temperate manner; and the matron has a like power with regard to the girls, after obtaining the sanction of the master. The assistant masters are authorized to inflict minor punishments. No record of punishments is kept.

6. A senior boy is placed in charge of each dormitory, whose duty it is to report to a master any cases of disorder or misconduct that may occur. Each new boy during his first year is placed under the care of a senior boy, who assists him, under the superintendence of the porter, in cleaning his shoes and looking after his clothes.

7. The nature of these arrangements is set forth in the Regulations. See, under the head of 'matron,' articles 6, 7, 8, 9, and 10; and under the head of 'assistants,' articles 2, 3, 4, 5, and 6. A master and a nurse sleep on the boys' dormitory flat, and one of the senior boys acts as monitor in each dormitory. A servant or nurse sleeps in each of the girls' dormitories.

8. There are 9 dormitories in use, the dimensions of which are:—

	Length.	Width.	Height.	The cubical space allowed for each pupil is 614 feet. Average number in each dormitory, 11. Some of the younger boys sleep two in a bed; also some of the younger girls and sisters. There are on the boys' side 11 double beds, and on the girls' side, 15.
	Feet.	Feet.	Feet.	
1	30	20	12½	
2	29½	16½	13	
2	20½	11½	13	
2	30	20	13	
2	32	20	13	

9. The children have all the usual amusements of children, and are quite as free in these respects as the children at any other school. The boys and girls have each a gravelled playground behind the institution, of probably one-eighth of an acre in extent, and also a field of four or five acres in front of and a wooded bank behind the institution buildings.

10. The regulations generally provide carefully for cleanliness, and the sanitary arrangements are excellent. At the north end of the house are two rooms set apart as sick-rooms for the boys, and which can be shut off from the rest of the house; and there is a similar arrangement at the south end of the house for the girls. The house is well supplied with bath-rooms, and each child has a daily bath.

11. Five children have died in the last ten years, three of them from fever.

12. A 24 hours' time-table and usual dietary scale for a week, are filed herewith.

TWENTY-FOUR HOURS' TIME TABLE.

		A.M.		
Summer, . . .	6.0	-6.45	}	Bath—Dressing, etc.
Winter, . . .	6.45	-7.30		
Summer, . . .	6.45	-8.0	}	Prayers—Drill—Play.
Winter, . . .	7.30	-8.0		
	8.0	-9.0		Breakfast and Play.
	9.0	-1.0		Study (with interval from 10.30-11).
		P.M.		
	1.0	-2.30		Lavatory—Dinner—Band Practice—Play.
	2.30	-4.30		Study.
	4.30	-6.30		Singing—Drawing—Dancing—Play.
	6.30	-7.0		Supper.
	7.0	-8.0		Study.
Summer, . . .	8.30	-9.0	}	Prayers—Lavatory—Bed.
Winter, . . .	8.0	-8.45		

DIET TABLE.

DAYS.	BREAKFAST, at Eight A.M.	LUNCHEON, at Twelve Noon.	DINNER, at One in Summer, and at Two P.M. in Winter.	SUPPER, at Six P.M.	EVENING MEAL, at Eight P.M.
SUNDAY,	Oatmeal $\frac{1}{4}$ lb., Sweet Milk $1\frac{1}{2}$ gill.	Bread $2\frac{1}{2}$ oz.	Rice and Milk, One Egg, Bread 6 oz.	Bread 6 oz., Milk $1\frac{1}{2}$ gill; occasionally varied by Porridge in Winter	Bread $2\frac{1}{2}$ oz.
MONDAY,	Do.	Do.	Boiled Beef 6 oz., Broth with Vegetables, Bread 6 oz.	Do.	Do.
TUESDAY,	Do.	Do.	Roast Beef 6 oz., Pease Soup, Bread 6 oz.	Do.	Do.
WEDNESDAY,	Do.	Do.	Fish and Soup, Bread 6 oz. ; or Rice Pudding and Soup, Bread $3\frac{1}{2}$ oz.	Do.	Do.
THURSDAY,	Do.	Do.	Stewed Beef 6 oz., Potatoes, Bread $2\frac{1}{2}$ oz.	Do.	Do.
FRIDAY,	Do.	Do.	Boiled Beef 6 oz., Broth with Vegetables, Bread 6 oz.	Do.	Do.
SATURDAY,	Do.	Do.	Rice Soup, Stewed Beef 6 oz., Bread 6 oz.	Do.	Do.

The younger children have a smaller proportion of Bread and Butcher Meat.

III. INSTRUCTION.

1. The children are chiefly from the better classes ; and for some years back the status has been carefully heightened by the Directors, in the belief that the institution will thereby afford greater benefits than if the children were selected from all classes of deserving poor. The classification of children is herewith sent.

Classification of Children according to Occupation of Father.

Clergymen,	23	Musicians,	2
Medical Men,	14	Accountants,	1
Lawyers,	11	Clothiers,	1
Merchants,	9	Stationers,	1
Farmers,	7	Manufacturers,	1
Bankers,	7	Auctioneers,	1
Clerks,	3	Seedsmen,	1
Schoolmasters,	4	Factors,	1
Navy,	2	Stationmasters,	1
Engineers,	4	Manager of Works,	1
Army,	3	Surgeon Dentist,	1
Shipowners,	1		—
			100

2. While in the house, the children are not specially instructed with reference to particular occupations or professions.

3. An instruction time-table is herewith filed. The girls make their own beds and those of the boys. The senior girls learn to wash, starch, and iron, in the laundry. They also assist in dusting and in other light household work. The elder girls also receive some instructions in cutting out and making up articles of clothing.

TIME TABLE.—CLASSES V. & VI.

MONDAY,	9-9.30	Religious Knowledge.
„	9.30-10	History and Geography.
„	10-10.30	Writing.
„	11-1	Latin.
„	2.30-3.30	English.
„	3.30-4.30	Euclid and French.
TUESDAY,	9-9.30	Religious Knowledge.
„	9.30-10	History and Geography.
„	10-10.30	Writing.
„	11-12	English.
„	12-1	Algebra and Arithmetic.
„	2.30-3.30	Arithmetic.
„	3.30-4.30	French.
WEDNESDAY,	9-9.30	Catechism and Recitation.
„	9.30-10.30	Composition (written or oral).
„	11-1	Latin.
„	2.30-3.15	Algebra and Arithmetic.
„	3.15-4	Euclid and French.
„	4-4.30	Natural Science.
THURSDAY,	9-9.30	Religious Knowledge.
„	9.30-10	History and Geography.
„	10-10.30	Writing.
„	11-12	English,
„	12-1	Algebra and Arithmetic.
„	2.30-3.30	Arithmetic.
„	3.30-4.30	French.
FRIDAY,	9-9.30	Religious Knowledge.
„	9.30-10	History and Geography.
„	10-10.30	Writing.
„	11-1	Latin.
„	2.30-3.30	English.
„	3.30-4.30	Euclid and French.

TIME TABLE.—CLASSES III. & IV.

3.30-4.30	Reading.		25'	Dictation.	Reading.		25'	Dictation.	Exercise on Paper.	
	Writ- ing.	Gram- mar.			15'	Mental Arithmetic.				Writ- ing.	Gram- mar.	15'	Mental Arithmetic.
20'			Geography.	15'	Geography.	15'	Mental Arithmetic.			
2.30-3.30	Gram- mar.	Writ- ing.	Gram- mar.	His- tory.	Writ- ing.	Gram- mar.	Gram- mar.	His- tory.		20'	Grammar.
	Geography.	His- tory.	Gram- mar.	History.	His- tory.	Gram- mar.	His- tory.	Gram- mar.	20'	Geography.
									20'	History.
12-1	Latin.		Composition.		Latin.		Composition.		Latin.	
			Writing.				Writing.			
11-12	Latin.		Arithmetic.		Latin.		Arithmetic.		Latin.	
9.45-10.30	Arithmetic.		Reading and Parsing.		Arithmetic.		Reading and Parsing.		Arithmetic.	
9.15-9.45	Scripture.		Scripture.		Scripture.		Scripture.		Scripture.	
9-9.15	Spelling.		Spelling.		Spelling.		Spelling.		Spelling.	
	MONDAY,		TUESDAY,		WEDNES- DAY,		THURSDAY,		FRIDAY,	

SUMMARY.

SUBJECT.	TIME.	SUBJECT.	TIME.
Religious Knowledge,	H. M. 2 30	English Composition,	H. M. 1 0
Reading,	2 30	Dictation,	2 5
Writing,	2 0	Mental Arithmetic,	0 45
Arithmetic,	4 15	English Grammar,	2 20
History,	1 50	Latin,	6 0
Geography,	1 30	Written Exercise,	0 45

4. A schedule is filed in reply to this query.

5. A Sunday time-table is filed in reply to this query. Half an hour each day is devoted to religious instruction, and one hour on Sunday. The Bible and the Shorter Catechism are the text-books used.

SUNDAY TIME-TABLE.

7.45—Prayers.

8—Breakfast.

9.30—10—Reading, under superintendence of Master or Matron.

11—Church.

1—Dinner.

2.15—Church.

5.30—6—Reading, under superintendence of Master or Matron.

6.30—Supper.

7—8—Religious Instruction.

8—Prayers.

6. The school is divided into six classes, the average number in each class being 16. Promotion is determined entirely by proficiency, as tested by daily markings. Prizes are given at the close of the session according to the number of marks obtained in each subject throughout the session.

7. Dimensions of class-rooms :—

	Length.	Width.	Height.	
1st,	43	20	14	feet, in which there are usually 29 pupils.
2d,	28½	21	14	„ „ „ 31 „
3d,	30	20½	14	„ „ „ 40 „

There is a school library and a small museum.

8. The head master is appointed by the Directors, and holds his office during their pleasure. (See Regulations under heading 'the master.')

9. A list of the teachers, resident and non-resident, including matron and sub-matron, with the salaries of each, is filed herewith. No portion of their emoluments is derived from fees. All teachers in and connected with the institution hold their appointments at the pleasure of the Directors, and are appointed by them.

LIST OF THE TEACHERS, WITH THE SALARIES AND EMOLUMENTS OF EACH AND TENURE OF OFFICE.

	NAME.	ADDRESS.	Salaries and Emoluments.			Tenure of Office.	REMARKS.	
			£	s.	d.			
1	George Rowe, Head Master,	Watson Villa, Dean	350	0	0	The whole Teachers hold office during the pleasure of the Directors of the Institution.	In addition to his Salary, the Head Master enjoys a furnished house, rent free.	
2	John T. Campbell, Assistant Master,	The Institution	65	0	0			
3	James A. Clement, Ditto,	Ditto	65	0	0			
4	Miss Magdalene Auld, Matron,	Ditto	70	0	0			Nos. 2, 3, 4, and 5 receive in addition their Board in the Institution.
5	Miss Emma Murray, Assistant ditto,	Ditto	40	0	0			
6	Jules A. L. Kunz, Teacher of French,	Royal Circus, Edinburgh	40	0	0			The whole are fixed Salaries, with the exception of No. 11, who receives for each lesson 5s. The annual amount is about £9.
7	Robert Frier, Drawing Master,	Queen Street, ditto	20	0	0			
8	Joseph Geoghegan, Teacher of Singing,	Castle Terrae, ditto	30	0	0			
9	James G. Atkinson, Teacher of Dancing,	Hill Street, ditto	21	0	0			No portion of any of the Salaries is derived from fees.
10	Miss M. Gray, Teacher of Music,	Melville Street, ditto	50	0	0			
11	William Donnelly, Drill Master,	Brougham Street, ditto	9	0	0			

10. No provision is made for superannuation allowances, but such allowances have been made by the Directors from time to time.

11. For many years the children in the institution have been regularly

examined by the late Dr. Woodford and Mr. John Gordon, Her Majesty's Inspectors of Schools. (Separate paper.)

SUBSTANCE OF REPORTS ON JOHN WATSON'S INSTITUTION, for the Years 1870, 1871, 1872, by JOHN GORDON, Esq., one of Her Majesty's Inspectors of Schools.

Religious Knowledge.—The Religious Instruction from Bible and Catechism has been given with great care and very good effect. (1870.)

Among other Subjects, Religious Knowledge is prominent, and has received, if I mistake not, the largest share of the Teachers' attention. This is what might be expected, as well as desired, in an Institution which so closely combines the family life with the School work. (1871.)

The Religious Knowledge of the pupils was shown in a lengthened examination, and delivered with remarkable fulness, readiness, and accuracy. (1872.)

Latin.—The Classes show a very creditable amount of progress, exceeding considerably what they had attained at the last year's Inspection. (1870.)

All the Classes in a considerable state of progress. (1871.)

Throughout the able tuition of the Master was seen in the good rudimental grounding of the pupils, and in other respects. (1872.)

Mathematics.—In Euclid and Algebra there is a considerable advance of progress within the last year. (1870.)

All doing very well—(Euclid). All expert in Simple Equations. (1871.)

The written Exercises in Euclid are performed in a very creditable manner by the pupils, and especially by the females. (1872.)

Arithmetic.—Considerable advance of progress. The principles of the Rules are clearly explained. (1870.)

The Lower Classes work rapidly and well. The Higher Classes are proficient in the advanced rules. (1871.)

How well they answered will appear from the accompanying papers written by them. And very noticeable it is how very expertly many questions were solved mentally in the advanced rules of Fractions and Extraction of Square Root. (1872.)

History.—The instruction in English History has been very well given. This appears not more from the range of the interrogation, than from the fulness and accuracy of the answers. (1870.)

Another subject of very careful instruction, is that of History, rendered almost as interesting to the youngest as the cognate subject of Geography. (1871.)

British History has been well taught, and in a manner which secures the liveliest attention of the pupils. (1872.)

Geography.—The very intelligent lessons in Geography are received with lively interest. These lessons are assisted by frequent exercises in Map drawing, which are excellent. They are also accompanied with exercises illustrating problems on the Terrestrial Globe. (1870, 1871, 1872.)

English.—An excellent appearance in the Syntactical parsing of passages given *ad aperturam*, and not of very simple construction. The whole class is practised in writing Abstracts. (1870.)

The Class shows a very good amount of progress in Syntax, Analysis of Sentences, and in Composition. (1871.)

The Grammar, comprising Syntactical parsing, Analysis of Sentences, Etymology, and some essays in Composition, present a very commendable feature of this Section. (1872.)

General Remarks.—This School ranks among the first in Elementary Education throughout an extensive District around,—perhaps throughout Scotland,—yet it is not a School merely of an Elementary description. (1872.)

In the words of a former Report (1870), I repeat that excellent discipline is secured throughout the School, leaving nothing to be desired, so far as I could perceive, either for better obedience to the rules or for the free and happy temper that should ever prevail in any such Institution. (1872.)

12. The Directors are of opinion that the results of the instruction in this institution can be favourably compared with the results in any similar institution. (See Mr. Gordon's general remarks, page 4 of extracts, produced.)

13. As the children leave the house at the age of 14, almost none of them have, on leaving, gone to a University. For many years a few of the children have gone up to the local examination of the University of Edinburgh, and with very considerable success. In a note to the published Class Lists of 1871, it is stated, 'It is worthy of notice that a girl, Agnes Forbes Morrison, educated in John Watson's Hospital, Edinburgh, has obtained the highest number of marks in mathematics.'

14. No such record is kept. Hitherto no difficulty has been found in getting situations for the boys on their leaving the house. More difficulty has been experienced in regard to the girls, but many of them have obtained satisfactory situations as teachers, governesses, etc.

GENERAL.

The Directors have within the last few years raised very much the status of the children admitted, and have also added many branches of education not formerly taught. In 1870 they took into consideration a scheme and relative resolutions, proposed by the Merchant Company of Edinburgh, for a change on the administration of the hospital under their charge, but, after full consideration, the Directors came to be of opinion that, looking to the class from which the majority of their children are chosen, and that 'John Watson's' is the only institution in Scotland which may be said to be set apart for children of the better classes,—to the fact that they are selected from all parts of the kingdom, and to the freedom which the children are allowed in visiting their relatives and friends when circumstances permit,—the changes there proposed would not result in so much benefit to necessitous children of the upper classes as is likely to be obtained from the present system followed in 'John Watson's,' with such extensions and modifications as may from time to time appear to be desirable.

JAMES HOPE, D.K.S.,
119 Princes Street, Edinburgh.

26th Nov. 1872.

JAMES DONALDSON'S HOSPITAL, EDINBURGH.

I. NATURE OF FOUNDATION.

1. James Donaldson, Esquire of Broughton Hall, in the County of Edinburgh, who died 19th October 1830.

Deed of Foundation executed by his Trustees, in pursuance of his Will, on 22d November 1844.

2. An Hospital for boys and girls, preferring those of the names of Donaldson and Marshall, to be after the plan of the Orphan Hospital in Edinburgh, and John Watson's Hospital.

Printed copy of the Will of Mr. Donaldson, Deed of Foundation, and Regulations of Hospital, herewith lodged.*

3. Capital sum left by Founder, £215,377.

Capital sum at 31st December 1871, £237,111, 19s. 6d., besides Hospital and furniture, value say £124,000. For investments, see abstract of Treasurer's accounts at 31st December 1871, herewith lodged, p. 630.

4. Refer for constitution to Deed of Constitution herewith sent;* for names of Governors, etc., to list of these also herewith lodged. The property is vested in five Trustees, for behoof of the Hospital. These now are Doctor Andrew Wood, John Cook, W.S., Thomas Graham Murray, W.S., John Gillespie, W.S., and James Hope, jun., W.S.

5. No.

6. Some of the Governors are *ex officio*, others elected by the Governors; *vide* Deed of Constitution.*

7. They exercise complete control by means of their Committees; *vide* Regulations. Some of the Committees hold regular meetings. The House Committee has a stated monthly meeting, and meets oftener when required; *vide* printed list of Committees and of their meetings.

8. It is in terms of the Founder's Will, but it has been interpreted to include deaf mutes as well as hearing children. This has been done from the time when the Hospital was opened in 1850.

9. There are 220 resident Foundatiouers, of whom 96 are girls. It may be explained that of the *hearing* children, 127 in number, 107 are fatherless.

10. None.

11. Thirty-eight vacancies, 19 boys and 19 girls; 93 applicants.

12. All are children either orphans or fatherless, or in necessitous circumstances; and in the case of deaf mutes, where the parents would be unable to pay for their education.

13. They enter from seven to nine, and leave at fourteen.

14. There are two preferable names, Donaldson and Marshall. In the schedules of application, applicants have to state whether the child has made any progress in education. Prior to admission, the House-Governor examines the hearing children. Those who are found to have no elementary education are now held to be disqualified.

* See Appendix, note, p. 636.

15. Yes; the Governors have the power.
16. No fixed provision is given; but when it is found that a child cannot get into employment without aid, this is given for such period as is necessary.
17. None.
18. Nonc.
19. Not necessary to be answered, as all are Foundationers.
20. Printed abstract of account for year ending 31st December 1871 herewith lodged, p. 630. Treasurer's accounts are audited annually by Mr. J. Scott Moncreiff, chartered accountant. Treasurer audits monthly Steward's accounts, and keeps such record of expenditure as enables him to control household management. Before monthly accounts and before any accounts are submitted to Treasurer, these are examined and marked by House-Governor.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys 124, girls 96.
2. All reside in the Hospital.
3. The boys are dressed alike, and the girls are dressed alike; but their dresses are not so singular as to attract attention, and the girls' dress is what any girl of the same class may wear.
4. Very considerable freedom is allowed. The summer holidays last for six weeks, and all the children are sent to stay with their friends during that period; where necessary, assistance is given to them to do so. All those above ten are allowed to visit friends on Saturday in Edinburgh if they have any. Hitherto absences have been allowed also at the preaching times, in the case of children who have friends near Edinburgh; but it has now been resolved to shorten the winter holidays and to lengthen the spring holidays.
5. Slight corporal punishment with taws, and in some cases written exercises or other punishment not corporal, such as stoppage of leave of absence on Saturdays. The House-Governor determines punishment in all important cases; though the Master of the Deaf Mutes in the case of deaf mutes, and the Matron in the case of girls, also have power to punish, and in slight cases the Assistant Master and Mistresses, subject to the superior Master, and all subject to the House-Governor's control except the Master of the Deaf Mutes and Matron.
6. A senior pupil has charge of each dormitory, and is so far responsible for the conduct of those in it.
Reports by the House-Governor, Master of Deaf Mutes, and Matron will be furnished herewith, which give very full information as to the internal management of the Hospital.
7. See House-Governor's report, pp. 607-618.
8. Average dimensions of dormitories, $25\frac{1}{2}$ feet long, 24 feet wide, 17 high.
Total cubical space, 10,404 c. feet; or to each of 12 pupils, which number is never exceeded, 867 feet. Each pupil has a separate bed.
9. For the boys, gymnastics, football, cricket, and other usual games. For the girls, gymnastics, and other usual games.
These are freely indulged in. The Masters and Warders occasionally join in the boys' games. The playgrounds are extensive. Altogether there are about 15 acres more or less used as playground.
10. See House-Governor's report, pp. 607-618.

11. Eleven children have died in the Hospital since it was opened in 1850.
12. See House-Governor's report, pp. 607-618.

III. INSTRUCTION.

1. See House-Governor's report, pp. 607-618. Report by Master of Deaf Mutes, p.p. 619-630.
2. See House-Governor's report, and report by Matron appended thereto.
3. See report by House-Governor, and also report by Master of Mutes.
4. See report by House-Governor, and also report by Master of Mutes.
5. See report by House-Governor, and also report by Master of Mutes.
6. See report by House-Governor.
7. See report by House-Governor.
8. The Governors appoint. See report by House-Governor.
9. See return. Dismissal at pleasure.
10. No.
11. See report of Mr. Laurie in July 1871 herewith sent.
12. No.
13. Only one boy has gone to the University, David Henry Marshall, who has distinguished himself much, and has gained by merit several of the most important prizes in the University of Edinburgh.
14. See report by House-Governor.

GENERAL.

The Governors have within the last few years considered very carefully what improvement could be introduced, and have extended the number of deaf mute pupils so as to include all deaf mutes unprovided with means of education otherwise. See report by Master of Deaf Mutes as to inquiries made by Governors.

REPORT ON THE STATE OF DONALDSON'S HOSPITAL SCHOOL AS AT 28TH OCTOBER 1872.

There are at present 220 pupils in the Hospital.

Of these 68 are Hearing Boys.	
„ 59	„ Girls.
„ 56	Deaf Mute Boys.
„ 37	„ Girls.

They are admitted to the Hospital between the ages of seven and nine, and leave it after the completion of their fourteenth year. Those named Donaldson and Marshall have a preference in the election. At present there are no deaf mutes of either name.

Of the Hearing Children, 8 Girls are Marshalls.
 " " 3 Boys " "
 " " 8 Girls are Donaldsons.
 " " 13 Boys " "

That is, 32 children out of 220 bear the preferable names.

The following table shows how far the Governors in electing pupils have paid regard to necessitous cases. It will be observed that most of the deaf mutes have both their parents alive, while the large majority of the hearing children are orphans :—

HEARING CHILDREN.

	Both Parents Alive.	Mother Dead.	Father Dead.	No Parents Alive.	Total Number.
Boys . .	6	2	45	15	68
Girls . .	8	4	35	12	59
	14	6	80	27	127

DEAF MUTES.

	Deserted by Father.	Deserted by Mother.	Both Parents Alive.	Mother Dead.	Father Dead.	No Parents Alive.	Total.
Boys .	3	1	40	3	6	3	56
Girls .	0	0	34	0	3	0	37
	3	1	74	3	9	3	93

Note.—7 Hearing Boys have a stepfather alive.

3 " Girls " " "
 2 " Boys " stepmother "
 5 " Girls " " "

Table showing what is, or was, the occupation of fathers of the hearing children. (A similar table is given for the deaf mutes.) It will be seen, on comparison, that the two sets of children belong to the same class in society; but the deaf mutes are generally in much better circumstances, as most of them have their fathers alive.

	Boys.	Girls.		Boys.	Girls.
Army Pensioner	1	...	Superintendent of Con-		
Blacksmiths	2	...	stabulary	1	...
Butler	1	1	Slater	2	...
Builder	1	...	Stationer	1	...
Blockcutter	1	...	Seaman	2	2
Coachtrimmer	1	...	Tobaccoist's Assistant	1	...
Commission-agent	2	1	Dyker . . . . .	...	1
	(twins)		Schoolmaster . . . . .	...	1
Dock Labourer	1	...	Grain Merchant . . . . .	...	1
(Disappeared)	1	...	Station Master . . . . .	...	1
Engine Fitter	1	...	Ship Carpenter . . . . .	...	2
Engineer	2	2	Candlemaker . . . . .	...	1
Engine Driver	1	...	Coachman . . . . .	...	1
Farm Servant	2	1	Soldier . . . . .	...	1
Flour Miller	1	1	Church Officer . . . . .	...	1
French Master	1	...	Clerk . . . . .	...	1
Gardener	1	3	Fisherman . . . . .	...	1
(the father imbecile)			Office Keeper . . . . .	...	1
Grocer	1	...	Baker . . . . .	...	1
Glazier	1	...	Tailor	1	1
Horsedealer	1	...	Wood Carver	1	1
Joiner	3	3	Warehouseman	1	...
Labourer	3	4	Wireworker	1	...
Light Porter	1	...	Watchmaker	1	...
Manager of Brick and			Carter	3	2
Tile Work	1	...	Steward in Steamboat . . . . .	...	1
Mason	4	3	Dairyman . . . . .	...	1
Miner	1	...	Farmer . . . . .	...	1
Officer of Excise	1	...	Cabman . . . . .	...	2
Pipemaker	2	...	Tobacco Spinner . . . . .	...	2
Policeman	3	...	Commercial Traveller . . . . .	...	1
Plumber	1	...	Hawker (blind) . . . . .	...	2
Plasterer	2	...	Drill Instructor . . . . .	...	1
Quarryman	1	2	Weaver . . . . .	...	1
Railway Porter	1	1	Blacksmith's Hammerman . . . . .	...	1
Railway Wagon In-			Landscape Painter . . . . .	...	1
spector	1	...	Brewer . . . . .	...	1
Railway Guard	1	...	Coöper . . . . .	...	1
Shoemaker	3	...	Cabinetmaker . . . . .	...	1
Spirit Merchant	1	...			

SCHOOL INSTRUCTION.

The class hours are 8.45-10.45, 12-1, 2-4, for regular school work; 4.30-5.30, with Visiting Masters for drawing, singing, and drill; 7-8.30 evening, for preparation of lessons in the Senior Sections. Saturday is always a holiday.

The instruction given is the ordinary English course, supplemented by a course in elementary science. The school is divided into three sections—a Junior, Middle, and Senior. In the two former only the common branches are taught; in the Senior a few science lessons are given. The following analysis of our time-table shows the subjects taught, and the time given weekly to each:—

JUNIOR DIVISION.—CLASSES I. & II.

	Number of Lessons Weekly.	Number of Hours Weekly.
1. Bible and Catechism (including Sunday Lessons) .	4	2½
2. English Grammar (Class I.)	3	2¼
" (Class II.)	5	3¼
3. Arithmetic (with Master)	5	5
" (Boys at Desk)	5	3¾
4. Writing	3	1½
5. Dictation (Class II.)	2	1
Transcribing on Slate (Class I.) }	2	1
6. Reading and Spelling (Class I.)	3	2¼
" (Class II.)	5	3¼
7. Geography and Map Drawing (Class I.)	2	1
" " (Class II.)	3	1½
8. Object Lessons	2	1½
9. Drawing (Class I.)	3	1½
" (Class II.)	3	2¼
10. Singing	2	2
11. Drill	2	1
12. Sewing	5	3¾
13. Preparation of Lessons during school hours (Class I.) .	5	3¾
" " in the evening (Class II.) .	5	5
Time for play, besides Saturdays (Class I.)	—	27½
" " " " (Class II.)	—	22½

MIDDLE DIVISION.—CLASSES III. & IV.

	Number of Lessons Weekly.	Number of Hours Weekly.
1. Bible and Catechism (including Sunday Lessons) .	4	2½
2. Reading and Spelling	3	2¼
3. English Grammar	3	3
4. Composition (Girls)	1	½
" (Boys)	2	1½
5. Writing	2	1
6. Dictation	2	1
7. Arithmetic	5	5
" Mental (Girls)	2	½
" " (Boys)	5	1¼
" " (Boys) Class III.	8	7¼
8. History	2	1½
9. Geography and Map Drawing	3	2¼
10. Object Lessons	2	1½
11. Chemistry (Boys of Class IV. with Seniors)	3	2¼
Boys of Classes III. and IV.	1	1
12. Drawing (those Boys who show any taste for it)	2	2
13. Singing	2	2
14. Drill	2	1
15. Sewing (also about 1 hour in the evening)	5	5
16. Preparation of Lessons	5	7½
Time for play besides Saturdays (Boys)	—	15½
" " those Boys not in Drawing	—	17½
" " (Girls)	—	about 12

A few of the more promising scholars in this Division are doing a little Latin at evening preparation.

SENIOR DIVISION.—CLASSES V. & VI.

	Number of Lessons Weekly.	Number of Hours Weekly.
1. Bible and Catechism (including Sunday Lessons) .	4	2
2. Reading and Recitation (Special Lessons) .	1	$\frac{3}{4}$
3. English Grammar (Derivation, etc.) .	2	$1\frac{1}{2}$
4. English Composition	2	$2\frac{1}{2}$
5. Writing	2	1
6. Dictation	1	$\frac{1}{2}$
7. Arithmetic	5	$3\frac{1}{2}$
" (Boys not in Latin and Mathematics) .	10	$8\frac{1}{2}$
" Mental	2	1
8. History	1	$\frac{3}{4}$
9. Political Geography and Map Drawing	2	1
10. Geometry and Algebra (8 Boys and 1 Girl)	3	$3\frac{1}{2}$
11. Latin (8 boys and 1 girl)	4	$3\frac{1}{2}$
12. Physical Geography	2	$1\frac{1}{2}$
13. Chemistry	3	$2\frac{1}{4}$
14. Botany	1	$\frac{3}{4}$
15. Physiology	2	$1\frac{1}{2}$
16. Drawing from the Flat, Model, and Mechanical (Boys showing taste for it)	2	2
17. Singing	2	2
18. Drill and Gymnastics	2	1
19. Sewing (also about 1 hour every evening)	5	5
20. Astronomy (Advanced Section)	2	$1\frac{1}{2}$
21. Preparation of Lessons	—	$7\frac{1}{2}$
Time for play (Boys)	—	$15\frac{1}{2}$
" " " those not in Drawing	—	$17\frac{1}{2}$
" " (Girls)	—	$12\frac{1}{2}$

Several Boys have one lesson a week in Instrumental Music.

The Text-books at present in use in the Senior Division are—Bible and Shorter Catechism; Currie's Practical Grammar (but the teaching is mainly oral); Practical Introduction to English Composition (Dr. Morell's English Series); Barnard, Smith, etc., for Arithmetic (but mainly oral teaching); Nelson's Geography and Atlas. History—1. Advanced Section, Freeman's Outline of Europe as basis; 2. Junior Section, The Student's Hume, Freeman, etc., as basis on English History since 1789. Page's Physical Geography; Roscoe's Chemistry Primer, supplemented from his Advanced Text-book and Barff; Huxley's Lessons in Physiology; Oliver's Elementary Botany; Wilson's Elementary Geometry and Todhunter's Algebra for Beginners; Bryce's First Latin Reader; Lockyer's Elementary Astronomy.

In all the subjects taught by the Head Master, except Latin (see p. 614, 'Duties of the House-Governor'), and also in Physical Geography, the following is the method pursued: The pupils have a note-book for each subject, in which they write down a short outline from the Master's dictation. This outline is afterwards carefully explained in a lecture, largely interspersed with questions, and illustrated with the aid of the black-board, diagrams, and experiments. Afterwards the pupils are examined orally; and finally, their knowledge is tested by written examinations. These written examinations are on *all* subjects taught in the Senior and Middle Divisions. There are five during the session, and each one up to the last is on the *whole* work done from the beginning of the session.

For hospital children especially, considerable variety of teaching is of essential importance: it gives them as much diversity of ideas as children have who are brought up in their own homes. The Science lessons, which were only introduced here in September last, have already made the children much more animated and intelligent.

There are many advantages in using note-books instead of text-books. One good manual in the teacher's hands is better and cheaper than many bad ones in the children's. It also trains the pupils to neatness of execution, as I have good opportunity of learning from our examination-papers.

HEARING SCHOOL.

Note.—10.45-12, Boys at Play; Girls at

JUNIOR DIVISION.—

DAY.	CLASS.	8.45-9.30.	9.30-10.15.	10.15-10.45.
EVERY DAY,	...	Girls of Class I., Sewing.	Girls of Class II., Sewing.	...
MONDAY, } TUESDAY, } WEDNESDAY }	I.	Boys, Arithmetic.	Grammar.	Writing.
	II.	Grammar.	Boys, Arithmetic.	Writing.
THURSDAY, } FRIDAY, }	I.	Boys, Arithmetic.	Bible and Cate- chism.	Transcribing on Slate.
	II.	Bible and Cate- chism.	Boys, Arithmetic.	Dictation.

MIDDLE DIVISION.—

DAY.	CLASS.	8.45-9.30.	9.30-10.15.	10.15-10.45.
EVERY DAY,
MONDAY, . } TUESDAY, . }	III. } IV. }	Geography and Map-drawing.	Reading and Spelling.	Writing.
WEDNESDAY,	...	Geography and Map-drawing.	Reading and Spelling.	Dictation.
THURSDAY,	History.	Object Lesson.	Composition.
FRIDAY,	History.	Object Lesson.	Dictation.

SENIOR DIVISION.—

DAY.	CLASS.	8.45-9.30.	9.30-10.15.	10.15-10.45.
EVERY DAY,
MONDAY, } TUESDAY, }	... {	English Grammar. Advanced Section, Latin.	Arithmetic.	Writing.
WEDNESDAY,	...	Junior, Reading and Recitation. Advanced, History.	Composition.	Composition.
THURSDAY,	Physiology.	Botany.	Dictation.
FRIDAY,	Physiology.	Composition.	Composition.

11-12, Thursdays—Boys, Instrumental Music.

4.30-5.30, Monday and Wednesday—Drawing; Tuesday—Drill (Saturday,
8.30-9.30—Drill).

Thursday and Friday—Singing.

TIME-TABLE, 1872-1873.

House-work and Play. 1-2, Dinner hour.

CLASSES I. & II.

12-1.	2-2.45.	2.45-3.15.	3.15-4.
...
Arithmetic.	Reading and Spelling.	Drawing.	Preparation of Lessons.
Arithmetic.	Drawing.	Geography and Map-drawing.	Reading and Spelling.
Arithmetic.	Object Lesson.	Geography and Map-drawing.	Reading and Spelling.
Arithmetic.	Object Lesson.	Parsing in Exercise Book.	Reading and Spelling.

CLASSES III. & IV.

12-1.	2-3.	3-3.45.	3.45-4.
...	Girls Sew.	...	...
Arithmetic.	Boys, Arithmetic.	Grammar.	Grammar.
Arithmetic.	Boys, Chemistry with Seniors.		
Arithmetic.	Boys, Chemistry with Seniors.	Grammar.	Grammar.
Arithmetic.	Boys, Composition.	Scripture and Catechism.	Mental Arithmetic.
Arithmetic.	Boys of both classes, Chemistry.	Scripture and Catechism.	Mental Arithmetic.

CLASSES V. & VI.

12-1.	2-2.45.	2.45-3.30.	3.30-4.
Girls Sew.	...	...	...
Geometry and Algebra (or Arithmetic).	Chemistry.	Mond.—Adv. Astronomy.	Mental Arithmetic.
Geometry and Algebra (or Arithmetic).	Monday—Advan. Section, Latin.	Geography and Map-drawing.	Arithmetic.
Latin (or Arithmetic).	Chemistry.	History, Junior.	
Latin (or Arithmetic).	Physical Geography.	Advanced Reading, etc.	
	Physical Geography.	Arithmetic.	Bible and Catechism.
		Arithmetic.	Bible and Catechism.
		Advanced Astronomy.	

7-8 P.M., Preparation of Lessons, Class II.

7-8.30 P.M., Preparation of Lessons, Middle and Senior Divisions.

9.30-10 A.M. and 5.30-6 P.M., Sunday Classes for Bible and Catechism.

WORK DONE IN HIGHEST CLASS DURING SESSION 1871-72.

1. Religious Knowledge :
 - (1.) 1 Samuel, ehap. ix., to 1 Kings, ehap. iv.
 - (2.) Cateehism, Questions 1 to 75, with explanations.
2. English : pp. 1-90, Nelson's Advanced Reader.
3. (1.) Grammar : pp. 1-42, Currie's Practical Grammar.
(2.) Currie's Composition, pp. 1-49.
4. Geography : Sullivan's Geography, till within a few weeks of the end of the session ; afterwards Nelson's Geography and Atlas.
5. Physical Geography : Chapters I.-IV. and VIII.-XI. inclusive, in Sullivan.
6. History : Collier's British Empire, pp. 203-286.
7. Arithmetic : 1st Division, Proportion and Vulgar Fractions. Second Division, Elementary and Compound Rules (money, weights, and measures).
8. Chemistry : the *Boys* went over the whole of Nelson's Chemistry of Common Things.

RELIGIOUS INSTRUCTION.—SUNDAY TIME-TABLE.

1. The Text-books used are the Bible and the Shorter Cateehism. In the Hearing School four lessons are given weekly. Each Master gives religious instruction to his own pupils under the direction of the House-Governor. The House-Governor takes the Senior Division on Sunday evenings. The Matron also reads with the older girls on Sunday evenings.

2. Sunday Time-Tables :

A. Hearing Children : 9.30-10 A.M., in school ; 11 A.M. to 12.30 P.M., at church ; 2.30-4, at church ; 5.30-6, in school.

B. Deaf Mutes : 9.15-10 A.M., in school ; 11 A.M. to 12.30 P.M., at church ; 2.30-4, in school ; 5.30-6.30, in school.

At other times the children read suitable magazines, or in fine weather walk in the grounds, under the charge of teachers on duty, and Warders.

CLASSIFICATION OF PUPILS AND PRIZES.

1. In the Hearing School the average number in a class is 21. Each Master has two classes under his charge ; but in the Middle and Senior Divisions the two classes are taught together in almost all subjects. The pupils are promoted to higher classes according to their attainments.

2. In the Deaf Mute School the average number in a class is 16. As it is mainly individual teaching, a larger class cannot be effieiently taught. Here also promotion to higher classes is according to ability.

A few prizes are given in both schools. In the Middle and Senior Divisions of the Hearing School they are determined by written examinations.

CLASS-ROOMS AND SCHOOL LIBRARY.

1. The class-room for the Junior Division of the Hearing School and the sewing room are each 42 ft. 6 in. long, 22 ft. 9 in. broad, and 16 ft. 9 in. high. In the former there are 48 pupils ; in the latter there are seldom more than 20 at a time.

2. The large class-room for the Middle and Senior Divisions of the Hearing School and the Deaf Mute class-room are each at least 89 ft. long, 22 ft. 9 in. wide, and 16 ft. 9 in. high. In the former there are 79 pupils ; in the latter there are 93 pupils and 6 teachers.

3. There is a school library for the hearing children, containing about 400 volumes. The older children are also supplied with books from M'Laren's Library, under the supervision of the House-Governor. There is also a small collection of books suitable for the deaf and dumb.

DUTIES OF THE HOUSE-GOVERNOR.

The House-Governor is appointed by the Board of Governors. He superintends the whole instruction of the Hearing School, and tests results by several written examinations during the session. He also teaches the Senior Division English composition, physiology, botany, mathematics, Latin, history, astronomy, and religious subjects on Sunday evenings. He is responsible to the

Governors for the whole establishment, except the school instruction of the deaf mutes. He holds office at the pleasure of the Governors, and has no power to engage or dismiss any official.

SUPERVISION OF THE PUPILS.

By day the pupils are under the constant charge of the Masters and Mistresses on duty (two Masters, and, as a rule, the whole female teaching staff), with the assistance of two Warders.

By night they are supervised by the Warders and Wards-maids, whose bedrooms are situated so as to overlook the dormitories.

PROVISIONS FOR CLEANLINESS.

The pupils have a hot plunge-bath once a week. Shirts and stockings are changed twice a week; flannels, drawers, and neck-ties once a fortnight; handkerchiefs and night-shirts once a week. The boys' bed-sheets are changed once in three weeks; bolster-cases are changed once in ten days. The girls' sheets and bolster-cases are changed once in four weeks. In the lavatories (of which there is one for the boys, under the charge of a Warder, and one for the girls, under the charge of a Wards-maid), each pupil has a towel, two combs, hair-brush, and tooth-brush. The teachers inspect the children every time they go to school.

Ventilation and all sanitary arrangements are strictly attended to.

TWENTY-FOUR HOURS' TIME-TABLE AND DIETARY SCALE.

The following time-table refers to the hearing children; that for the mutes is slightly different (see report by the Master of the Mutes):

- 6-7.30 Dressing, House-work, and Play.
- 7.30 Prayers in chapel.
- 7.50-8.45 Breakfast, Bed-making, House-work, and Play.
- 8.45-10.45 In school.
- 10.45-12 Boys at play; Girls, House-work and Play.
- 12-1 In school.
- 1-2 Dinner hour.
- 2-4 In school.
- 4-4.30 Play.
- 4.30-5.30 With Visiting Masters (Drawing, Drill, and Singing).
- 5.30-6.30 Boys at play; Girls, except the youngest, Sewing.
- 6.30-7 Supper.
- 7-8 Preparation (except youngest class).
- 8-8.30 Preparation (except two youngest classes).
- 8.30 Prayers in chapel.
- 9 P.M. to 6 A.M. (Girls till 6.30 A.M.) In the dormitories.

DIETARY SCALE.

Breakfast, 7.50 A.M.

Porridge and milk (4 oz. oatmeal and 1½ gills sweet milk).

11 A.M.

1½ oz. bread.

Dinner, 1 P.M.

Sunday.—4 oz. preserved meat, with 5 oz. bread (6¾ oz. bread for older children).

Monday.—Broth, with vegetables, 1 oz. barley, 5½ oz. beef, 1¼ oz. bread, and 10 oz. potatoes (or 3½ oz. bread without potatoes). The amount of beef is inclusive of bone.

Tuesday.—Rice-soup and suet pudding, 3½ oz. bread.

Wednesday and Friday.—As Monday.

Thursday.—Potato-soup, with 6¾ oz. bread for older children, 5 oz. bread for younger children. When potatoes cannot be got, pea-soup, or fish, rice, etc., instead.

Saturday.—Some variety, at the discretion of the Matron (subject to approval by the visiting physician).

4 P.M.

2½ oz. bread.

Supper, 6.30 P.M.

Coffee, with ¼ gill sweet milk, 6⅓ oz. bread for older children, 5 oz. for younger. On Sundays, tea usually instead of coffee.

INDUSTRIAL TRAINING.

Every possible means are used to form in the pupils habits of industry. No attempt is made to teach particular trades, as the Governors are very justly of opinion that arrangements for that object would interfere too much with school work. The results of such training, besides, have by no means been satisfactory in institutions where it has been tried. It is thought by the Governors of this institution to be more prudent to lay a basis of sound instruction and healthy moral discipline at school, on which a technical training may afterwards be laid.

A report by the Matron on the Industrial Training of the Girls is appended.

The boys make their beds, brush their boots, sweep their dormitories, classrooms, dining-hall, play-rooms, etc., clean the knives, wash their mugs, assist the engineer in attending to the fires, etc., and do a considerable amount of work with the gardener in the grounds.

ARRANGEMENTS FOR VISITING THEIR FRIENDS.

All the pupils spend six weeks every summer at their homes. Those from the country districts go home also during the preaching holidays in October and April. Those who belong to Edinburgh, and those from the country who have friends in Edinburgh, spend the whole of every Saturday with their friends. They are encouraged as much as possible to visit their friends also when occasional holidays are given. Every facility is given to friends of pupils to visit at the Hospital on Saturdays. It is thought better for the children not to go home during the Christmas holidays. In almost all cases the children from a distance correspond very regularly by letter with their relatives.

122 of the children visit in town on Saturdays.

AMUSEMENTS.

There is gymnastic apparatus in regular use by both boys and girls. In summer the boys play cricket. In winter they have foot-ball. The park in front of the Hospital is well adapted for these games. It is my intention, as far as possible, to encourage our boys to play matches with other schools.

It is throughout the endeavour of my colleagues and myself to carry out the instructions of the Governors, by giving the children such training in the common English branches and in elementary science as will fit them to be useful members of society, and we try to make their daily experience as like as possible that of outside schools.

ANALYSIS OF 'OLD PUPILS' BOOK.

Each pupil, on leaving, gets four tickets, one of which he is asked to send annually to the House-Governor, with the name and address of his employer on it. Inquiries are then made about the pupil's conduct, and the answers are registered in the 'Old Pupils' book. The pupils have always been negligent in sending their employers' addresses; hence the scantiness of our information about their occupations.

	Hearing Boys.	Hearing Girls.	Deaf Mute Boys.	Deaf Mute Girls.
There have passed through the Hospital altogether	191	158	121	90
We have some account in the 'Old Pupils' book of	114	80	85	63

I. HEARING BOYS.

Merchants' Clerks	21	Joiners	4
Drapers' Assistants	16	Wine Merchants' Assistants	3
Bank Clerk	1	Sailors	3
Wood Engraver	1	Bookseller	1
Newspaper Editor	1	(Gone to Canada)	1
Plumbers	2	Engineers and Millwrights	2
Upholsterers	2	Druggists	3
Dyer	1	Blacksmith	1
Fireman	1	Agricultural Implement Maker	1
Lithographic Printer	1	Ironmongers	3
Mason	1	Photographer	1
Watchmakers	2	Glass Engraver	1
Soldiers	2	Brassfounders	2
Glass Merchant's Assistant	1	Working Jewellers	2
Engineers	4	Printers	3
University Class Assistant	1	Grocers	3
Currier	1	Nurseryman	1
Confectioner	1	Deaf and Dumb Teacher	1
Musicseller	1	Enameller	1
Baker	1	Gardener	1
Lithographer	1	Post-office Clerks	2
Saddler	1	Miller	1
Glass Stainers	2	In North British Rubber Com- pany's Works	1
Lawyers' Clerks	2	Railway Porter	1
Pupil-Teachers	2		
Gunmaker	1		

II. HEARING GIRLS.

Domestic Servants	54	Dressmakers	9
Milliners	3	Teachers	2
Corset-maker	1	Shopwomen	8
Factory Hand	1	In Gutta Percha Works	1
Married	1		

III. DEAF MUTE BOYS.

Lithographers	7	Quarryman	1
Tailors	18	Photographer's Assistant	1
Saddler	1	Workman in Foundry	1
Engravers	3	Ship Carpenter	1
Composer	1	At Home	14
Weavers	2	Mason	1
Civil Engineer	1	Farming	1
Blacksmith	1	Shoemakers	11
With Ironmaster	1	Painter	1
Cabinetmakers	2	Printers	3
Jewel-case Maker	1	Collier	1

Boat Builder	1	Glass Stainer	1
Brushmakers	2	Joiners	2
Cork Manufacturer	1	In Edinburgh and Leith Flint	
Engineer	1	Glass Works	1
Bellhanger	1	In Douglas-field Works, Dundee	1

IV. DEAF MUTE GIRLS.

At home for four years, after leaving school	24	Milliners	4
Servants	2	Factory Hands	5
Steam-loom Weaver	1	Needlewoman	1
Dressmakers	25	Gone to India	1

So far as we can learn, all the old pupils, almost without exception, are of good moral character.

DAVID BALSILLIE,
House-Governor and Head-Master.

REMARKS ON THE INDUSTRIAL TRAINING OF THE GIRLS IN DONALDSON'S HOSPITAL.

The girls, in addition to the daily routine of bed-making, rooms sweeping and dusting, dishes washing, knives and shoes cleaning, are taught to wash, iron, prepare vegetables, wait at table, and do a great part of the scrubbing and cleaning at the girls' side which is done at the boys' side by servants. While at their household work, the girls, except when in the laundry, are generally working under the superintendence of the girls' Wards-maid, who, in addition to many other duties, has the charge of the girls' shoes.

In the sewing room the hearing girls are taught by the Sewing Mistress, who is responsible to me for their conduct when they are not with the Masters, and who has also charge of their clothing.

They all have from three-quarters to one hour daily for sewing during the ordinary school hours, and those above eleven years of age have also an hour and a half in the evening, three times a week. They make and mend every stitch of their own clothes except their frocks; and they are now encouraged to make a dress for themselves before leaving the Hospital. In addition to their own clothing, they make yearly about three dozen boys' shirts. This session they have already made 155 under-flannels for boys.

They knit all their worsted stockings, also a number of things for the house; this is chiefly done at their leisure time. It must be borne in mind that they are from five and a half to six and a half hours daily with the Masters.

The deaf and dumb girls are taught sewing for an hour and a half five evenings a week, by the two female teachers of the deaf and dumb, both teachers and pupils being fully occupied in school during the regular school hours. They do exactly the same kind of work as the hearing girls, but, having less time, do rather less work.

The few persons I have mentioned (two of whom are as much engaged in teaching as any of the Masters) being the whole available staff for looking after 96 girls and their clothing, it can easily be seen that the girls must rely very much on their own exertions. I divide the girls into dormitories or families, and by making the older girls look after the younger, give them as much a home feeling as possible. I consider it a matter of great importance for the training of the girls in habits of industry and forethought, that they are obliged to do so much for themselves. I encourage the girls to be as much in the open air as possible.

I should have mentioned that the person who has charge of the boys' under-clothing is with the girls during the teachers' dinner hour, as now that both boys and girls have that hour for recreation, I consider it a matter of necessity that some one should be with them. At all other times I allow the girls great freedom while not in school, in order to bring out their individual characters. I have found this have a very good result. To carry out this system requires

the teachers to take a more than ordinary interest in their charge, and the hearty co-operation of all concerned. I am glad to say I am at present ably seconded by my assistants.

GEORGINA M. CUNNINGHAM.

NOTE.—In future, those girls who are to become domestic servants will get more special training in house-work every day up till 2 o'clock, during the last six months of their stay in the Hospital.

G. M. C.

DEAF MUTES.

A SYNOPSIS OF THE EDUCATIONAL COURSE AS CARRIED ON IN THE DEAF AND DUMB DEPARTMENT, WITH REMARKS THEREON.

GENTLEMEN,—I beg to submit to you the following review of the educational course as carried on in the deaf and dumb department, with remarks thereon.

I must, at starting, mention that the deaf mutes, upon entering school, are totally ignorant of language.

They are therefore first taught *to make the letters on their fingers*, and afterwards *to spell and learn, with their appropriate signs*, the names of the simplest and most familiar objects, as cat, dog, pin, ear, arm, eye, etc.

At intervals they are taught *to form the letters on their slates*, and having familiarized themselves with them, they are called upon *to write the letters* and afterwards words from the signs given to them by their teacher. This being accomplished, they are considered to have made a fair start.

In a similar manner the simplest *verbs* and *adjectives* are taught.

Verbs : as walk, play, cry, run, laugh, etc.

Adjectives : as good, bad, fat, thin, etc.

When the children have acquired a good list of nouns, verbs, and adjectives, they are then taught *to combine the adjectives with the nouns*, as a good boy, a bad boy, etc. etc.

At other times during the day they take up *the numerals* with their signs and names, which have to be written.

The articles a, an, and the are soon afterwards taught. The article *an* takes them a long time to understand.

The plurals follow this lesson, and they are long in getting them up perfectly.

The personal pronouns come next, and are used with the verbs *to be* and *to have*.

The proper use of these two verbs puzzles them greatly, and after two or three years' instruction they will use 'am' for 'have,' and *vice versa*; as, 'I am a watch,' for, 'I have a watch.'

They are now taught to answer *simple questions*, as, Can you walk? Have you a knife? Do you like school? Do you like to learn? Are you good? Are you a boy? Are you a good boy? etc.

The parts of things now follow, *e.g.* the legs of a chair, the leaves of a book, etc.; and such lessons as, a box of coals, a coal box, a bottle of wine, a wine bottle, etc. In this lesson, in which apparently there is nothing to confuse them, they will often make singular mistakes, reversing the order, and saying a coal of box, or a tail's kite; and the adjectives are often treated in a similar way, as, a man good, etc.

The nouns are now employed *with verbs in the present tense*, as, a horse runs, a dog bites, cats scratch, etc., and with the *present participles*, as a horse running, boys playing, etc.

The verbs *to be* and *to have* are now used in *dictation*; *e.g.* the teacher signs, 'watch and I' (pointing to himself), and the pupils have to write, 'You have a watch,' etc. etc. Sentences with these verbs are constantly being signed to them in an extended form.

Questions such as, What is your name?—age? How are you? Where do you come from? have to be gone over very frequently.

The *possessive* with the *other pronouns* have now to be used with application, as, My book is small, etc. ; This house is large, etc.

The *prepositions* are taught by placing an object in position ; e.g. the teacher puts a book upon or under the table, and the pupils have to write, 'The book is upon (or under) the table.' Frequent use has to be made with the prepositions, as the children are so apt to misunderstand them, and to say, 'The table is upon (or under) the book.' Some of the elder pupils will not observe the mistake when you promptly ask them if they have seen a cage in a bird, for they will answer, 'I have seen a cage in a bird,' etc.

The *imperative mood* is now taken up ; as, Bring me a pen—two books, etc. ; Sit down, Take this away, etc.

The *present participles*, as, a horse running, boys playing, have now to be gradually extended ; as, I have seen a horse drawing a heavy load up a steep hill, etc.

The *verbs* in the *present, past, perfect, and future tenses* follow. This lesson, in all but the two junior classes, is continually in use, and the pupils have to employ the verbs, with their different tenses, in the *formation of sentences*.

Questions on objects have to be introduced with some of the other lessons during the day :—'The Cow.' 'Have you seen a cow?' 'Was it black or white?' 'Were you afraid of it?' etc. etc. A very great deal of information and language are given the classes by these lessons.

Dictation from actions.—The teacher does, says, asks, tells, orders, etc. ; e.g. he puts a book upon the table and tells a boy to open it and look at the pictures. The children write out in full what took place.

They are taught to *ask one another questions*, to enable them to hold conversation. Numerous *questions* have to be asked them with, Who—? Where—? When—? Why—? What—? How often—? How many—? To whom—? etc. etc. After repeated lessons in the former, they frequently confuse the names of persons for place, time, things, number, etc.

Questions on ordinary occurrences ; e.g. Who brought the letters into school? To whom did he give one? Did you expect one? and so on. By this means they acquire much language.

Lessons on time.—To tell the time ; the names of the days, weeks, months, seasons, etc., with questions, as, What day is this? What day was yesterday? etc.

Sentences, ungrammatically expressed by the teacher, have to be corrected by the pupils. This lesson is a good criterion of the manner in which they have acquired all the previous lessons.

Religious lessons.—Old and New Testament history, moral lessons, Catechism.

Geography, Arithmetic, and Writing are carried on gradually with the other lessons, at stated times during the week.

I may here remark that every word in each part of speech has to be explained by signs, then exemplified by the teacher, and afterwards by the pupils. Without doing so there would be endless confusion of words and consequently of ideas. Even after most diligent and painstaking explanations, one is often astonished at, and amused with, the peculiar way in which the signs have been interpreted.

The first or advanced class has to enlarge upon and utilize all the lessons which have been taught in the junior classes, as well as take up more advanced lessons, such as, *comparison of adjectives*, which the other classes do not seem able to grasp. They have to form *sentences* upon these comparisons and also with *adverbs, prepositions, and the other parts of speech* and all the *tenses of the verb*. They are taught to *supply prepositions and adverbs* in sentences as well as to employ *prepositional and adverbial phrases*.

Conversational lessons are frequently taken up, as idiomatic expressions are so often to be met with. They are a long time before they learn to apply such *conjunctions* as neither—nor, either—or, as—as, etc.

If, the sign of the *subjunctive*, launches them into great difficulties with the verbs, as in the sign language the verbs in the simple forms only are used, the expression of countenance supplying the conjugation ; e.g. the children sign, if—fall—hurt, which may be rendered, 'If you fall you will hurt yourself,' or 'If you were to fall you would hurt yourself,' or 'If you had fallen you would have hurt yourself.' It will therefore be seen that the expression of countenance means a great deal, but to render it into written language is found to be

extremely difficult. Perfection in this lesson can only be attained by constant repetition; and very many other lessons equally as difficult and important call for special attention. One at times feels bewildered to know which lessons to take up first to the greatest advantage.

Frequent examples have to be given with words which they are continually confounding,—as, because, for therefore; since, for till; dress my clothes, for dress myself; the ink is empty, for the ink is all gone; before, for after, etc. etc.

They are altogether unable to get at the meaning of idiomatic expressions, and it is on this account that they cannot understand half what they read in ordinary books.

Take for example the following:—To be of the same mind; to change one's mind; to have a mind to; to speak one's mind; to be quite to one's mind; to make up one's mind; to call to mind; to put in mind; to go out of one's mind; to be out of one's mind; to be easy or uneasy in one's mind; to turn the back upon; to keep up with; to be in the background; at the top of one's voice; to turn a deaf ear; to roll in riches; to run up a bill; to laugh in one's sleeve; to take no interest in, etc.

The above lessons, with lessons on objects, dictation of familiar occurrences, events of the day, descriptions of pictures, history, fables, simple reading books, and the Bible, enable them to write their own doings, compose letters, essays on common objects, biblical subjects, form prayers, and to read simple books only.

Articulation forms a part of the course of instruction, but it is only taught to those who have an aptitude for it, and are of good capacity.

The first four classes write home once a month. At the commencement of the session, each teacher examines his or her class, marking down the results; and at the end of the session, the classes are again examined on the same lessons, when the progress which the children have made is readily seen.

I examine each class monthly, marking down the results after which the percentage of each lesson and the places of the children are found.

The allotted time at school, viz. five years, to accomplish all this necessary work satisfactorily is far too short, for it must be borne in mind that the deaf mutes only commence to acquire language upon entering school. Children who retain their hearing to the age of five or six have and always maintain a very marked superiority over those congenitally deaf.

It can readily be seen, therefore, that a much longer time at school is required to compensate for this great disadvantage at the outset, the more so, when five years are found to be short enough for children possessed of all their faculties to acquire that amount of learning necessary to fit them for their places in society.

Congenital deaf mutes, after a course of instruction of four and five years, or even more, have not the same command of language as a hearing child of seven or eight years of age. The deaf mutes do certainly acquire a great deal of general knowledge in the prescribed time, and express their ideas freely, on almost any subject, in simple language, but not grammatically; but they become nonplussed altogether, if, when reading, they meet with any idiom which has not been previously explained.

No one who has not studied the subject could believe how often these idioms occur in newspapers, and in the simplest books; and it is this frequent recurring difficulty that prevents them for so long a time appreciating a book, and makes them so backward in holding communication with strangers.

The rectification of the above evil (shortness of time at school) may be unavoidable, as by keeping them any or much longer than their fourteenth birthday would make them twenty years old or more before they would be able to earn their own livelihood; but it is just at this age (14) when their minds begin to expand and comprehend how to weave into an intelligible form all the material which from day to day they have been receiving.

I am frequently asked, what benefit the deaf and dumb derive by living with hearing children?

My reply is that in an educational point of view the benefit derived is very slight, as the two classes of children do not enter much into communication with one another; nor can it be expected of them to do so, on account of the difficulty of holding quick intercourse.

Those of the hearing children who are sometimes to be seen with them, very

soon get into the way of conversing with them by signs interspersed with words, and therefore the benefit to them in regard to language is very inconsiderable; but, on the other hand, I believe that a great social benefit is derived by their being together, as their moving in the sphere of hearing children has, I think, a cheering influence upon their dispositions, thereby rendering them the more ready and willing for instruction, besides drawing them out of that isolation to which by nature they are so prone, and thus the better fitting them to mix in that society into which they will ultimately be thrown.

For the purpose of carrying on the education of the deaf mutes, their living together is absolutely necessary, in order to maintain a system of signs or language.

Since the opening of the Hospital in 1850, there have been admitted—

Deaf Mute Boys	.	.	.	.	177	
„ Girls	.	.	.	.	127	
					<hr/>	304
„ Boys left	.	.	.	.	121	
„ Girls „	.	.	.	.	90	
					<hr/>	211 left.
						<hr/>
„ Boys at school	.	.	.	.	56	
„ Girls „	.	.	.	.	37	
					<hr/>	93 at school.

Two boys and one girl have been discharged for incapacity.

Four deaf mute boys have died at the Hospital, viz.:

1. James M'Donald (water in head), 29th March 1856.
2. David Stewart (water in head), 26th February 1857.
3. Alexander Clerk (scarlet fever), 9th January 1862.
4. Robert Ferguson (inflammation of lungs), 21st October 1866.

The following is a tabular list of the parents of the children now at school:—

	Father and Mother Alive.	Fathers Alive, Mothers Dead.	Fathers Dead, Mothers Alive.	Fathers and Mothers Dead.	Mothers Deserted	Fathers Deserted	Total.
Boys . . .	40	3	6	3	1	3	56
Girls . . .	34	0	3	0	0	0	37
	74	3	9	3	1	3	93

OCCUPATIONS OF THE PARENTS.

	Boys. Girls.			Boys. Girls.	
Miners . . .	5	4	Railway Agents . . .	2	0
Labourers . . .	6	6	Porters . . .	2	0
Farmers . . .	3	1	Smiths . . .	1	1
Shoemakers . . .	3	1	Iron Moulders . . .	2	0
Fishermen . . .	2	2	Joiner . . .	1	0
Handloom Weavers . . .	3	0	Shopkeeper . . .	1	0
Mill Workers . . .	2	0	Coachman . . .	1	0
Carters . . .	2	1	Quarrier . . .	1	0
Railway Labourers . . .	1	1	Mechanic . . .	1	0
Clerk . . .	1	0	Ship Carpenter . . .	1	0
Masons . . .	1	2	Ploughmen . . .	0	2
Sawyer . . .	1	0	Shepherd . . .	0	1
Ham Curers . . .	1	1	Innkeeper . . .	0	1
Tailors . . .	1	1	Fish Curer . . .	0	1

	Boys.	Girls.		Boys.	Girls.
Painter	0	1	Supported by Mothers . . .	8	4
Printer	0	1	" Aunt	1	0
Cotton Spinner	0	1	" Grand Unele	1	0
Boat Builder	0	1	Adopted	1	0
Engineman	0	1		—	—
Grocer	0	1		56	37
Cartwright	0	1			

The causes of the deafness of the children now at school, and ages when they lost their hearing:—

	Boys.	Girls.
Scarlet Fever	1 at 5 years. . . . .	... ..
" "	1 at 4 years. . . . .	... ..
" "	1 at 2½ years. . . . .	... ..
" "	1 at 2 years. . . . .	... ..
" " . . . . .	... ..	1 at 1½ years.
" " . . . . .	... ..	1 at 14 months.
" "	1 at 13 months. . . . .	... ..
Measles	1 at 3½ years. . . . .	... ..
" "	1 at 20 months. . . . .	... ..
" "	1 at 6 months. . . . .	... ..
Gastrie Fever	1 at 3 years . . . . .	... ..
Fall	1 at 3½ years. . . . .	... ..
Water in the Head	1 at 8 months. . . . .	... ..
Disease	1 at 1¾ years.	1 at 2 years.
" " . . . . .	... ..	1 at 6 months.
Suppuration of Ears . . . . .	... ..	1 at 9 months.
Cold	1 at 20 months. . . . .	... ..
" " . . . . .	... ..	1
Convulsions . . . . .	... ..	1 at 6 months.
No cause given	2	2
Born Deaf	41	28
Total	<u>56</u>	<u>37</u>

CURRICULUM OF INSTRUCTION FOR DEAF MUTES.

(Session 1871-1872.)

CLASS VI:—MISS CROAL.

The children in this class, with the exception of three boys, have been ten months at school. During that time they have learned—

1. Nouns. About 220 Miscellaneous Words, such as key, etc.; parts of the body, trades, parts of things.
2. Adjectives. All the first list,—140 words.
3. Verbs. All the first list,—140 words.
4. Articles. The use of the Articles *a*, *an*, and *the*.
5. Plural endings in *s*, *es*, *y* into *ies*, and *f* into *ves*.
6. Combination of the Adjectives and Nouns which they have learned separately.
7. Pronouns. Personal and Possessive.
8. Simple Questions on 'Can,' 'Have,' 'Like,' 'How many,' 'Be;' also Miscellaneous Questions, as What is your name? etc.
9. Religion. Prayers and Graeces, Simple Sentences, as, God is good. Simple Questions, as, Do you love God? etc.
10. Arithmetic. Numeration to hundreds, Addition, Subtraction, and Multiplication by 2 and 3.

CLASS V.—MR. HENDERSON.

This class, with the exception of four children, entered in September 1871 (ten months at school). During that time they have learned—

1. Nouns. About 400 Miscellaneous Nouns, such as key, saw, etc.; parts of the body, trades, clothing, school furniture, toys, food, parts of things, *e.g.* the legs of a chair, etc.
2. Verbs and Adjectives. All the first list of Verbs and Adjectives, and 60 each from the second list. Total, 400.
3. Articles. The use of the Articles *a*, *an*, and *the*.
4. Plural endings. *s*, *es*, *y* into *ies*, *f* into *ves*, and Irregular Plurals.
5. Combination of the Adjectives and Nouns which they have learned, as, A good boy, a heavy table.
6. Pronouns. I, you, he, she, it, we, ye, they, my, your, her, his, its, our, their, this, that, these, those.
7. Imperatives; *e.g.* Fetch my hat, Lift the chair.
8. The Conjunction and; *e.g.* A slate and pencil, Boys and Girls.
9. Prepositions. In, on, under, above, *e.g.* The pens are in the box; The book is on the table; The chalk is under the chair; Your handkerchief is above the pencil.
10. Questions on:—(1) 'Can:' Can you walk?—eat cheese? (2) 'Have:' Have you a book?—a long pencil? (3) 'Like:' Do you like physic?—to run? (4) 'Be:' Are you good?—a boy?—a good boy? (5) 'How many:' How many vests have you? (6) 'Where,' Where is my watch? (7) 'Who:' Who are you?—has black hair? (8) Some Miscellaneous Questions, *e.g.* What is your name? How are you? etc.
11. Religion. All the Prayers and Graces and Simple Sentences and Questions; *e.g.* God is good; Do you love God? etc. etc.
12. Arithmetic. Numeration to hundreds of thousands, Addition, Subtraction, and Multiplication by one figure.
13. Construction of Sentences with the Present Participles of the Verbs they have learned; *e.g.* they get the Verb play and construct the sentence, I have seen the boys playing at cricket on the front green.

CLASS IV.—MR. NICHOLSON.

This class has, with one exception, been at school for nearly two years, during which time they have gone through the following work:—

1. Nouns. About 800 Nouns, comprising parts of the body, clothes, food, toys, furniture, animals, birds, fishes, insects, fruit, occupations, and many other miscellaneous common things.
2. Verbs. Nearly 500, comprising 1st and 2d Lists.
3. Adjectives. About 350, comprising 1st and 2d Lists.
4. Plurals of all endings with irregulars, and the use of the Articles *a*, *an*, and *the*.
5. Genders of various kinds. (From List on Book.)
6. Parts of things, such as, the back of a chair, the roof of a house, etc. Latterly an object being given, the children gave all the *parts* of it, each child giving one part.
7. Supplying Adjectives to Nouns, and Nouns to Adjectives, and joining two objects by supplying a Verb; *e.g.* the horse—the cart, when the children would supply draws, or some other suitable Verb.
8. Prepositions. The use of the Preposition is first learned by placing an object in position, *e.g.* the teacher puts a book on the table, and the class write the sentence, 'The book is on the table.' The Prepositions are then taken up in the ordinary lessons.
9. Present Participles. Short sentences composed by the class on a Verb given by the teacher, *e.g.* the teacher gives the verb walk, and the children compose a sentence bringing in the Participle, such as, I have seen a boy walking on the grass, etc.

10. Tenses of Verbs, with Composition on them. When the class have learned the different tenses, each child composes a sentence bringing in the Verb in all its different tenses.

11. Questions on 'Can,' 'Have,' 'Be,' 'Like,' 'How many,' 'Who,' 'Where,' and 'What,' also Miscellaneous Questions on different subjects. (The first five sets used with Personal, Possessive, and Demonstrative Pronouns.) Questions on the Days, Months, and Seasons.

12. Dictation. Short sentences from signs, combining such words as the class may have learned, *e.g.* The boy digs in the garden; The man beats the horse with a stick. Sentences such as these, and increasing in length as the children get older. (See Exercises in Book.)

13. Arithmetic. Numeration and Notation to millions. The first four simple rules, *viz.* Addition, Subtraction, Multiplication, and Division.

14. Religion. Prayers, Graces, Religious Sentences, and Questions from First Book, and about 60 Questions (each) from Old and New Testament Scripture History. A short story signed from the Bible and Questions given on it to be answered by the children.

CLASS III.—MISS PASSANT.

The children in this class entered the Hospital in September 1869 and 1870, and have learned the following:—

1. Vocabularies of Nouns, *viz.* parts of the body, names of their clothes, names of things used in school, names of toys, food, personal necessities, furniture, names of beasts, birds, fishes, insects, fruit, vegetables, trades and tools, parts of buildings, etc. etc. (834 words).

2. Verbs. List from Book (584 words).

3. Adjectives. Do. (405 words).

4. Prepositions. Do.

5. Simple Questions and Answers, as, How are you? Do you like school? What do you learn, etc. etc. etc.

6. Dictation, as, A lame man walks with crutches; I would not like to be lame; I have seen a lame man; My father is not lame, etc. etc. etc.

7. Simple Composition, as, Last week I went out for a walk; It was a fine day; I enjoyed myself; I was tired when I got back, etc. etc.

8. Questions on Objects, as, the cow, coal, the horse, etc.

9. Conjugation of Verbs, with Composition on them, as, I walk, I walked, I have walked, I will walk; We walked a long way in Dalmeny Park, etc.

10. Declensions of Pronouns. I, my, mine, me, etc., *e.g.* My book is not so large as hers, etc.

11. Questions on Time, as, What day is this? etc. etc.

12. Geography of Scotland.

13. Arithmetic. Numeration, Notation, Simple Addition, Subtraction, Multiplication, and Long Division.

14. Religion. Old Testament History Book to Judges; all New Testament and general religious questions.

CLASS II.—MR. TAIT.

This class has been at school, on the average, four years. During the session we have gone over—

1. Nouns.—(1) Parts of Body; (2) Clothing; (3) Food; (4) Liquids; (5) Dishes; (6) Diseases; (7) Cures; (8) Apartments; (9) Furniture; (10) Time; (11) Beasts; (12) Birds; (13) Fishes; (14) Reptiles; (15) Shell-fish; (16) Insects; (17) Coverings of Ditto; (18) Vegetables; (19) Fruit; (20) Grain; (21) Buildings; (22) Occupations; (23) Conveyances,—898 words.

2. Adjectives. Whole List,—580 words.

3. Verbs. Whole List,—930 words.

4. Dictation. Many Lessons on Everyday Occurrences, expressed in Present, Past, Perfect, or Future of the Verb.

5. Easy Questions on Everyday Occurrences in all forms.
6. Object Lessons. By Dictation and Questions on Animals and Trades.
7. Ask Questions. In all forms mostly from my signs.
8. Correcting Sentences, with the Mistakes underlined, chiefly on Pronouns and Verbs.
9. Composing Sentences on Simple Verbs.
10. Writing Exercises on Saturday Walks, or a Religious Subject.
11. Religion. (1) Old Testament. Twice over all the Scripture History. Signed most of the simple Bible Narratives.
 - (2) New Testament. Do. do. do.
 - (3) Moral Lessons.
 - (4) Catechism,—1-50 questions.
12. Geography. Maps of Scotland, England, Ireland, Palestine, and Europe.
13. Arithmetic. Short and Long Division, also Compound Rules, except one Boy and two Girls.

CLASS I.—MR. LARGE (*Head-Master of Deaf-Mute School*).

The children in this class have been four, five, and six years under instruction, and have learned the following subjects:—

1. Vocabulary of Nouns, Adjectives, Verbs, Adverbs, Prepositions, etc. etc.
2. Composition on these Vocabulary. They are given a word, which they have to introduce into a sentence.
3. Dictation.—Events of the Day, Fables, History, Bible Stories, etc.
4. Composition.—Common Objects, History, Religion, Their Own Doings, Letter Writing, Essays on Abstract Nouns, and Compose Prayers.
5. Conversational Lessons.
6. Conjugation of the Verbs, with Composition on them.
7. History.
8. Geography.
9. Catechism and Old and New Testament Biographies.
10. Grammar.—Correct Sentences, Supply Parts of Speech, Comparison of Adjectives with Examples, Declension of Pronouns with Examples, Conjunctions neither—nor, etc.
11. Lessons on Time.
12. Questions on Objects, as What is Coal? etc. General Questions.
13. Arithmetic. — The Compound Rules, Reduction, Practice, Fractional Parts of Money, Weights and Measures, Questions on the Several Rules, Interest and Simple Proportion.
14. Reading.—Simple Reading Books and Bible.

(*For Deaf-Mute Time-Table see opposite.*)

The School Hours are from 8.45-10.45 ; 12-1 ; and 2-4.

DEAF-MUTE TIME-TABLE.—1ST CLASS.

	8.45-9.15	9.15-10.15	10.15-10.45	12-1	2-3	3-3.30	3.30-4
SUNDAY,	Children say Preparation	Object Lesson.	Conversation Lesson.	Writing and Dictation.	Arithmetic.	Composition.	Script Preparation
TUESDAY,	"	Correct Exercises.	Correct Exercises.	Reading.	"	Verbs, and Sentences on Verbs.	"
WEDNESDAY,	"	Nouns with Questions or History.	Conversation Lesson.	Dictation or Questions.	Religion, Old Test. Catechism.	Explain Chapter of Bible.	"
THURSDAY,	"	Correct Exercises.	Correct Exercises.	Reading.	Arithmetic.	Adjectives, and Sentences on Adjectives.	"
FRIDAY,	"	Catechism with Questions.	Miscellaneous Questions.	Writing and Dictation.	"	Geography and Vocabulary	Revision.

TIME-TABLE.—2D CLASS.

	8.45-9.15	9.15-10.15	10.15-10.45	12-1	2-3	3-3.30	3.30-4
SUNDAY,	Children say Sunday Lesson.	Dictation.	Children ask Questions.	Questions and Writing.	Arithmetic.	Nouns.	Object Lesson.
TUESDAY,	Say Nouns, Object Lesson, and Catechism.	"	Easy Questions.	"	"	Verbs.	"
WEDNESDAY,	Verbs, and Object Lesson.	Writing Exercises.	Writing Exercises.	Writing Exercises.	Old Test. Questions.	Explain Chapter of Bible.	Religious Lesson and Catechism.
THURSDAY,	Religion, Nouns, and Catechism.	Dictation.	Miscellaneous Questions.	Children ask Questions, and Writing.	Arithmetic.	Adjectives.	Object Lesson.
FRIDAY,	Adjectives, Object Lesson, and Geography.	Writing Exercises.	Writing Exercises.	Writing Exercises.	"	Learn Exercises.	Learn Exercise.

Sunday.—Preparation on Sundays, 9.15-10 A.M. Church.—11-12.30 A.M.

Boys and Girls' Preparation every evening, except Friday, 7-8 P.M.

Friday.—Senior Division Draw Maps, 7-8 P.M. Junior Division, Drawing, 7-8 P.M.

and on Sundays, 2.30-4, New Testament Lessons, etc. Sunday Evenings, 5.30-6.30, to learn Bible Lesson.

Senior Division, Reading Lesson, 5-6 P.M. Thursday.

TIME-TABLE.—3D CLASS.

	8.45-9.15	9.15-10.15	10.15-10.45	12-1	2-3	3-3.30	3.30-4
MONDAY,	Children say Preparation	Dictation.	General Questions.	Questions and Writing.	Arithmetic.	Nouns.	Preparation Object Lesson, Nouns.
TUESDAY,	"	"	Object Lesson and Conjugation.	"	"	Verbs.	Object Lesson, Verbs, and Scripture History.
WEDNESDAY,	"	"	Time Lesson	"	Scripture History.	Sign Bible Stories.	Vocabulary and Dictation.
THURSDAY,	"	"	General Questions.	"	Arithmetic.	Adjectives.	Geography, Adjectives, and Conjugations.
FRIDAY,	"	"	Object Lesson and Conjugation.	"	"	Revision of Vocabulary	Set Sunday Lesson.

TIME-TABLE.—4TH CLASS.

	8.45-9.15	9.15-10.45	12-12.30	12.30-1	2-3	3-3.30	3.30-4
MONDAY,	Children say Preparation	Object Lesson.	Miscellaneous Questions.	Writing.	Arithmetic.	Nouns.	Sentences on Prepositions.
TUESDAY,	"	Dictation.	Simple Questions.	"	"	Verbs.	Participles.
WEDNESDAY,	"	Time Lesson and Conjugation of Verbs.	Miscellaneous Questions.	"	Scripture History.	Sign Bible Stories.	Prepositions.
THURSDAY,	"	Dictation.	Simple Questions.	"	Arithmetic.	Nouns.	Genders, Plurals, etc.
FRIDAY,	"	Revise Dictation.	Revise Questions.	"	"	Revise Vocabulary	Revise Preparation Lessons.

Boys' Drill, Tuesdays, 5-5.30 P.M.; Saturdays, 8.15-8.45 A.M.
 Girls' Drill, Tuesdays, 4.30-5 P.M.; Saturdays, 8.45-9.15 A.M.

TIME-TABLE.—5TH CLASS.

	8.45-9.15	9.15-10.15	10.15-10.45	12-1	2-3	3-3.40	3.40-4
MONDAY,	Children say Preparation	Simple Questions.	Verbs.	Parts of Things, Writing.	Arithmetic.	Nouns.	Preparation, Picture Lesson.
TUESDAY,	„	Dictation.	Adjectives.	The Articles Plurals, etc. Writing.	„	„	Lesson Book.
WEDNESDAY,	„	Miscellaneous Questions.	Verbs.	Time Lesson Writing.	Religious Lessons.	Revise 12-12.30 Lessons.	Picture Lesson.
THURSDAY,	„	Simple Questions.	Adjectives.	Pronouns, etc., Writing.	Arithmetic.	Nouns.	Lesson Book.
FRIDAY,	„	Dictation.	Revise Verbs and Adjectives.	Revise Preparation Lessons.	„	Revise Nouns.	Religious Lesson for Sunday.

TIME-TABLE.—6TH CLASS.

	8.45-9.15	9.15-10	10-10.45	12-1	2-3	3-3.40	3.40-4
MONDAY,	Prepare Verbs.	Verbs.	Simple Questions.	Nouns and Writing.	Arithmetic	Nouns.	Preparation Adjectives. and Nouns.
TUESDAY,	Prepare Adjectives.	Adjectives.	„	„	„	„	Plurals, etc.
WEDNESDAY,	Prepare Verbs.	Verbs.	„	„	Religion.	Revise Plurals and Vocabulary	Adjectives and Nouns.
THURSDAY,	Prepare Adjectives.	Adjectives.	„	„	Arithmetic.	Nouns.	Plurals, etc.
FRIDAY,	Revise Verbs and Adjectives.	Revise Verbs and Adjectives.	Revise Questions.	„	„	Revise Nouns.	Set Sunday Lesson.

Boys Draw, Mondays and Wednesdays, 4.45-5.45 P.M.

Girls, Needle-work, every evening except Saturday, 5-6.30.

School is opened and closed with prayer. Chapel, 7.30 A.M. and 8.30 P.M.

The children whose parents live in and near Edinburgh are allowed to go out on Saturdays,—those above ten years of age, every Saturday; and those below that age, on the first and third Saturdays of the month.

They rise at 6 A.M., and out of school hours are employed in household work, such as sweeping and dusting rooms and passages, setting the tables for meals, cleaning knives, boots, and mugs, and assisting the engineer and gardener. Each boy makes his own bed.

Their games are cricket, football, and gymnastics in particular; but they amuse themselves also in various boys' games, according to the season of the year.

Their summer vacation lasts for six weeks; and those of the children whose parents reside a short distance in the country are allowed to go out in the April and October fasts.

A. LARGE,
Head-Master of Deaf Mutes.

REPORT by the TREASURER of JAMES DONALDSON'S HOSPITAL on the State of the FUNDS of said Hospital, as at 31st December 1871.

No. I.—ABSTRACT of the TREASURER'S ACCOUNTS, from 31st December 1870 to 31st December 1871.

CHARGE.

I. Capital Sums received, viz. :—		
Loan on Heritable Security, received up,	£3,000	0 0
Fifth instalment of sum (£500) lent to Parochial Board of Dunottar,*	33	6 8
		<u>£3,033 6 8</u>
II. Revenue for the Year, viz. :—		
1. Dividends and Interests, less Income-Tax,	£5,682	9 4
2. Revenue from the Estate of Barras,	4,166	13 4
3. Rental of Property near Edinburgh,	176	1 9
4. Rent received for Grass at the Hospital,	28	0 0
5. Income-Tax for year to Whitsunday 1871,	85	12 4
6. Miscellaneous,	9	0 0
Amount of Revenue,		<u>10,147 16 9</u>
III. Balance due by the Bank of Scotland at 31st December 1870, viz. :—		
On the Governors' Account,	£1,724	8 2
On the Treasurer's Account,	90	15 7
		<u>1,815 3 9</u>
IV. Sums in the hands of the Steward and Matron, per last Abstract,	20	0 0
V. Income-Tax due by Government, and outstanding at 31st December 1870, per last Abstract,	109	5 7
VI. Arrears of Rent, etc., on Barras, outstanding at 31st December 1870,	38	10 0
		<u>£15,164 2 9</u>

DISCHARGE.

I. Balance due to Treasurer at 31st December 1870, per last Abstract,	£178	2 0
II. Capital Sum invested, viz. :—		
Loan on Heritable Security,	3,000	0 0
		<u>£3,178 2 0</u>
Carry forward,	£3,178	2 0

* This Loan is repayable in fifteen annual instalments of £33, 6s. 8d.

Brought forward, £3,178 2 0

III. Payments out of Revenue, viz. :—

1. Repairs, Alterations, and Improvements on the Hospital, and keeping the Grounds in order, .	£733 12 3	
2. Furnishings, Renewals, and Repairs,	160 17 0	
		£894 9 3

3. Payments on account of the Estate of Barras, viz. :—		
Public Burdens,	£398 16 4	
Sums expended on Buildings, Drains, Fencing, Trenching, Manure, etc.,	316 12 9	
Expenses of Management,	65 10 0	
Miscellaneous,	69 9 3	
		850 8 4

4. Payments on account of Property near Edinburgh, viz. :—		
Public Burdens,	£5 11 11	
Feu-duties,	46 2 2	
		51 14 1

5. Feu-duty, Taxes, etc., for the Hospital, viz. :—		
Feu-duty,	£168 3 5	
Minister's Stipend,	1 15 5	
Annual Payment in lieu of Composition payable every 25th year to Heriot's Hospital,	9 2 7	
Assessed Taxes for Servants and Armorial Bearings, 1871,	6 6 0	
Poor-rates,	30 18 9	
		216 6 2

6. Annuities, less Income-Tax,	795 0 11	
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7. Expenses of the Establishment, viz. :—

Household Expenses—

Victualling,	£2,141 1 11½
------------------------	--------------

Fuel, viz. :—

Scotch Coal,	£189 12 10
Coke, English Coal, and Dross,	18 13 0
Firewood,	16 10 0
	224 15 10

Soap,	53 15 6
Washing Clothes at Inglis' Green,	117 16 8
Gas,	87 10 0
Water,	65 0 0
Steward's and Matron's Bills,	104 9 4½

£2,794 9 4

Clothing—

Clothiers,	£212 1 10
Drapers,	237 6 0
Hats, Caps, etc.,	18 11 8
Boots and Shoes,	310 19 10
Hosiery,	64 1 4
Making and Repairing Clothes,	185 17 6
Stays,	1 14 3
Buttons,	7 4 0
Braces,	1 4 0

1,039 0 5

Carry forward, £3,833 9 9 £2,807 18 9 £3,178 2 0

Brought forward,	£3,833 9 9	£2,807 18 9	£3,178 2 0
Sundries—			
Druggists,	£25 11 0		
Haircutting,	14 0 0		
Cleaning Windows,	20 0 0		
Sweeping Chimneys,	6 18 3		
	<hr/>	66 9 3	
School-books, Stationery, etc.,		126 8 4	
Salaries, viz. :—			
Surgeon,	£105 0 0		
Teachers,	878 19 9		
Steward, Gardener, and Assistants, and Men-servants,	375 1 8		
Matron, Housekeep- er, and Female Servants,	320 10 10		
	<hr/>	1,679 12 3	
			5,705 19 7
8. Allowances to former Pupils,			49 10 0
9. Insurance against Fire,			25 0 6
10. Expenses of Management—			
Treasurer's Salary,	£210 0 0		
Clerk's Salary,	105 0 0		
Rent of Committee Room,	20 0 0		
	<hr/>		335 0 0
11. Miscellaneous Payments—			
Printers' Accounts,	£22 2 6		
Auditor's Fee,	15 15 0		
Business Account,	35 9 0		
Sundry Disbursements,	60 0 5		
	<hr/>		133 6 11
Amount of Payments out of Revenue,			9,056 15 9
IV. Balances on Accounts with Bank of Scotland at 31st December 1871, viz. :—			
On the Governors' Account,		£2,075 3 0	
On the Treasurer's Account,		849 17 8	
		<hr/>	2,925 0 8
V. Sums in the hands of Steward and Matron to meet small Disburse- ments,			20 0 0
VI. Income-Tax for year to Whitsunday 1871, due by Government, and outstanding at 31st December 1871,			85 12 4
VII. Arrears of Rent, etc., on Barras, outstanding at 31st December 1871,			38 10 0
AMOUNT OF THE DISCHARGE,			£15,304 0 9
AMOUNT OF THE CHARGE, as on page 630,			15,164 2 9
			<hr/>
BALANCE due to Treasurer at 31st December 1871,			£139 18 0
			<hr/>
From the foregoing Abstract, it will be seen that the Revenue for year 1871 was, as per Branch II. of Charge,			£10,147 16 9
And the Payments out of Revenue were, per Branch III. of Discharge,			9,056 15 9
			<hr/>
EXCESS OF REVENUE OVER EXPENDITURE,			£1,091 1 0
			<hr/>

No. II.—VIEW of the PROPERTY and FUNDS of the HOSPITAL, as at 31st December 1871.

N.B.—The Value of the Stocks at 31st December 1870, and 31st December 1871, is stated at the selling prices on these dates.

	Property and Funds at	
	31st Dec. 1870.	31st Dec. 1871.
Value of the Hospital and Grounds, as per last year's Statement,	£118,735	1 5
Value of Furnishings, per do.,	5,402	18 1
	<u>£124,137</u>	<u>19 6</u>
Sum expended on West Coates Church,	£2,500	0 0
Lands of Barras,	£89,600	0 0
Do. of Broughton Hall, Park, and Garden,	3,325	0 0
Sums lent on Heritable Securities,	87,924	7 8
Sum lent to Parochial Board of Dunottar,	366	13 4
Balance due by Bank of Scotland on Governors' and Treasurer's Accounts,	1,815	3 9
Stock of the Bank of Scotland, £16,000,	43,200	0 0
Do. Bank of England, £2,500,	5,800	0 0
Three per Cent. Consols, £5,000,	4,593	15 0
Arrears of Rent, etc., on Barras, outstanding at 31st December 1870,	38	10 0
Arrears of Rent, etc., on Barras, outstanding at 31st December 1871, . . . . .	...	38 10 0
Sum in the hands of the Steward and Matron,	20	0 0
Income-tax for year to Whitsunday 1870,	109	5 7
Do. for year to Whitsunday 1871, due by Government, and outstanding at 31st December 1871, . . . . .	...	85 12 4
	<u>£236,792</u>	<u>15 4</u>
Deduct Balances due to Treasurer,	178	2 0
	<u>£236,614</u>	<u>13 4</u>
Amount of Property and Funds at 31st December 1870, as above,	£236,614	13 4
Do. do. 31st December 1871, do.,	237,111	19 4
		<u>£497 6</u>
Arising from—		
Excess of Revenue over Expenditure, as shown on page 632,	£1,091	1 0
Deduct—		
Decrease on the value of the Stocks, viz. :—		
Value at 31st December 1870,	£53,593	15 0
Do. at 31st December 1871,	53,000	0 0
	<u>593</u>	<u>15 0</u>
		<u>£497 6 0</u>

No. III.—VIEW of the Estimated REVENUE or ANNUAL INCOME of the HOSPITAL, and of the Probable EXPENDITURE, for the Year to 31st December 1872.

Interest on £87,924, 7s. 8d., lent on Heritable Securities at 4 per cent. to Martinmas 1872, say	£3,500	0 0
Interest on £333, 6s. 8d., lent to Parochial Board of Dunottar at 4½ per cent. to Martinmas 1872, say	15	0 0
Interest on Sums in Bank, say	20	0 0
		<u>£3,535 0 0</u>
Carry forward,	£3,535	0 0

	Brought forward,	£3,535 0 0
Dividends on Bank of England Stock,	. . . . . £235 0 0	
Do. Bank of Scotland Stock,	. . . . . 1,850 0 0	
Do. Three per Cent. Consols,	. . . . . 150 0 0	
	<hr/>	2,235 0 0
Rental of—		
Estate of Barras, including Interest received from		
Tenants, say	. . . . . £4,200 0 0	
Property near Edinburgh, and Grass at Hospital, say	. . . . . 200 0 0	
	<hr/>	4,400 0 0
Miscellaneous Receipts,	. . . . .	10 0 0

GROSS ESTIMATED REVENUE OF THE HOSPITAL, £10,180 0 0

But from this fall to be deducted the following sums, to meet—		
Public Burdens, etc., for Barras, say	. . . . . £350 0 0	
Buildings, Improvements, Allowances to Tenants, Expenses of Management, etc., for Barras, say	. . . . . 800 0 0	
	<hr/>	£1,150 0 0
Taxes, Feu-duties, Repairs, etc., for Edinburgh Property,	. . . . . 50 0 0	
	<hr/>	1,200 0 0
		<hr/>
NET REVENUE,	. . . . .	£8,980 0 0

Against this sum there stand the following estimated Annual Payments, viz. :—

Expenses of Repairs, etc., on the Hospital Buildings, Furniture, etc., and keeping the Grounds in order, say	. . . . . £1,000 0 0
Salaries, say	. . . . . 2,150 0 0
Insurance,	. . . . . 25 0 0
Church Seat-rents, for 3 years,	. . . . . 300 0 0
Rent of Committee Room,	. . . . . 20 0 0
Feu-duty for Hospital,	. . . . . 177 6 0
Taxes for do.,	. . . . . 60 0 0
Coke, Coal, etc.,	. . . . . 250 0 0
Gas,	. . . . . 80 0 0
Water,	. . . . . 65 0 0
Soap, and Washing at Inglis' Green,	. . . . . 170 0 0
Steward's and Matron's Bills,	. . . . . 110 0 0
School-books, Stationery, etc.,	. . . . . 120 0 0
Law and Printers' Accounts, and Miscellaneous Expenses of Management,	. . . . . 250 0 0
Sundries—Druggists, Cleaning Windows, Sweeping Chimneys, etc.,	. . . . . 72 14 0
Allowances to former Pupils,	. . . . . 70 0 0
	<hr/>
	£4,920 0 0
Annuities and Grants,	. . . . . 800 0 0

Note.—In course of time these Annuities will fall in; meanwhile the whole amount of these must be treated as a deduction from Income.

5,720 0 0

Leaving for the Maintenance of Teachers, Children, and Household Servants,	. . . . .	£3,260 0 0
The sum paid for Victualling in 1871 was, as per Discharge, Branch III., sec. 7, £2,141, 1s. 11½d.; but say for 1872,	. . . . . £2,150 0 0	
The sum paid for Clothing in 1871 was, as per do., £1,039, 0s. 5d.; but say for 1872,	. . . . . 1,050 0 0	
	<hr/>	3,200 0 0

PROBABLE EXCESS OF REVENUE, £60 0 0

No. IV.—ESTIMATE of the EXPENDITURE for the Year 1871, with the Experience of that Year.

	Estimate for 1871.	Experience of 1871.
Public Burdens, Buildings, Expenses of Management, etc., for Estate of Barras,	£1,300 0 0	£850 8 4
Taxes, Repairs, etc., on the Edinburgh Property,	50 0 0	51 14 1
Repairs on Hospital Buildings, Furniture, etc., and Grounds,	900 0 0	894 9 3
Salaries, including Surgeon's, Treasurer's, and Clerk's,	2,150 0 0	1,994 12 3
Insurance,	25 0 0	25 0 6
Church Seat-rents,	100 0 0	0 0 0*
Rent of Committee Room,	20 0 0	20 0 0
Feu-duty for Hospital,	177 6 0	177 6 0
Taxes for do.,	50 0 0	39 0 2
Coke, Coal, etc.,	250 0 0	224 15 10
Gas,	80 0 0	87 10 0
Water,	65 0 0	65 0 0
Soap, and Washing at Inglis' Green,	170 0 0	171 12 2
Steward's and Matron's Bills,	110 0 0	104 9 4½
School-books, Stationery, etc.,	100 0 0	126 8 4
Law and Printers' Accounts, and Miscellaneous Payments,	230 0 0	133 6 11
Sundries—Druggists, Cleaning Windows, etc.	72 14 0	66 9 3
Maintenance of Teachers, Children, and Household Servants,	2,100 0 0	2,141 1 11½
Clothing,	1,100 0 0	1,039 0 5
Allowances to former Pupils,	70 0 0	49 10 0
	<u>£9,120 0 0</u>	<u>£8,261 14 10</u>
Annuities and Grants,		795 0 11
TOTAL ANNUAL EXPENDITURE for 1871, as per Branch III. of Discharge,		<u>£9,056 15 9</u>

No. V.—VIEW of the FUNDS expended on BUILDINGS and FURNISHINGS, as at 31st December 1871.

I. Sums expended on the Hospital.

The Total Payments for the Building, per Treasurer's Report of 31st December 1858, were £118,735 1 5

II. Sums expended on Furnishings for the Hospital.

The Total Payments for Furnishings for the Hospital, per the Treasurer's Report of 31st December 1853, were £5,402 18 1

NOTE.—All payments now made on account of Buildings and Furnishings are stated under the head of REPAIRS, ALTERATIONS, AND FURNISHINGS.

III. Sum expended on West Coates Church.

Amount of the Governors' Subscription towards Erection of Church at West Coates, in which there is an allotment of Seats for the Inmates of the Hospital, £2,500 0 0

No. VI.—COMPARATIVE VIEW of FUNDS as at Mr. DONALDSON'S Death and as at 31st December 1871.

According to a Report made out by the late Mr. Irving, which was printed and circulated amongst the Governors immediately after their appointment, and which will be found appended to printed

* The sum authorized to be paid for Church Seat-rents was not accepted by the Managers of the Church, and therefore remains unpaid.

Minute of Meeting of date 15th October 1845, the amount of Trust-Funds at Mr. Donaldson's death was	£215,377 0 0
The amount of the present Funds, taking the value of the Stocks as at 30th December 1871 (<i>exclusive</i> of the value of the Hospital and Furnishings, and sum contributed to West Coates Church, per State No. II., page 633, is	237,111 19 4
The Increase, therefore, of Funds since Mr. Donaldson's death is apparently	<u>£21,734 19 4*</u>

Humbly reported by

JOHN COOK, *Treasurer.*

EDINBURGH, 9th February 1872.

APPENDIX.

ANNUAL SALARIES TO TEACHERS, as at 31st December 1871.

House-Governor,	£300 0 0
Master, Deaf and Dumb,	250 0 0
First Teacher, do. (Salary, £85; Allowance for Board, £40),	125 0 0
Second Teacher, do.	20 0 0
Third Teacher, do.	20 0 0
Female Teacher, do.	40 0 0
Assistant Female Teacher, do.	10 0 0
First Teacher of Hearing Children,	60 0 0
Second Teacher of do.	60 0 0
Third Teacher of do.	35 0 0
Teacher of Sewing,	35 0 0
Teacher of Drawing,	40 0 0
Teacher of Vocal Music,	20 0 0
Drill-Master, 5s. per lesson, say	22 10 0
Band-Master, 4s. per lesson, say	7 10 0
	<u>£1,085 0 0</u>

NOTE.

Extract from Testament.—'To build and found an Hospital for Boys and Girls, to be called DONALDSON'S HOSPITAL, preferring those of the name of *Donaldson* and *Marshall*, —to be after the plan of the Orphan Hospital in Edinburgh and John Watson's 'Hospital;' and by the same deed he appointed Trustees for executing this Will. It was further 'appointed' in the Deed of Constitution executed by the Trustees, that the Governors were 'to choose and admit from time to time into the said Hospital such a number of Poor Children, one half of whom shall be boys and the other half girls, as the funds may at the time be sufficient to maintain, clothe, and educate, of which the said Governors' were to be the sole judges; 'such children to be clothed and maintained in the said Hospital, and taught and instructed in such useful branches of education as may be considered by the said Governors to be suitable to their station, sex, and age; declaring that no children shall be admitted to the benefit of the said charity whose parents are able to maintain them.'

By the Deed of Constitution the following were and continue to be *ex officio* Governors and Trustees, viz.: the Lord Justice-General, the Lord Clerk Register, the Lord Advocate, the Lord Provost of Edinburgh, the Lord-Lieutenant of the County of Midlothian, the Principal of the University of Edinburgh, the senior Minister of the Established Church in the Town of Edinburgh, the two Ministers of the Parish of St. Cuthbert's, the Preses of the College of Physicians, the Treasurer of the Bank of Scotland, and the Secretary of the Bank of Scotland. The other fifteen were appointed by name; and it was directed that the three whose names were uppermost on the list should go out of office annually, and that three others should be elected by the Governors, 'by lists to be given in by the 'Governors,'— no person being eligible for re-election who had been out of office for less than a year.

* This increase on the Funds since Mr. Donaldson's death has arisen chiefly from the estate of Barras being estimated, not at its original cost (£73,500), but at 28 years' value of its free rental, and from the increase in value of Bank and Government Stocks held by the Governors.

FETTES COLLEGE, COMELY BANK,
NEAR EDINBURGH.

I. NATURE OF FOUNDATION.

1. The Founder, Sir William Fettes, of Comely Bank, Baronet, died on 27th May 1836; but the building of the College was not completed until 5th October 1870, when it was opened.

2. (1.) To 'form an endowment for the maintenance, education, and outfit of young people, whose parents have either died without leaving sufficient funds for that purpose, or who from innocent misfortune, during their own lives, are unable to give suitable education to their children.'

(2.) No subsequent statutes or ordinances other than the resolutions of the Trustees in their minutes,* and the prospectus of the Endowment issued in terms thereof, sent herewith.† (3.) A printed copy of the Founder's Will and codicils is sent herewith.

3. At the death of Sir William Fettes, the capital, including the value then put on his heritable estate, amounted to £171,163, 14s. 10d. The expenses of building the College and two boarding-houses have not yet all been paid; but when this is done, it is estimated that the capital, with its accumulations, including the value of the heritable estates as valued in 1857, or since acquired, will amount to £245,000, and that the gross income will then be £8070, and the nett income £7000. Funds now invested in landed estates and bank stock.

4. The trust is constituted by the trust-disposition and settlement, and relative codicils, of the Founder. The Trustees now acting are—(1) The Right Honourable the Lord Justice-General, 30 Abercromby Place, Edinburgh; (2) The Honourable Bouverie Francis Primrose, 22 Moray Place, Edinburgh; (3) David Anderson, Esquire, of Moredun, Liberton; (4) Archibald Campbell Swinton, Esquire, of Kimmerghame, Dunse; (5) Robert Dundas, Esquire, of Arniston, Gorbidge.

5. No.

6. They are appointed under powers of assumption, contained in the Founder's trust-deed.

7. The Head-Master has the direct control of the staff, discipline, etc., subject to the approval of the Trustees.

8. It is. The trust deed gives the Trustees the most ample and unlimited powers for making all such regulations as they shall consider proper for the management of the Endowment.

9. Boys, 50; of whom 28 are fatherless; of whom 22, though not fatherless, are children of decayed or necessitous families.

10. None.

11. Five vacancies, and 49 applicants.

* See p. 644.

† See p. 648.

12. (1.) Ceoil Reddie, an orphan; 10 of a family having £20 each. Father was Deputy-Controller of Navy Pay; died suddenly. (2.) G. W. Willock; father alive; was obliged to leave Bengal Civil Service from ill health on small pension. (3.) F. C. Logan Home; father dead; entailed proprietor, leaving younger children and widow badly provided for. (4.) G. L. Horan; father alive, a Colonel in the Army; has sustained severe losses by fraudulent failure of a solicitor. (5.) G. F. Campbell; father a Major in the Army; alive, but sustained severe losses during Indian Mutiny.

13. None enter under 10 or above 14. No fixed period for leaving.

14. None. There is an entrance examination. See particulars sent herewith.

15. Yes. In the Trustees.

16. The Trustees have out of the funds of the Endowment already established two Exhibitions to the University of Edinburgh of £60 each; one of these for Foundationers alone, and the other for both Foundationers and non-Foundationers. Other Exhibitions and Fellowships will be established when the funds admit, but not necessarily attached to the University of Edinburgh.

17. None.

18. Eighty-nine.

19. In their eligibility to compete for Exhibitions, with the exception of one Scholarship to University of Edinburgh, which is restricted to Foundationers. See prospectus sent herewith, p. 648.

20. The accounts of the trust are audited at 31st December, and those of the College on or about 20th September annually, by Messrs. Lindsay, Jamieson, and Haldane, C.A., 24 St. Andrew Square, Edinburgh. The College not being fully organized, the accounts for the last financial year do not exhibit a complete view of the revenue and expense of the Institution when in full operation; but a statement of the cost of the maintenance of the College for that period, prepared by the Accountants, is sent herewith. The reports of the Auditor for each year since the date of the trust can be produced if required.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Fifty boys.

2. *All* the Foundationers reside in the College, but for the accommodation of non-Foundationers there are two boarding-houses, containing about 32 boys each; and a third boarding-house, to contain 55 boys, is in course of erection.

3. No.

4. There is no rule restricting the visits of parents or friends. Boys are allowed to visit parents or parents' friends about once in three weeks. They generally go after early chapel on Sunday, and return to Sunday lesson at 4.30 P.M. Edinburgh, Leith, and Granton are out of bounds. The country is open; but practically the boys are generally in the close. Half-holiday Wednesday and Saturday. Occasional half-holidays. There are also seven weeks' holidays in summer, three at Christmas, and three in spring.

5. Impositions inflicted by the several Masters. Caning by the Tutors, who are requested to discuss the offence first with the Head-Master. In case of serious school offences, flogging is inflicted by the Head-Master. No record is kept.

6. They have the management of the games a good deal in their own hands. They are also responsible for order in dormitories to some extent;

but owing to the youth of the senior boys, their power is not at present as extensive as it will be.

7. There are callings over in the afternoons of holidays, but regular attendance at school games renders much supervision unnecessary. The Tutors visit the dormitories occasionally, but no Master remains through the night.

8. Dimensions of dormitories :

A and D	48ft. × 15ft. × 12ft.	8,640 cubic ft.	Contains 10 beds.
B and C	68ft. × 27ft. × 11ft.	20,196	” ” 18 ”
E	48ft. × 20ft. × 15ft.	18,720	” ” 11 ”
Each Pupil has a separate bed.			

9. Cricket, football, fives, gymnastics. Attendance at games is compulsory on holidays. The field used for cricket, football, etc., is nearly 10 acres.

10. Warm bath compulsory once a week. Daily sponge bath encouraged. Hair shampooed and cut three times a term. Sanitary arrangements very good.

11. None in two years.

12. A 24 hours' time-table and usual dietary scale for a week are filed herewith.

Twenty-four Hours' Time-Table. (See also p. 650.)

Monday and Friday.	Tuesday and Thursday.	Wednesday and Saturday.	
7.30—8.30 Work.	7.30—8.30 Work.	Same.	
8.30—8.45 Chapel.	8.30—8.45 Chapel.		
8.45—9.30 Breakfast.	8.45—9.30 Breakfast.		
9.30—12.0 Work.	9.30—11.0 Work.		
12.0—1.15 Gymnastics.	11.15—12.45 Work.		
1.30—2.0 Dinner.	12.45—1.30 Free.		
2.0—3.30 Exercise.	1.30—2.0 Dinner.		
3.30—6.0 Work.	2.0—4.0 Exercises.		No Afternoon Work.
6.15 Tea.	4.0—6.0 Work.		Evening as on other days.
7.15—8.45 Preparation.	Evening as on Monday and		
8.45 Supper.	Friday.		
9.15 Prayers.			
9.30 Bed.			

Dietary Scale.

Breakfast.—2 days salt meat, with tea or coffee, bread and butter.

” 1 day eggs ”

” 4 days slice of cold meat ”

Dinners.*—Sunday, Cold roast beef and potatoes.

” ” Cold fruit tart or hot plum-pudding.

” 4 days Hot roast meat and vegetables.

Puddings.

” 1 day Soup or fish.

Stewed meat, or meat pies and vegetables.

” ” Soup.

Cold meat (salt).

Tea.—Plain.

Supper.—Porridge, or bread and cheese with beer.

III. INSTRUCTION.

1. Twelve are sons of officers in the army, mostly dead; 14 sons of

* One glass of beer is given at dinner, and a small glass at night. Many boys do not take it.

ministers of various churches; seven sons of merchants in impoverished circumstances; three sons of gentlemen reduced through bank failures, etc.; three sons of gentlemen who have held Government appointments; 11 miscellaneous. Total, 50.

2. No. The education is a liberal classical one. The boys as yet are not old enough to receive special training for examinations.

3. Time-table filed.

4. See separate papers filed.

5. The only *text-book in use* is the Bible. Instruction in it given by Classical Masters.

Sunday Time-Table.

8.30-8.45—Morning Prayer in Chapel.

8.45—Breakfast.

11—Church.

1.30—Dinner.

4.30-5.30—Bible Lesson in the several Forms.

6—Tea.

6.30-7.15—Preparation.

7.30-8.30—Evening Service in Chapel, conducted by the Masters.

9.30—Bed.

6. Twenty-seven. Examination. Yes. To the head of each form. To the first in Mathematics and Modern Languages in each form. One or two for Natural Science. According to the result of the examination.

7. Yes. The rooms are very good. The largest are 48ft. by 24ft. Of these there are four. The smallest, 24ft. by 22ft. There are small libraries in each house, and for the Foundationers in College. There is also a school library, open at present to the upper form only.

8. The Trustees. He takes the classical instruction of the highest form. Visits the other forms occasionally. He appoints the Masters, subject to approval by Trustees, who practically leave the matter in his hands. The Head-Master holds office during the pleasure of the Trustees. Six months' notice on either side to be given when an engagement is put an end to. He has the right of dismissing a Master, subject to a right of appeal to the Trustees.

9. A. M. Bell, M.A., and C. C. Cotterill, M.A., House-Masters, each £600 per annum, of which £420 comes from fees; house rent free. W. A. Heard, B.A., £300 from fees. J. Blaikie, M.A., £350 from fees. Herr Goldschmidt, £250 from fees. W. Forster, B.A., £250 from fees. Christopher Hayden, B.A., £250 from fees. Head-Master, £1150, of which £150 comes from fees.

10. No. But the Head-Master has suggested the institution of a fund with the object of paying off old Masters.

11. The first examination of this kind took place last summer. A copy of the Report is sent herewith.

12, 13, 14. Not applicable.

REPORT by the AUDITOR on the FETTES COLLEGE ACCOUNTS, from 21st September 1871 (the commencement of Second Session) to 20th September 1872 (the commencement of Third do.).

No. I.—STATEMENT showing the COST of the MAINTENANCE of FETTES COLLEGE for Session 1871-72, after deducting the Sums received from the Boarding-house Pupils and Day Scholars.

There were 45 Foundationers, an average of 50 Boarders, and during part of the session two Day Scholars.

1. Board and Maintenance of Pupils—			
Outlay for Provisions, Wages, Coal, Gas, Seat Rents, etc.,	£3,594	4	6
2. Tuition Expenses—			
Amount of the Tuition Fund applicable to payments of Masters' Salaries, Examiners' Fees, Prizes, etc.,	2,569	4	5
3. Head-Master's Salary,	1,000	0	0
4. Medical Officer's Salary,	157	10	0
5. Taxes and Fire Insurance,	196	16	4
6. Gardeners' Wages and Upkeep of Grounds,	500	0	0

NOTE.—The expenses connected with the Garden and Grounds exceeded this sum, but it is thought that any sum over £500 may be regarded as preliminary expenses.

7. Repairs on Buildings and Fixtures, and Upkeep of Household Furnishings,	500	0	0
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NOTE.—This sum of £500 is set aside by the Trustees each year for Repairs, etc.; any surplus arising in one year will go to meet deficiency in subsequent years. The actual expenditure on Repairs during Session 1871-72 was less than £500.

8. Expenses of Management and Miscellaneous Payments—			
Salary to Clerk to the Trustees,	£105	0	0
Auditor's Fee,	31	10	0
Miscellaneous Expenses,	149	3	9
			<u>285 13 9</u>

NOTE.—The first two items have not yet been adjusted or paid for Session 1871-72; they are stated at the same as for Session 1870-71.

£8,803 9 0

Deduct—

Sums received from Pupils—

From Boarding-house Pupils, £64, 4s. per annum for Board, Superintendence in House, Washing, and Seat Rents, and £25 per annum for Tuition,	£4,484	13	5
From Day Scholars, at the rate of £30, 15s. per annum for Board and Washing, and £25 for Tuition,	37	3	4
			<u>£4,521 16 9</u>

Less—

Proportion of two Scholarships of £40 each, paid for the Summer Term 1872,	26	13	4
			<u>4,495 3 5</u>

NET COST FOR SESSION 1871-72, £4,308 5 7

During the Session 1871-72 the full number of Foundationers and Boarding-house Pupils had not been admitted. With the exception of the cost of provisions and tuition expenses, the expenditure of the College will not be increased on the admission of the additional number of Pupils for whom accommodation

is already provided, while the payments made by them will tend to reduce the net cost of the College.

Any reduction of this cost which may be due to the admission of more than 60 Boarders will be profit from the third Boarding-house, and will fall to be credited to the account of that house until its cost is liquidated.

No. II.—ESTIMATE OF COLLEGE EXPENDITURE with FIFTY FOUNDATIONERS, FOUR SCHOLARS, and SIXTY BOARDERS, based on the results of Session 1871-72.

Board and Maintenance of Pupils—

Outlay for Provisions, Wages, Coal, Gas, Seat Rents, etc., . . . £4,313 1 6

Tuition—

Amount of Tuition Fund applicable to payment of Salaries to

Masters, Examiners' Fees, Prizes, etc.,	3,060 0 0
Head-Master's Salary,	1,000 0 0
Medical Officer's Salary,	157 10 0
Taxes and Fire Insurance,	196 16 4
Expenses of Garden and Upkeep of Grounds,	500 0 0
Sum set aside annually for Repairs to Buildings, etc.,	500 0 0
Expenses of Management and Miscellaneous Payments,	285 13 9
	£10,013 1 7

Deduct—

Sums received from Pupils—

From 60 Boarders, at £89, 4s. each per annum,	£5,352 0 0
From four Scholars in the College, at do.,	£356 16 0

Less—

Four Scholarships of £40, granted to them by Trustees,	160 0 0	
	196 16 0	5,548 16 0

NET COST AS ESTIMATED, £4,464 5 7

The total expenditure, as now estimated, is considerably below the net income of the Trust, which may safely be taken at £7000 a year. With the present investments it considerably exceeds that sum.

EDINBURGH, 26th December 1872.

STATE OF the AFFAIRS of the TRUST ESTATE of SIR WILLIAM FETTES, of Comely Bank, Bart., deceased, as at 31st December 1871.

FUNDS AND ESTATE.

I. Heritable Estate which belonged to the Truster, as valued by Mr. John Dickson, in 1857—

1. Estate of Arnshoen	£44,095 1 4
2. Estate of Denbrae	22,331 7 6
3. Lands of Gogar Bank	14,120 10 0
4. Lands of Comely Bank	£23,870 7 10
5. Nursery at do.	
6. Feu-duties of Dwelling-house at do.	

Deduct—

Value of Avenue Villas and Black's Entry subjects, entered below, say	1,750 0 0	22,120 7 10
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Carry forward, £102,667 6 8

Brought forward, . . . £102,667 6 8

II. Heritable Property which has been acquired by the Trustees—

1. Under Declarator of Irritancy, *ob non solutum canonem*, against Cunningham, the Feuar of Comely Bank Nursery, in respect of Arroars of Feu-duties—

1. Avenue Villas at Comely Bank	}	£1,750 0 0
2. Black's Entry subjects at do.		

2. Purchased by the Trustees—

Estate of Drumlamford, stated at the price paid	£14,300 0 0	
Estate of Whiterig, do.	3,150 0 0	
Estate of Inverleith, do.	33,000 0 0	
Estate of Herdshill, do.	3,500 0 0	
	<hr/>	82,300 0 0

3. Moredun Crescent Houses—

Amount expended to 31st December 1871	4,465 4 4	
	<hr/>	88,515 4 4
Amount 31st Dec. 1870, per last Report	£4,245 0 0	
During 1871	220 4 4	
	<hr/>	£4,465 4 4

III. Stock of the British Linen Co.'s Bank—

£40,000 Stock vested in the Trustees, at £268, 10s. per cent., the selling price at 31st December 1871		107,400 0 0
Amount to 31st Dec. 1870, per last Report, £47,100 0 0		
Sold during 1871	7,100 0 0	
	<hr/>	
At 31st Dec. 1871	£40,000 0 0	

IV. Stocks purchased by the Trustees—

500 £10 shares of the Girvan and Portpatrick Railway Company, £2 per share paid up at par		1,000 0 0
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V. Fettes College—

No value need here be put upon the College.

VI. Debts due to the Trust—

1. Debts due by sundries, as in previous Reports	£582 17 3	
2. Sums invested in Astronomical Institution	26 5 0	
	<hr/>	609 2 3

NOTE.—No value is put on these, for the reasons stated in previous Reports.

VII. Value of Furniture in Drumlamford House and Duisk Lodge—

1. In Drumlamford House—		
Price of Furniture purchased	£484 10 8½	
2. In Duisk Lodge—		
Value of Furniture which belonged to the Truster	£25 8 11	
Price of Furniture purchased since his death	361 9 8½	
	<hr/>	386 18 7½
	<hr/>	871 9 4

NOTE.—The plate which belonged to Sir Wm. Fettes, valued at £332, 1s. 11d., has been handed over to the Steward at Fettes College.

VIII. Arrears of Rents—

Arrears of Rents outstanding at 31st December 1871		639 8 1
		<hr/>
Amount,	£301,093 8 5	

Exclusive of value of items No. V. and VI.

DEBTS.

I. Sums borrowed by the Trustees—

From the North British and Mercantile Insurance Co. on Prom. Note	£10,000	0	0
From Mr. and Mrs. Carr's Trustees on do.	3,500	0	0
From do. on do.	5,000	0	0
	<u>£18,500</u>	<u>0</u>	<u>0</u>

II. Cash Balance due by the Trust Estate—

At 31st December 1871	12,625	3	2
Amount,	<u>£31,125</u>	<u>3</u>	<u>2</u>

Amount of funds, as on preceding page	£301,093	8	5
Amount of debts, as above	31,125	3	2

Total of Funds and Estate at 31st December 1871, as estimated exclusive of the College buildings and furnishings	<u>£269,968</u>	<u>5</u>	<u>3</u>
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Subject to—

Payment of life Annuities bequeathed by Trustor, amounting, as at 31st December 1871, to £271.

NOTE.—The above Statement of Funds does not include the following sums, which the Trustees have now in hand, for special purposes—

1. Balance due to the Anderson Exhibition Fund	£44	8	2
2. Balance due to Fund for Repairs to College Buildings, etc.	500	0	0
	<u>£544</u>	<u>8</u>	<u>2</u>

REGULATIONS FOR THE MANAGEMENT OF THE FETTES ENDOWMENT.

THE ENDOWMENT.

1. *Endowment*.—The whole free residue of the trust estate of the late Sir William Fettes shall constitute 'The Fettes Endowment, for the Education, Maintenance, and Outfit of Young People, whose parents have either died without leaving sufficient funds for that purpose, or who, from innocent misfortune during their own lives, are unable to give suitable education to their children.'

MANAGEMENT.

2. *Trustees*.—The management of the Endowment shall be in the persons holding, for the time being, the office of Trustees in accordance with the provisions for their appointment contained in Sir William Fettes's trust disposition; and such Trustees shall have 'the most ample and unlimited powers for making all such regulations as to the number of children to be admitted from time to time, the manner in which they are to be educated and fitted out, and for the management of the funds of the said Endowment, as they shall from time to time consider proper and expedient, as well as in regard to the appointment of all persons necessary for carrying into effect the objects of such an institution.'

3. *Meetings*.—The Trustees shall hold such Meetings from time to time as may be necessary for the management of the Endowment, and no change shall be made in the Regulations under which its affairs are conducted, except at a Meeting regularly called. So long as the Trustees do not exceed five in number, any three shall be a quorum. The senior Trustee present at any Meeting shall be Chairman, and shall have a casting as well as a deliberative vote.

4. *Clerk.*—The Trustees shall appoint a fit person to be Clerk, who shall call and attend all Meetings of Trustees, keep the Minutes, and conduct, under their directions, all correspondence. The Clerk shall be removable at pleasure, and shall receive a suitable remuneration for his trouble.

5. *Auditor.*—The Auditor shall once every year audit the whole accounts of the trust, and prepare an abstract to be laid before the Trustees, accompanied by a report, stating whether the income of the Endowment has been exceeded by the expenditure, or the contrary, and specifying the amount of the deficiency or surplus.

6. *Management of Trust Funds.*—If at any time, after the building for the purposes of the Endowment has been completed, and the scheme is in operation, it shall appear that the sums paid or payable during any year exceed the clear available income and revenue of such year, such excess shall be reimbursed and made good out of the first monies which shall be received on account of the trust; and the Trustees shall thereafter, at their discretion, so decrease or alter all or any of the yearly or other payments out of the funds of the trust, as that the expenditure shall not exceed the income.

7. When and as often as the Auditor shall report that there remains a surplus of the income and revenue of the trust above the annual expenditure, it shall be competent for the Trustees to appropriate and apply such surplus in any way which they shall consider most likely to promote the increased efficiency of the Endowment.

THE FOUNDATION.

8. *Fettes College.*—The building on the grounds of Comely Bank shall be called 'The Fettes College,' and shall be surrounded by at least twenty acres of land laid out as garden-ground, or play-ground for the boys.

9. *Foundationers.*—Fifty boys shall be admitted on the Foundation, who shall be maintained and educated in the College at the expense of the Endowment. Their admission shall take place at Meetings of the Trustees specially called for the purpose.*

10. The boys to be thus admitted as Foundationers shall be the sons of persons who have either died without leaving sufficient funds, or who, from innocent misfortune, are unable, during their own lives, to afford their children the means of obtaining a liberal education suitable to their position in life.

11. No boy shall be admitted as a Foundationer until he shall have attained the age of ten years complete; and no boy shall be permitted to remain in the College beyond the close of the half-yearly session during which he shall have attained the age of eighteen years complete, or if he shall attain that age during the vacation, beyond the close of the preceding session, except under such special circumstances as shall appear to the Trustees to warrant a departure from this rule.

12. Applications for admission as Foundationers shall be filled in on printed schedules, to be furnished for that purpose by the Clerk of the Endowment, and shall be lodged with him six weeks at least before the day appointed for the admission of boys. Every such application shall state the name and age of the boy on whose behalf it is made, and the circumstances in the condition of his parents or nearest relations on which the application is founded, and shall be accompanied by evidence of his age. The granting or rejection of any application, and the selection of the boys to be admitted as Foundationers, shall be entirely in the discretion of the Trustees. But no boy shall be admitted on the Foundation who is not found on examination to be able to read intelligently a chapter of the New Testament, and write a portion of the same correctly to dictation, and to work examples in the four rules of Simple Arithmetic.

* But during the first year after the building is completed, and ready to be inhabited, not more than forty Foundationers shall be admitted; and, in like manner, not more than five shall be admitted during each of the second and third years respectively, besides supplying any vacancies that may have occurred among those previously admitted. Of the forty boys who may be admitted to the Foundation during the first year after the building is completed, one-half shall be between the ages of ten and twelve, and one-half above the age of twelve. Those boys who shall be admitted after they are twelve years of age, shall be required to pass an examination of a more advanced character than that prescribed for ordinary Foundationers; and shall be required, in addition, to produce certificates of good conduct and character from their former Master or Tutor,

13. Every Founder shall be required, on his admission, and on his return to the College after every vacation, to bring with him a supply of suitable wearing apparel sufficient to last, with ordinary repairs, till the next vacation.

14. *Examinations.*—Periodical Examinations shall take place, under such regulations as may be resolved on by the Trustees. And every Founder shall, at the close of the session during which he shall have attained the age of fourteen years complete, or if he shall attain that age during the vacation, at the close of the preceding session, undergo a Special Examination, and shall not be permitted to continue on the Foundation unless his progress in his studies shall be proved by such Examination to have been, under all the circumstances, satisfactory.

15. *Church Attendance.*—The Founders, and such of the Pupils as reside in the boarding-houses within the College grounds, shall be required to be present daily at morning and evening prayers within the College, and shall attend divine service, once at least every Sunday, in such place of public worship in connection with the Church of Scotland as the Trustees shall appoint; and on every such occasion they shall be accompanied by one at least of the Masters. But it shall be competent for the Head-Master, in the case of boys whose parents or guardians shall prefer their attendance at other places of worship, to make such arrangements for that purpose as may seem to him proper.

16. *Vacations.*—There shall be two vacations in the year—one of eight weeks in summer and autumn, and one of three weeks at Christmas. The parents or guardians of Founders shall be required to make arrangements, free of all expense to the Endowment, for their travelling expenses to and from the College, and for their maintenance during the vacations.

PUPILS NOT ON THE FOUNDATION.

17. *Pupils not Founders.*—There shall be received at the College as Pupils not on the Foundation such number of boys as the Trustees shall from time to time determine. Their admission shall not be subject to the conditions prescribed for that of Founders, and such fees shall be exacted from them as shall be hereafter fixed by the Trustees.

18. *Boarding-houses.*—There shall be erected on the College grounds two or more boarding-houses, in which Pupils may reside under charge of Under-Masters or other persons approved of by the Trustees. This accommodation is designed for boys whose homes are at a distance, and for others whose parents or guardians may desire to place them under complete College superintendence.

19. The Pupils not being Founders, nor resident in the boarding-houses, shall, with the exception of Sundays and holidays, attend during the day at the College, and may dine along with the Founders in the Dining-Hall on such terms as the Trustees shall from time to time determine.

ESTABLISHMENT.

20. *Head-Master.*—The Trustees shall appoint a Head-Master to take the general superintendence of the College, and personally to instruct the more advanced boys. He shall be specially responsible for the religious training of all the Pupils; and shall every day conduct, or cause one of the Under-Masters to conduct, morning and evening worship in the College. He shall also, from time to time, assign to each of the Under-Masters the share which such Master shall take, both in the daily instruction of the boys, and in superintending them during the preparation of their lessons and otherwise. His salary and emoluments shall be fixed from time to time by the Trustees.

21. *Under-Masters.*—The Trustees shall appoint, from time to time, as many Under-Masters as may be necessary, who shall receive such salaries as may be hereafter fixed. One at least of the Under-Masters shall reside in the College, and all of them shall be subject to the general directions of the Head-Master, and shall perform such duties in connection with the teaching and superintendence of the boys as he shall assign to them.

22. It shall be competent for the Trustees at any time to dispense with the services of the Head-Master, or of any of the Under-Masters, on giving them six months' notice or half a year's salary; and it shall be competent for any of

the Masters to resign their situations on giving six months' notice, or on forfeiture of half a year's salary, but not otherwise, without the special permission of the Trustees.

23. *House Steward*.—The Trustees shall appoint a House Steward, whose duty it shall be, in conjunction with the Matron, to superintend, under the directions of the Head-Master, the whole domestic arrangements.

24. *Matron*.—The Trustees shall appoint a Matron, whose duty it shall be to superintend, in conjunction with the House Steward, the domestic arrangements, to take charge of the clothes of the Foundationers, and carefully to attend to their health, in which she shall be assisted by one of the female servants as Nurse.

EDUCATION.

25. *Education to be given*.—The education given in the College shall be, in the full sense of the term, a liberal education, and shall include, besides Religious Instruction, English, Latin, Greek, Mathematics, Modern Languages, and such branches of Scientific or Artistic Instruction as the Trustees may from time to time appoint. As a general rule, all the boys shall attend the regular course of instruction; but it shall be competent for the Head-Master, in regard to boys above fourteen years of age, to dispense with their attendance on certain departments of study, for the purpose of their paying more attention to those branches for which they show a special capacity, or which may be most suitable to their probable destination in life.

26. *Prizes*.—The Trustees shall annually appropriate out of the funds of the Endowment such a sum as they may think proper, to be expended in Money Prizes, varying in amount; which Prizes shall be awarded to such of the Foundationers as may be selected as most worthy of such rewards, and shall be paid to their parents or guardians, to be applied, with the concurrence of the Trustees, towards their outfit or advancement in life.

EXHIBITIONS AND FELLOWSHIPS.

27. *Exhibitions*.—In accordance with Sir William Fettes's trust disposition, by which the Trustees are specially empowered, 'if they shall think expedient and proper, to pay out of the funds set aside for the Endowment such sum or sums as they from time to time may think proper, for finishing the education of such of the children of the Institution as they may select, by sending them to the University of Edinburgh, or such other University as the Trustees may think proper,' there shall, five years after the opening of the College, and annually thereafter, be offered for competition two Exhibitions, of the annual value of £60 each, to be called 'Fettes Exhibitions,' and to be tenable for four years. One of such Exhibitions shall be open for competition among the Foundationers alone; and the other among the Foundationers and such of the other Pupils as have regularly attended the College since they were twelve years of age. The examination for such Exhibitions shall embrace all the branches of education usually taught at the College; and it shall be competent for the Head-Master, on any occasion, to withhold both or either of such Exhibitions if there shall not be a sufficient number of competitors, or if the competitors shall not pass a satisfactory examination.

28. The successful competitors for these Exhibitions shall be required to proceed to the University of Edinburgh, and to follow the curriculum prescribed for a degree in Arts. In order to entitle any Exhibitioner to receive the amount of his Exhibition for any year after the first, he shall be required to produce certificates of regular attendance and good conduct from the Professors whose classes he shall have attended during the preceding session.*

29. *Fellowships*.—There shall be provided from the funds of the Endowment a sum sufficient to enable the Trustees to found two Fellowships, to be held by Graduates in Arts of the University of Edinburgh, who have been educated for four years at least at the Fettes College—such Fellowships to be of the annual value of £100 each, to be held for such a term of years, and to be subject to such other conditions and regulations, as the Trustees shall hereafter prescribe.

* The Trustees have it in contemplation, when the state of their funds admits, to establish additional Exhibitions, the holders of which will be allowed to proceed to any University.

P R O S P E C T U S .

THE FETTES COLLEGE, COMELY BANK, NEAR EDINBURGH.

TRUSTEES.

The Right Honourable John Inglis of Glencorse, Lord Justice-General.
 The Honourable Bouverie Francis Primrose.
 David Anderson of Moredun.
 Archibald Campbell Swinton of Kinmerghame.
 Robert Dundas of Arniston.

HEAD-MASTER.

Alexander W. Potts, M.A., late Fellow of St. John's College, Cambridge, and for some time one of the Assistant-Masters of Rugby School.

ASSISTANT-MASTERS.

A. M. Bell, University of Glasgow, M.A., Balliol College, Oxford.
 C. C. Cotterill, M.A., St. John's College, Cambridge.
 J. Blaikie, M.A., University of Edinburgh, and Fellow of Caius College, Cambridge. (Mathematics and Natural Science.)
 W. A. Heard, B.A., Trinity College, Oxford.
 C. J. Hayden, B.A., Trinity College, Cambridge. (Mathematics and Natural Science.)
 W. Forster, B.A., New College, Oxford.
 H. E. Goldschmidt. (French and German.)
 Joseph Geoghegan. (Singing.)
 William A. Morley. (Drawing.)
 Messrs. Roland. (Gymnastics, etc.)

Arrangements for Non-Foundations.—The College opened on 5th October 1870. It is designed to provide boys with a liberal education of the highest class, qualifying them for the Scotch and English Universities and for professional life. In addition to the Foundationers, the College receives boys not on the Foundation.

Boarding-Houses.—For the accommodation of Non-Foundations, there are two boarding-houses, each capable of receiving 30 boys, the one under the superintendence of Mr. Cotterill, and the other under that of Mr. Bell. A third boarding-house, to receive 50 boys, is being erected, and will be open in September 1873. Fees for Non-Foundations: Entrance fee, 10 guineas. Annual Charge: Tuition (including Classics, Mathematics, Modern Languages, Natural Science, Singing, Drawing, and Gymnastics), £25 per annum. Boarding-house charge, £60.

Day Scholars.—Non-Foundations residing with their parents or guardians may attend the College during the day, taking breakfast and other meals in hall with the other boys, for which a charge of 15s. per week will be made. All boys before admission will be required to pass an examination; and no boy will be admitted as a boarder or day scholar before he has attained his tenth, or after he has attained his fifteenth year.

Holidays.—The school year consists of three terms of 13 weeks each. The holidays consist of three weeks at Christmas, three weeks at Easter, and seven weeks in summer.

Scholarships.—Two Scholarships, each of the annual value of £40, and tenable during residence at the College, will be open to public competition in July 1873 to any boys (not already on the Foundation), whether members of the College or not. The candidates must be between eleven and fourteen years of age. The candidates will be examined in English Grammar and Composition, Arithmetic, Latin Grammar, Construing, and Prose Composition. Boys over thirteen years of age will also be examined in Greek, French, and Geometry. Allowance will be made for age, and sound elementary training will be considered very important. The successful candidates will be required to reside in the College, and will be admitted in the month of September following their election. In the case of scholars, the entrance fee will not be exacted; so that the actual

annual cost for each scholar, giving credit for the amount of the Scholarship, will be £45. Copies of the papers set at the last Scholarship Examination will be supplied by Mr. Jackson, Fettes College, on receipt of 8 stamps.

Exhibitions to Universities—Anderson Exhibitions.—Two Exhibitions, of the annual value of £100 each, have been founded by Mr. Anderson of More-dun, with the view of enabling the holder, after leaving Fettes College, to proceed to the University of Oxford or Cambridge. All boys who have been educated at Fettes College for a period of not less than four years will be entitled to compete. The first competitions will take place at the end of the summer term of 1875 and 1876 respectively. The Exhibition to be competed for in 1875 will be tenable (on that occasion) for three years, but in subsequent competitions will be held for four years; so that boys entering the College on or before September 1872, and attending regularly thereafter, will be eligible for this competition.

In the year 1875, and annually thereafter, there will be offered for competition two Exhibitions to the University of Edinburgh, of the annual value of £60 each, tenable for four years. One of such Exhibitions will be open for competition among the Foundationers alone; and the other among the Foundationers and such of the other Pupils as have attended the College regularly for not less than four years. In addition to these Exhibitions, the Trustees propose to establish others, not necessarily attached to the University of Edinburgh, but intended to enable or aid the holders to proceed to any University, English or Scottish, that they may prefer. The details and conditions of these additional Exhibitions have not yet been settled.

Fellowships.—The two Fellowships to be founded in the University of Edinburgh, in terms of the original prospectus, article 28, cannot, of course, become available for several years to come. The Trustees in the meantime reserve to themselves the adjustment of the regulations and conditions on which they are to be bestowed and held.

Parents or guardians will receive full information as to all the College arrangements on applying to the Head-Master.

Edinburgh, June 1872.

TIME-TABLE.—FETTES COLLEGE. WINTER TERM, 1872.

FORM.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
V.	C. 7.30-8.30 9.30-10.30 M. T. S. 10.30-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-11 M. L. 11.15-12.45 4-5 M. 5-6	C. 7.30-8.30 9.30-12 M. L. 12-1	C. 7.30-8.30 9.30-11 C. 11.15-12.45 4-6	C. 7.30-8.30 9.30-11 C. T. S. 11-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-10.30 Drg. 10.30-11.30 11.30-12 M. 12-1
IV.	C. 7.30-8.30 9.30-10.30 M. T. S. 10.30-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-11 C. Drg. 11.15-12.45 4-5 M. 5-6	C. 7.30-8.30 9.30-10.30 C. 10.30-1	C. 7.30-8.30 9.30-11 M. L. 11.15-12.45 4-6	C. 7.30-8.30 9.30-11 M. L. 11-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-10.30 C. M. 10.30-12 12-1
III.	C. 7.30-8.30 9.30-10.30 M. L. T. S. 10.30-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-11 M. M. 11.15-12.45 4-5 M. L. 5-6	C. 7.30-8.30 9.30-10.30 C. 10.30-1	C. 7.30-8.30 9.30-11 M. Drg. 11.15-12.45 4-5 M. L. 5-6	C. 7.30-8.30 9.30-10.15 C. T. S. 10.15-12 3.30-5 M. 5.15-6	C. 7.30-8.30 9.30-10.30 C. 10.30-1
II.	C. 7.30-8.30 9.30-10.30 C. T. S. 10.30-12 3.30-5 C. 5.15-6	C. 7.30-8.30 9.30-11 M. C. 11.15-12.45 4-6	C. 7.30-8.30 9.30-10.30 M. L. M. 10.30-12 12-1	C. 7.30-8.30 9.30-11 M. L. 11.15-12.45 4-5 Drg. 5-6	C. 7.30-8.30 9.30-10.15 C. T. S. 10.15-12 3.30-5 M. 5.15-6	C. 7.30-8.30 9.30-10.30 M. C. 10.30-11 11.30-1
I.	C. 7.30-8.30 9.30-10.15 C. T. S. 10.15-12 3.30-5 M. 5.15-6	C. 7.30-8.30 9.30-11 M. L. C. 11.15-12.45 4-5 Drg. 5-6	C. 7.30-8.30 9.30-11 C. M. 11-12 12-1	C. 7.30-8.30 9.30-11 C. 11.15-12.45 4-6	C. 7.30-8.30 9.30-10.30 M. T. S. 10.30-12 3.30-5 M. L. 5.15-6	C. 7.30-8.30 9.30-10.30 M. C. 10.30-11 11.30-1

NOTE.—C., Classics; M., Mathematics; M. L., Modern Languages; Drg., Drawing; T. S., Tutor Set.

THE TRADES MAIDEN HOSPITAL.

FOUNDED BY THE CRAFTSMEN OF EDINBURGH, AND MARY ERSKINE,
COMMONLY KNOWN AS THE 'TRADES MAIDEN HOSPITAL.'

Locality—Rillbank House, Meadows, Edinburgh.

1. NATURE OF FOUNDATION.

1. Commenced in 1704, and founded by Act of Parliament of date 25th March 1707; the founders being the 14 Incorporated Trades, with whom Mary Erskine, relict of James Hair, druggist, was afterwards conjoined.

2. The purpose of the foundation is stated in the Act of Parliament to be 'the founding and erecting an Hospital for the maintenance and education of the female children of decayed craftsmen and others, to be presented by persons who give donations thereto.' There is a set of rules for the management and administration of the Institution, made in pursuance of the Act of Parliament;* of which, including the Act of Parliament, two copies are sent herewith. Additional copies may be obtained from the Treasurer or Clerks.

3. The property and revenues of the Hospital, when founded, consisted of some houses and yards in Edinburgh, purchased by the 14 original Incorporations of the Craftsmen of Edinburgh, and converted into an Hospital, with 'a great and considerable donation' from the said Mary Erskine, and certain annual payments amounting to £206, 13s. 4d., for which the several Incorporations bound themselves by bonds for different amounts according to the number of presentations purchased by each Incorporation. The revenue is mainly derived from feu-duties in and about Edinburgh, from house property, including Rillbank House, and the Incorporations' annual payments. Gross revenue for year 1871-72, £1885, 19s. 1d. Net revenue, after deducting taxes, and cost of repairs, and management, £1524, 1s. 10d.

4. The administrators of the trust are the Deacons of the 13 (originally 14) Incorporations of the Craftsmen of Edinburgh, the two Trades Councillors, two of the name of Erskine, the representative of the Society of Barbers, and as many as with the foresaid persons shall make up 27 persons. These are Governors for one year. The names of the present Governors are sent herewith.

5. No.

6. The Deacons are elected by their respective Incorporations; the Trades Councillors by the convency, which consists of the Deacons of Incorporations. The two Governors of the name of Erskine are named by the representatives of the family of Mar. The representative of the Barbers is elected by the Society of Barbers; and the other Governors are

* The substance of the Act is contained in the Answers to Questions 2, 3, 4, 6, 7, and 12.

chosen by the Deacons of the Incorporations, the two Trades Councillors, and the two Governors of the name of Erskine.

7. The Governors exercise direct control over the whole Hospital in its staff, discipline, instruction, etc. They appoint the Matron, Governesses, Teachers, Treasurer, Medical Officer, Clerk, Officer, and every official connected with the Institution. They pay their salaries, regulate their duties, arrange the curriculum of study, fix the mode of discipline, etc. There is a committee to look after the internal management and the funds, another to attend to education, and a third to look after the property of the Institution. Two Governors visit the Hospital weekly in rotation.

8. The Governors have not deviated from the original constitution, further than that, as their funds improved, they have added new branches of education, given additional comforts in food and clothing, and larger outgoing allowances. In 1844 a rule was passed that girls should be permitted to leave the Hospital on reaching the age of 14, and reside with their parents or other guardian, with a view to their learning a trade, or being instructed in such branches of education as are not taught in the Hospital. Each child so leaving the house receives an annual out-door allowance of £13, 10s. till she reaches 17 years of age.

9. Girls, 48, of whom 20 are fatherless; of whom 28, though not fatherless, are children of decayed or necessitous families.

10. None—with this exception, that the more advanced girls in Music pay half fee for additional instruction in that branch. The number of these is 11.

11. The mode of election has already been explained. Each girl leaves on reaching her 17th birthday, and her place is immediately filled up by another girl presented by the Patron.

12. The girls presented by the Incorporations must be the daughters, granddaughters, or great-granddaughters of members of the Incorporated Trades of Edinburgh. There is no such qualification required in the case of private presentations.

13. They enter between the ages of 7 and 11, and leave at 17 years of age.

14. The Governors require that all girls presented are qualified in terms of the constitution. There is no entrance examination.

15. There has been no dismissal within the memory of the present Governors. There is no statutory power; but it is thought that the Governors would be entitled to exercise the power, if necessary.

16. Each Founder receives a sum of £10 on leaving.

17. There are 6 Foundationers residing out of the house with their parents or other guardians, with a view to learning a trade. Each gets an annual allowance of £13, 10s. for board and clothing. When they leave the Hospital for this purpose at 14, they cease to receive instruction at the Hospital or any other school at the expense of the Governors. It is the wish of the Governors to increase the above allowance as soon as the funds will permit.

18. None.

19. There are no non-Foundationers.

20. A statement of accounts is filed herewith for the last financial year, ending 31st October 1872. The accounts are audited annually by the Clerk to the Hospital. But the Treasurer's intromissions are examined and passed monthly by a Committee of Governors, called the Committee of Nine.

ABSTRACT of INCOME and EXPENDITURE of the TRADES MAIDEN HOSPITAL,
From 1st October 1871 to 1st October 1872.

CHARGE.

Balance due to Treasurer on last Account,	£1	5	6 $\frac{1}{4}$
Arrears at 1st October 1871,	50	3	6 $\frac{1}{2}$
Payments from Incorporations and Interest,	£204	0	9
Feu-duties—			
1. Grain Feus, Lands of Wrights' Houses,	£273	3	5
2. Money Feus, do.	876	16	11 $\frac{1}{2}$
3. Do., Argyle Square,	20	10	5
4. Do., Gayfield Square,	93	0	0
5. Do., Rillbank,	144	14	6
		1408	5
			3 $\frac{1}{2}$
Rents—			
1. Lands of Wrights' Houses and Rillbank,	£5	1	6
2. Grassmarket,	167	10	0
3. Bristo Street,	16	0	0
		188	11
			6
Miscellaneous Receipts,		30	1
			10
Casualties of Superiority and Public Burdens,		41	13
			11 $\frac{1}{4}$
	£1872	13	3 $\frac{3}{4}$
Income-Tax repayable by Government, etc.,		27	19
			5
Drawn from Bank,		869	18
			11
		2770	11
			7 $\frac{3}{4}$
	£2822	0	8 $\frac{1}{2}$
Balance due to Treasurer, per Cash-book,		1	0
			6
	£2823	1	2 $\frac{1}{2}$

DISCHARGE.

Expenditure, per Classified Account,	£1944	2	4 $\frac{3}{4}$
Income-Tax retained from Hospital,	39	0	3 $\frac{3}{4}$
Paid into Bank during the year, including Interest,	803	0	9
Arrears at 1st October 1872,	36	17	9
	£2823	1	2 $\frac{1}{2}$
Income as above,	£1872	13	3 $\frac{3}{4}$
Expenditure as above,	£1944	2	4 $\frac{3}{4}$
Less extraordinary outlay for converting Stable into Room, etc.,		80	13
			0
		1863	9
			4 $\frac{3}{4}$
Ordinary Income more than ordinary Expenditure,	£9	3	11

WE, members of the Committee appointed to audit the accounts of Mr. George Crichton, Treasurer of the Hospital founded by the Crafts of Edinburgh and Mary Erskine, for period from 1st October 1871 to 1st October 1872, having examined the accounts of his intromissions during that period: Do find that he has charged himself with the Hospital's whole revenue, fixed and casual, during the said period, and that the said Charge amounts to Two Thousand Eight Hundred and Twenty-two Pounds and Eightpence Halfpenny. We have also examined the Discharge, by comparing the particulars thereof with the vouchers produced, and find the same sufficiently instructed, and that the said Discharge amounts to Two Thousand Eight Hundred and Twenty-three Pounds

One Shilling and Twopence Halfpenny, whereby there arises a balance of One Pound and Sixpence due by the Hospital to the Treasurer. We have therefore to report it as our opinion that the Governors should discharge the said George Crichton of his intromissions for the period aforesaid, and place the foresaid balance to his credit in next year's account. In witness whereof, we have subscribed this docquet at Edinburgh, the Twenty-first day of October One thousand Eight hundred and Seventy-two years.

(Signed) W. B. MACK, *Deacon and Preses.*
 Dd. MOIR, *Governor.*
 PATRICK SETON, *Deacon.*
 WILLIAM SMITH, *Deacon.*

APPENDIX.

ANALYSIS OF EXPENDITURE.

<i>Maintenance.</i>			
Bread,		£94 15 5	
Butcher Meat,		98 19 9	
Milk and Butter,		50 1 0	
Meal, Barley, and Vegetables,		33 1 3	
Tea and Groceries,		46 11 8	
Petty Expenses,		2 15 8	
		<hr/>	£326 4 9
<i>Clothing.</i>			
Material for Dresses and other Clothing,		£141 10 10	
Shoes,		36 6 10	
		<hr/>	177 17 8
<i>Coals, Gas, Manure, etc.</i>			
Coals,		£83 5 8	
Gas,		16 12 11	
Water,		5 11 2	
Soap, Manure, etc.,		11 18 6	
		<hr/>	67 8 3
<i>Repairs on Hospital, etc.</i>			
Wright Work,		£5 2 1	
Painting and Glazing,		13 11 0	
Feu-duty,		4 2 6	
Smith and Plumber Work,		36 2 5	
Gravel, Sand, and Ashes,		8 7 0	
Sundries (including £4 for Sewerage Rate),		4 16 1	
		<hr/>	72 1 1
<i>Salaries.</i>			
Matron,		£52 10 0	
First Mistress,		40 0 0	
Second Mistress,		40 0 0	
Servants,		51 0 0	
Teacher, First English,		50 0 0	
... Junior do.		50 0 0	
... Writing and Arithmetic,		40 0 0	
... Drawing,		30 0 0	
... French,		30 0 0	
... German,		20 0 0	
... Singing,		21 0 0	
... Dancing,		15 15 0	
... Pianoforte,		30 0 0	
... Do. Fees for Private Classes,		60 12 8	
		<hr/>	
	Carry forward,	£530 17 8	£643 11 9

	Brought forward,	£580 17 8	£643 11 9
Surgeon,		21 0 0	
Dentist,		5 5 0	
Treasurer,		75 0 0	
Clerk, and for auditing Accounts,		20 0 0	
Officer,		52 0 0	
Hair-dresser,		1 8 0	
Annuity, Miss Craig,		15 0 0	
Musician,		1 1 0	
		<hr/>	721 11 8

Allowance to Out-going Girls.

9 Girls at £10 each,			90 0 0
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Out-door Board and Clothing.

Board and Clothing for Girls living out of the Hospital,			78 1 11
--	--	--	---------

Educational Expenses.

Piano-Tuning and Music,		£5 5 8	
Money Prizes,		8 2 0	
School-Books, Bibles, and Maps,		11 11 9	
Drawing and Writing Materials,		10 18 6	
Fees, Local Examination,		4 10 0	
		<hr/>	40 7 11

Public Burdens.

Minister's Stipend,		£40 6 4	
Poor-Rates, Prison-Tax, Land-Tax, Sewerage Assessment		18 19 2 $\frac{3}{4}$	
		<hr/>	59 5 6 $\frac{3}{4}$

Repairs on Property.

Plumber Work,		£15 16 0	
Painting,		19 10 6	
Insurance and Feu-duty,		5 10 1	
Smith Work,		10 17 6	
Wright Work,		7 17 0	
Slater Work,		3 19 1	
Plasterer Work,		0 13 8 $\frac{1}{2}$	
		<hr/>	64 3 10 $\frac{1}{2}$

Miscellaneous.

Interest on Borrowed Money,		£70 0 0	
Rent of Church Pew,		5 0 0	
Printing and Advertising,		10 19 6	
Tax on Gardener,		0 15 0	
Medicine,		1 18 1	
Jardine, Stodart, and Fraser's Business Account,		25 13 11	
Excursion Expenses and Annual Dinner,		50 6 2 $\frac{1}{2}$	
Messrs. Beattie's Account for converting Stable into Room, etc.,		80 13 0	
Petty Outlay for Stamps,		1 14 0	
		<hr/>	246 19 8 $\frac{1}{2}$

TOTAL, . £1944 2 4 $\frac{3}{4}$

State of Bank Account.

Balance due by Bank at October 1871,		£335 0 5
Paid into Bank during the year ending October 1872, including £4, 0s. 9d. of Interest,		803 0 9
		<hr/>
		£1138 1 2
Drawn out at October 1872,		869 18 11
		<hr/>
Balance due by Bank at October 1872,		£268 2 3

STOCK ACCOUNT.

1. Fen-duities of Wrights' Houses, estimated at	£21,500	0	0
2. Do. Gayfield Square,	2,300	0	0
3. Do. Argyle Square,	400	0	0
4. Do. at Rillbank,	3,300	0	0
5. Do. from Bruntfield Lodge and Grounds,	3,300	0	0
6. Lands of Wrights' Houses,	100	0	0
7. Property in Grassmarket,	1,500	0	0
8. Annual Payments by the several Incorporations. Allowing 4 per cent. for money, these payments are worth to the Hospital a principal sum of	5,000	0	0
9. Property at Rillbank, expended thereon,	6,000	0	0
10. Property in Bristo Street,	200	0	0
	£43,600	0	0
<i>Deduct—</i>			
Amount of Borrowed Money due by the Hospital,	1,600	0	0
	£42,000	0	0

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Forty-two reside in the Hospital, and six are boarded out of the Hospital with a view to learning a trade; they generally reside with a parent or other near relative.

2. Each Founder residing out of the house receives an annual allowance of £13, 10s.

3. No.

4. They are allowed to visit their relatives every Saturday, and spend the day with them. They cannot leave the limits of the grounds of the Institution on other days without leave of the Matron. Two months' holidays in summer, a week at Christmas, and a few days at each half-yearly communion.

5. An hour or two's confinement to the Hospital on a Saturday or other holiday, and imposing of additional tasks, are the only punishments inflicted. The Matron, with the concurrence of the Master, determines the punishment. There is no record kept.

6. At dinner time, several of the senior pupils are appointed to take charge over the junior; the Matron or a Governess being always present. The elder pupils also assist the younger ones in preparation of lessons. But there is no statutory rule on the subject.

7. The pupils are all under the supervision of the Lady Superintendent (or Matron) and two resident Governesses, the latter sleeping in rooms adjoining, with windows looking into the dormitories.

8. (1) One dormitory, 21 feet 9 inches long, 20 feet 2 inches broad, 13 feet high. Cubical space for each girl, 363½ feet. (2) One dormitory, 28 feet 4 inches long, 20 feet broad, and 13 feet high, with a large recess. Cubical space for each girl, 356⅔ feet. (3) One dormitory, 15 feet 10 inches long, 12 feet broad, and 13 feet high. Cubical space for each girl, 491 feet. The average number accommodated in No. 1 is 16, or 8 beds with 2 girls in each bed; in No. 2, 24 girls, or 12 beds with 2 in each; in No. 3, 5 girls, or 4 beds with 5 occupants.

9. Exercise and play in the open air within the grounds of the Institution daily. The younger children have four hours' play daily in the open air, weather permitting. The extent of the grounds is 1½ acres imperial. The children are fully as free in respect of amusements as the pupils at other schools.

10. Two lavatories with 5 basins in each, one with one basin. Five water-closets, and six baths. The sanitary arrangements are good.

11. Two deaths (2) have occurred within the last ten years.

12. A twenty-four hours' time-table, and the usual dietary scale for a week, are filed herewith.

DIETARY.

DAYS.	Breakfast, 8 A.M.	Lunch, 11 A.M.	Dinner, 2 P.M.	Tea, 5 P.M.	Supper, 8 P.M.
SUNDAY,	Porridge and Milk.		Mince Collops, Bread.	Tea, Bread and Butter.	Bread and Milk.
MONDAY,	Do.	Bread.	Broth and Beef, Potatoes and Bread.	Milk and Bread.	Cocoa and Bread.
TUESDAY,	Do.	Do.	Roast Beef, Pea-soup, Potatoes and Bread.	Do.	Do.
WEDNESDAY,	Do.	Do.	Fish Pie, Bread.	Bread and Butter, Tea.	Bread and Milk.
THURSDAY,	Do.	Do.	Beef and Mutton, Rice Soup.	Bread and Milk.	Bread and Cocoa.
FRIDAY,	Do.	Do.	Beef, Potatoes, Rice or Bread Pudding.	Do.	Cocoa and Bread.
SATURDAY,	Do.	Do.	Beef and Potatoes, Bread.	Do.	Bread and Milk.

III. INSTRUCTION.

1. Foundationers are chiefly drawn from the class of master-tradesmen in Edinburgh. There are presently in the house children of jewellers, silversmiths, engravers, builders, tailors, hatters, shoemakers, copper-smiths, joiners, painters, butchers, bakers, grocers,—one daughter of a clergyman, one of a doctor, one of a teacher.

2. The education given is intended to fit the girls for being governesses and teachers. Those who are boarded out of the house are set to learn trade of dressmaking, millinery, and other suitable employment.

3. A schedule is filed herewith, and follows :

ARRANGEMENT OF CLASSES.

FRENCH.

Monday, Wednesday, and Friday, 8-9 A.M.
 Preparation, { Tuesday, Thursday, and Saturday, 7.30-8 A.M.
 { Monday, 5.30-6. Friday, 4.30-5 P.M.

ENGLISH.

I. Class, every day except Saturday, 9-10 A.M.
 II. Class, " " 12-1 P.M.
 III. Class, " " 1-2 P.M.

GERMAN.

Tuesday and Thursday, 11-12 A.M.
 Preparation,—Monday and Wednesday, 11-12.

ARITHMETIC.

Monday, Wednesday, and each alternate Friday, 3-4 P.M.
 Breakfast, { Monday, Wednesday, and Friday, 7.40.
 { Tuesday, Thursday, and Saturday, 8.
 Dinner,—2. Tea,—5 or 5.30. Supper,—8.30.

WRITING.

Tuesday, Thursday, and each alternate Friday, 4-5 P.M.

PIANOFORTE.

Monday, 2-6. Wednesday, 3-5. Tuesday and Thursday, 4-6.
 Friday, 3-6.
 Practice, { Voluntary Class, one hour daily.
 { Public Class, half an hour daily.

VOCAL MUSIC.

Monday and Wednesday, 4-5.

DRAWING.

Tuesday and Thursday, 4-5.30.

DAILY RELIGIOUS INSTRUCTION.

Seniors, 1.30-2. Juniors, 12.30-1, or 4.30-5.

DANCING.

9th October to 31st January, 6-8 P.M.

PRAYERS.

Morning,— Monday, Wednesday, and Friday, 7.20; Tuesday and Thursday,
 8; Saturday and Sunday, 8.45.
 Evening,— " " " " 8.45.

NOTE.—The girls are taught sewing, knitting, etc. They assist in making their own dresses. They wash their collars and lighter articles of dress, and they make their own beds.

The girls learn to knit and sew, make their own clothes, assist in the usual household work, with a view of making them more useful in families wherein they may be employed as governesses.

4. A statement in answer to this query is filed herewith, and is as follows :

STATEMENT of the Actual Work done in the various Subjects of Study by the Highest Class in the School during their last Session, referring to Text-Books to illustrate the amount and character of the work :—

ENGLISH.—Shakespeare's *Merchant of Venice* (Clarendon Press Edition); Macaulay's Essay on Hallam's *Constitutional History of England*; History and

Geography of Ancient Greece (Collier's and Smith's Histories, and Edinburgh Academy Ancient Geography); Geography of North and South America (Anderson's Geography); Revision of Scottish and English History to Death of Anne (Collier's British History); Revision of Geography of British Islands (Anderson's Geography); Grammatical Analysis (Morell's Analysis); Practical Instruction in English Composition and in Reading. Brief Essays were written weekly; and about a month before the session closed, a subject for a more extensive Essay was prescribed, for which a special prize was given.

SCRIPTURE HISTORY.—The First and Second Books of Kings, and the Acts of the Apostles.

FRENCH.—Elements and part of Syntax in Grammar (Kunz's); Wrote Grammatical and Idiomatic Exercises; Read, Translated, and Parsed *twice* over the First Book, and *once* the Second Book, of Voltaire's Charles XII.; Translated a series of Extracts from *Moliere*, and learned a few pieces of Poetry.

GERMAN.—Weisse's Grammar; Abn's Method.

ARITHMETIC.—Davis's Arithmetic, to Compound Proportion inclusive.

DRAWING.—Ornamental Free Hand; Drawing from the Flat; Model Drawing, with the Rules of Perspective applied.

PIANOFORTE.—Fantasias on Operatic Airs; Classical Music; Scales and Exercises.

SINGING.—Course of Exercises in Sol-Fa Duets, and Solo Singing.

5. Religious instruction from the Bible is given daily. The girls go to church twice on Sundays. The elder girls write notes of the sermons. All the girls have Bible lessons in the evening.

6. Fifteen is the average number in a class. Promotion is regulated chiefly by attainments and capacity. Prizes are given. They are awarded by class marks and written examinations. A medal is awarded to the girl who takes the highest certificate at the Edinburgh University Local Examination.

7. The building is provided with suitable class-rooms. (1.) The English class-room is 28 feet 9 inches long, 20 feet 4 inches broad, and 12 feet 8 inches high, with 4 large windows. Average number of pupils here, 16. (2.) Sewing, singing, and drawing class-room, 28 feet 9 inches long, 20 feet broad, 12 feet 8 inches high, with 4 large windows. Average number of pupils here, 20. (3.) Music-room is 20 feet 5 inches long, 14 feet broad, and 12 feet 4 inches high; one large window. Average number of pupils, 6. Dining-hall, 29 feet long, 20 feet 4 inches broad, and 12 feet 6 inches high, with 4 large windows. The area of the grounds is $1\frac{1}{2}$ acres imperial measure. There is a library.

8. The Governors appoint the Matron or Lady Superintendent. She does not conduct the instruction of any class; her duties are confined to superintendence of the classes generally, and giving religious instruction. She also superintends the behaviour of the children, and the management of the house. Her tenure of office is during the pleasure of the Governors. She takes care that the Masters attend at their several hours of teaching.

9. A list is filed herewith, and follows. No portion of Teachers' emoluments derived from fees, except in the case of the Music Master, who gets one-half fees from the advanced pupils for additional instruction. The appointments are during pleasure.

LIST OF OFFICERS AND THEIR SALARIES.

Mr. George Portcous, Head English Master,	One hour per day,	£	s.	d.
	Saturday excepted.	50	0	0
„ M'Dougall, Second English Master	. Two hours per day	. 50	0	0
„ Anderson, Arithmetic and Writing	. One hour daily	. 40	0	0

M. Kunz, French Teacher	One hour three times a week	£ s. d. 30 0 0
Mr. Huxtable, Teacher of Music	Four hours per week	30 0 0
„ Fortie, Teacher of Drawing	One hour and a half twice a week	30 0 0
„ Strang, Teacher of Vocal Music	One hour twice a week	21 0 0
„ Huxtable, Voluntary Class	Nine hours per week	60 0 0
Herr Weisse, German	One hour twice a week	30 0 0
<i>(This Class to be discontinued; the time to be devoted to Advanced English.)</i>		
Officer	For year	52 0 0
Treasurer	„	75 0 0
Clerk	„	20 0 0
Medical Officer	„	21 0 0
Dentist	„	5 5 0
Servants' Wages	„	51 0 0
Matron	„	52 10 0
Mistress	„	40 0 0
„	„	40 0 0
Hair-dresser	„	1 8 0
Mr. Milne, Teacher of Dancing	For the session of four months	15 15 0

10. There is no provision such as here mentioned; but in point of fact the Governors give superannuation allowances when necessary, and at present there is an old governess receiving such allowance.

11. There has been no such report. The test of the progress of the Institution is the examination the pupils undergo at the University Examinations.

12. Not further than that, at the University Examinations, the children who go up for examination are quite equal in their educational progress with the children of same age in other educational institutions.

13. Not applicable.

14. The pupils who have left the Institution during the last ten years have mostly become governesses, and some milliners and dressmakers. Several have married well.

GENERAL.

They have; and last year they applied to the Home Secretary for a Provisional Order to carry out the contemplated changes; but same was not granted.

NOTE.—The Governors do not consider the Hospital to be an 'endowed institution.' It is rather of the character of an association of the Incorporated Trades, and others who chose to join with them, for the education of their children, for which the Incorporated Trades pay an annual sum, while the private patrons made one single payment for the purchase of their rights. It is thus in reality an institution founded and supported solely for the benefit of the parties who have contributed and are presently contributing for its maintenance.

ORPHAN HOSPITAL AND WORKHOUSE AT EDINBURGH.

I. NATURE OF FOUNDATION.

1. 1727. Voluntary contributions promoted by Andrew Gairdner, merchant in Edinburgh.

2. Copy Letters Patent by His Majesty George the Second, 1742, and relative Statutes or Bye-laws produced herewith.

3. (1) Original sum contributed in 1727, One thousand pounds. (2) See state of capital in last year's annual account, showing present investment of the funds. (3) See state of capital in last year's annual account, showing gross and net annual revenue.

4. (1) See Letters Patent by George the Second, dated 6th and 12th August 1742, with relative Statutes or Bye-laws herewith produced. (2) The Corporation is composed of about 90 members, consisting of leading citizens of Edinburgh, and noblemen and gentlemen connected with Scotland, from whom the Managers are selected. (3) See separate list of Managers and Office-bearers, p. 671.

5. No.

6. Fifteen Managers are elected by the Corporation, on second Monday in August annually. The Corporation consist of 'contributors or donors of some money, less or more, for the use and benefit of the Corporation.'

7. The Managers meet at the Hospital on the first Friday of each month, and three Visiting Managers are appointed for each month. The Managers, with the assistance of several Committees, exercise direct control over the whole affairs of the Hospital; and their proceedings are subject to the approval of the Corporation, who hold quarterly meetings at the Hospital.

8. The present application of the funds is in terms of the original foundation, and the benefits have not been diverted.

9. Boys, 57; girls, 33;—all of whom are fatherless, and are children of decayed or necessitous families.

10. As the revenue will not admit of the Hospital being filled with inmates, boarders being orphans are received, boys at £16, and girls at £14, per annum. There are at present 26 boarders in the house. There are also 24 presentees, who are maintained by the proceeds or gifts of money to the Hospital by certain patrons, such money gifts being now included in the capital of the Hospital's general funds.

11. Nine vacancies at last election, and thirty-seven applicants. See printed list herewith produced.

12. All the children in the Hospital are fatherless, and were certified to have been in poverty. Preference generally given to entire orphans. See printed list of applications for admission for 1872,

13. Not under seven years of age nor above ten, except in the cases of presentees or boarders, who must be under eleven. Inmates leave about fourteen years of age on an average.

14. (1) No. (2) The Managers have recently resolved to examine the applicants, when practicable, before future elections, as to their health, bodily and mental.

15. The Managers hold themselves at liberty to dismiss any inmate, but such cases very rarely occur.

16. There is a capital sum of £766, the interest of which is applied towards giving occasional assistance to inmates after leaving the Hospital, the allocation of which is left in the hands of the Treasurer and House-Governor.

17. None.

18. None.

19. None.

20. The annual account (printed abstract) for year ending 31st July 1872 is produced herewith. There are also quarterly accounts kept by the Treasurer; and all the accounts are afterwards audited by the official Accountant to the Hospital.

ORPHAN HOSPITAL — Abstract of the Treasurer's Account from 31st July 1871 to 31st July 1872.

CHARGE.

I. Balance due by Treasurer at 31st July 1871,	£38 0 8	
II. Arrear of Rent outstanding at do.,	101 0 0	
III. Balance in Account with the Royal Bank of Scotland at do.,	85 12 6	
IV. Revenue arising during this Account, viz. :—		
1. Dividends from Stocks,	£786 3 3	
2. Annuity from Dr. Schaw's Trustees,	5 0 0	
3. Interest on Money lent,	956 14 7	
4. Rental of Lands and Houses, and Feu- duties,	278 9 6	
5. Board received for Orphans,	386 10 6	
6. Donations under £5,	9 4 0	
7. Miscellaneous Receipts,	27 8 11	
	AMOUNT OF REVENUE,	2,449 10 9
V. Legacy received,		49 10 0
VI. Property and Income-Tax for year to 31st July 1871, repaid by Government,		33 11 10 ⁶
	AMOUNT OF THE CHARGE,	<u>£2,757 5 9⁶</u>

DISCHARGE.

I. Expenditure chargeable against Revenue :—

1. Expenses of the Establishment.

(1.) Household Expenses, viz. :—

Victualling,	£899 0 5	
Water-Duty,	15 0 0	
Coals,	89 14 6	
Gas,	20 15 5	
Soap and Soda,	39 4 8	
Sundries,	9 6 5	
		£1,073 1 5

(2.) Clothing (including Outfit of outgoing Children), 345 13 6

(3.) Salaries, viz. :—

House-Governor,	£100 0 0	
Matron,	45 0 0	

Carry forward, £145 0 0 £1,418 14 11

	Brought forward,	£145 0 0	£1,418 14 11
Assistant Teacher,	.	33 14 0	
Female Teacher,	.	13 15 0	
Gardener,	.	52 0 0	
Female Servants,	.	93 16 0	
Surgeon,	.	40 0 0	
Teachers of Music,	.	17 18 0	
Teacher of Drawing,	.	5 0 0	
Drill-Master,	.	6 3 0	
			407 6 0
(4.) Books, Stationery, etc.,	.		21 4 7
(5.) Plenishing and Utensils,	.		109 12 4
(6.) Incidents,	.		17 5 1
			<u>£1,974 2 11</u>
2. Improvements and Repairs on the Hospital Buildings, Furniture, etc.,	.		60 4 10
3. Expenses connected with Hospital Garden and Grounds,	.		25 0 10
4. Public, Parochial, and other Annual Burdens,	.		28 15 10 ¹⁰
5. Feu-duties paid,	.		4 3 3 ¹⁰
6. Insurance against Fire,	.		4 5 6
7. Premiums to former Pupils,	.		20 6 0
8. Church Seat-Rents,	.		25 0 0
9. Repairs, etc. to Properties,	.		20 13 8
10. Funeral Expenses,	.		2 7 6
11. Payment to 'Lumsden's Mortification,'	.		6 0 0
12. Miscellaneous Payments,	.		4 8 6
13. Expenses of Management, viz. :—			
Salary to Treasurer,	.	£31 10 0	
Salary to Clerk,	.	21 0 0	
Business Account to do.,	.	7 16 3	
Printing, Stationery, and Advertising,	.	18 14 6	
Incidents,	.	1 1 0	
			<u>80 1 9</u>
	AMOUNT OF EXPENDITURE,		<u>£2,255 10 8^a</u>
II. Property and Income-Tax paid for year to 31st July 1872 (to be repaid by Government),	.		43 1 0 ⁴
III. Arrear of Rent outstanding at 31st July 1872,	.		54 3 10
IV. Balance due by the Royal Bank of Scotland at do.,	.		439 7 3
	AMOUNT OF THE DISCHARGE,		<u>£2,792 2 10</u>
Do. CHARGE,	.		2,757 5 9 ^s
Balance due to the Treasurer at 31st July 1872,	.		<u><u>£34 17 0^s</u></u>

Note.—From the above Abstract it will be seen that—

The Revenue arising during the year was, per Branch IV. of Charge,	.	£2,449 10 9
And that the Expenditure was, per Branch I. of Discharge,	.	2,225 10 8 ^s
Showing an Excess of Revenue of	.	<u>£194 0 0⁴</u>

The average Number of Children in the Hospital during the year was 83.

FUND FOR AID OF FORMER PUPILS.

This Fund, as shown in Statement annexed to annual account for year to 31st July 1872, amounts to £766, 18s. 9^d. The Income arising from it is applied to aid friendless Orphans after leaving the Hospital.

STATE of PROPERTY and FUNDS belonging to the Incorporation of the Orphan Hospital, Edinburgh, as at 31st July 1872.

I. Estimated Value of Lands, Houses, and Fens (exclusive of the Hospital Buildings and Ground),* viz. :—		
Lands at Inveresk, Rosehall Farm,	£5,000	0 0
Fen at Barber's Burn, near Jock's Lodge,	100	0 0
Fen of Lands of Old Greenlaw,	20	0 0
Shop, No. 295 High Street,	500	0 0
Subjects in Charles Street,	480	0 0
II. Value of Stocks in Public Companies at Selling Prices at 31st July 1872, viz. :—		
£2,380 City of Edinburgh Bonds of Annuity,	£1,808	16 0
£4,100 Stock of the Royal Bank of Scotland,	7,954	0 0
£900 Stock of the National Bank of Scotland,	2,691	0 0
£1,000 Stock of the Bank of Scotland,	2,820	0 0
£1,002, 10s. 2d. Stock of the Bank of England,	2,446	2 4
		17,719 18 4
III. Value of Annuity payable by Dr. Schaw's Trustees,		100 0 0
IV. Money lent on Heritable and Debenture Bonds and on Promissory Notes, viz. :—		
Sum lent on Heritable Bond of Annuity to Sir Thomas Moncreiffe of Moncreiffe, Bart.,	£5,000	0 0
Sum lent to the Glasgow and South-Western Railway Company on their Debenture Bond No. 1348,	6,500	0 0
Sum lent to the Caledonian Railway Company on their Debenture Bond No. 2-1409,	5,000	0 0
Sum lent ditto on their Debenture Bond No. 2-366,	3,000	0 0
Sum lent do. do. No. 3174,	700	0 0
Sum lent to the Governors of George Watson's Hospital on their Treasurer's Promissory Note,	3,000	0 0
		23,200 0 0
V. Amount of Property and Income-Tax for year to 31st July 1872, to be received back from Government,		43 1 0 ⁴ / ₂
VI. Arrear of Rent outstanding at 31st July 1872,		54 3 10
VII. Balance due by the Royal Bank of Scotland on Account-Current at this date,		439 7 3
		£47,656 10 5 ⁴ / ₂
Deduct Balance due to Treasurer at this date,		34 17 0 ⁶ / ₂
		£47,621 13 4 ⁰ / ₂
AMOUNT OF CAPITAL at 31st July 1872,		£47,621 13 4 ⁰ / ₂

Certified by JOHN SCOTT MONCRIEFF, *Treasurer*.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 57 ; girls, 33.
2. All reside in the Hospital.

* The actual cost of the Hospital buildings and ground was stated in former accounts as £20,658, 7s. 1d.

3. Yes. Boys: cord trousers; brown cloth jackets and vests; brass buttons with O. H. stamped on them.

4. Visits received every day betwixt twelve and three o'clock from friends in town; at any reasonable hour from friends at a distance. Boys are frequently sent out on errands, and during summer have occasional excursions to the country and sea-bathing. Inmates receive a holiday once in four weeks for visiting friends, and a fortnight once a year during summer.

5. (1) With the 'taws,' and sometimes the loss of a holiday, but never deprived of ordinary food. (2) The Master. (3) No record is kept.

6. Yes. One boy over each bedroom reports every morning. One has charge of the play-ground. One has charge of shoe-cleaning. One has charge of combing and brushing a certain number. All report to the Master as to work done and behaviour.

7. Boys—*By day*, Master Assistant and senior boys. Girls—Mistress and Sewing Mistress by day, and senior girls by night. Senior boys *by night* take charge of bedrooms.

8. Dimensions of dormitories.

1st dormitory,	22. 9 × 24.4 × 12	feet.	} 27,623 cubic feet.
2d do.	19. 9 × 9.4 × 12	"	
3d do.	23. 2 × 18.6 × 11.10	"	
4th do.	25. 2 × 18.0 × 13	"	
5th do.	12. 6 × 11.4 × 13	"	
6th do.	25.10 × 18.0 × 12	"	
			493 do. for each boy.
			525 do. for each girl.

32 Girls occupy three rooms similar to Nos. 3, 4, and 6 dormitories. 12 is the average number above ten years of age who have separate beds; below that they sleep two and two.

9. Football and cricket in the park in front of the Hospital, which is two acres in extent. Games same as other boys, on play-ground at the back of the Hospital; extent one acre. Girls have an acre, and hoops, balls, croquet, skipping-ropes, and seat-swing for their amusement.

10. (1) There are six large lavatories; three for boys and three for girls. There are two bath-rooms, with two plunge baths in each. (2) The sanitary arrangements are considered very good, which is proved by the unusual freedom from serious illnesses. There are two public W. C.'s, and two private ones for night.

11. In sixteen years five boys and five girls died in the Hospital.

12. (1) A twenty-four hours' time-table is produced herewith, and follows. (2) The usual dietary scale for a week is also produced, and follows.

ORPHAN HOSPITAL.—TABULAR STATE, showing Daily Routine in Hospital on and after 5th January 1860.

At 7 in winter and 6 in summer. Hospital bell rings. All the children rise. Private prayers under eye of Master or Assistant. A cold plunge bath. Six elder boys proceed to feed the stove. Assist the other children in the two basin-rooms and six wards in dressing and bed-making. Cleaning water-closet, etc. Every senior boy in charge reports. Twelve oldest boys clean all the boots. Every one of children able to do anything has a charge, such as shoe-cleaning, knife-cleaning, stove-feeding, books mending, buttons sewing, all under Master and Assistants, or, when they are at breakfast, under a senior boy. Those children unoccupied play either within or out of doors, according to the state of the weather, and under the supervision of a senior boy, who reports.

- A.M.
- 8.0 Breakfast. The House-Governor or Assistant attends, and is responsible for proper conduct of boys. After breakfast, boys variously engaged. Visit sickroom, etc., till
- 9.0 Family worship till 9.15.
- 9.30 School, under Master and Assistant and Monitors, until 12 o'clock. In the option of the House-Governor, a quarter of an hour's interval about 11 o'clock.
- 12-1 Work with gardener when required. 14 Boys generally go to work in the garden, generally from 12 to 1 and from 4 to 6 o'clock, reading, messages, etc. Junior son the play-ground under a senior boy, who reports. All under Master.
- P.M.
- 1.0 Dinner. Matron sees that meat cut and divided by female servants as far as possible. The Assistant-Teacher attends at dinner, or the House-Governor in his absence.
- 1.30 At play-ground, under senior boys.
- 2.0 School, under Master, Assistant, and Monitors.
- 4.0 Children receive some food. Similar to what goes on from 12 to 1. Master and Assistant dine at Matron's table.
- 5.30 Preparing for next day's school lessons, under Monitors, Assistant, or Master.
- 7.0 Family worship for 15 minutes.
- 7.30 Supper; some arrangement as at breakfast.
- 7.45-9 W.C. Bathing some weakly boys. Reading, singing, amusements, private prayer, and off to bed under eye of Master or Assistant.
- 12-1 Band Master on Friday. Singing Master on Friday from 4 to 5. Drill Master on Saturday from 12 to 1. About 16 girls are employed in all parts of the house when out of school, laundry, kitchen, dining-rooms, and waiting Matron's table. Girls are engaged from 4.30 to 6.30 P.M. daily at sewing and knitting. They make the boys' shirts, their own chemises, and mend them. Walks and games on Saturday afternoon. Sea-bathing once a week in its season. Sea is three miles distant. A cart is used for the younger ones. Church takes 15 minutes' walk; so going and coming makes one hour's walk. After church hours, when the weather is fine, children walk in the grounds, which are about seven acres.

JOHN CRAWFORD, *House-Governor.*

DIETARY SCALE FOR CHILDREN OF ORPHAN HOSPITAL.

- MONDAY, . Broth, beef, and bread: $\frac{1}{4}$ lb. beef, and 6, 5, and 4 oz. bread to each.
- TUESDAY, . Rice-pudding with sweet milk and bread.
- WEDNESDAY, Broth, beef, and bread.
The one week the boys have roast mutton, the other week the girls have it.
- THURSDAY, Pea-soup and bread.
- FRIDAY, . Stewed beef and vegetables and bread.
- SATURDAY, Broth, beef, and bread.
- SABBATH, . In winter, pea-soup and bread; in summer, sweet milk and bread.

BREAKFAST.

Porridge and butter milk.

SUPPER.

Porridge and sweet milk, occasionally bread and milk.

At four o'clock each child has a piece of bread. On Sabbath, tea and bread and butter.

JOHN CRAWFORD, *House-Governor*.

III. INSTRUCTION.

1. Tradesmen generally. All the children's fathers are dead. See also printed list of applications for admission for 1872.

2. No. Under the advice of employers of such children, no such instruction is given.

3. Time-table herewith produced, and follows :

[TIME-TABLE.]

TIME-TABLE.

	9.30-10.	10-10.45.	10.45-11.
MONDAY.	<ol style="list-style-type: none"> 1. Bible and Catechism, M. 2. Bible and Catechism, M. 3. Bible and Catechism, A. 4. Bible and Catechism, A. 5. Bible and Catechism, A. 	<ol style="list-style-type: none"> 1. Senior Reader, Spellings, Meanings, M. 2. Arithmetic (Monday). 3. Reading and Spelling, A. 4. Dictation & Arithmetic, A. 5. Reading & Dictation (Mon.). 	Interval.
TUESDAY.	<ol style="list-style-type: none"> 1. } Same as above. 2. } 3. } 4. } 5. } 	<ol style="list-style-type: none"> 1. Book of Poetry, Dictation, and Etymology, M. 2. Arithmetic (Monday). 3. Reading, Dictation, and Meanings, A. 4. Dictation and Arithmetic (Monday). 5. Reading and Dictation. 	Interval.
WEDNESDAY.	<ol style="list-style-type: none"> 1. } Same as above. 2. } 3. } 4. } 5. } 	<ol style="list-style-type: none"> 1. Senior Reader, Spellings, and Meanings, M. 2. Arithmetic. 3. } Same as Monday. 4. } 5. } 	Interval.
THURSDAY.	<ol style="list-style-type: none"> 1. } Same as above. 2. } 3. } 4. } 5. } 	<ol style="list-style-type: none"> 1. Poetry Book, Dictation, and Etymology. 2. Arithmetic (Monday). 3. } Same as Tuesday. 4. } 5. } 	Interval.
FRIDAY.	<ol style="list-style-type: none"> 1. } Same as above. 2. } 3. } 4. } 4. } 	<ol style="list-style-type: none"> 1. Senior Reader, Spelling, and Dictation. 2. Arithmetic (Monday). 3. } Same as Monday. 4. } 5. } 	Interval.
SATURDAY.	<ol style="list-style-type: none"> 1. } Same as above. 2. } 3. } 4. } 5. } 	<ol style="list-style-type: none"> 1. Book of Poetry, Dictation, and Etymology. 2. Arithmetic. 3. } Same as Monday. 4. } 5. } 	Interval.

TIME-TABLE.

11-12.		2-2.35.	2.35-3.15.	3.15-4.
1. Arithmetic. 2. Reading, Spelling. 3. Arithmetic. 11-11.30. | 11.30-12. 4. Reading. | Arithm'c. 5. Arithm'c. | Reading.	Interval.	1. Geography and Map, M. 2. Arith. (Mon.). 3. Geography and Reading, A. 4. Geography and Arithmetic, A. 5. Read. (Mon.).	1. Arithmetic (Monday). 2. Geog. & Map, M. 3. Arithmetic, A. 4. Reading, A. 5. Arith. (Mon.).	1. Writing and Bookkeeping. 2. Writing. 3. Writing. 4. Writing. 5. Writing.
1. Arithmetic. 2. History, Dictation, & Meanings. 3. } 4. } Same as Monday. 5. }	Interval.	1. Drawing. 2. Drawing. 3. Drawing. 4. Drawing. 5. Drawing.	1. Drawing. 2. Drawing. 3. Drawing. 4. Drawing. 5. Drawing.	1. Eng. Grammar and Essay, M. 2. Eng. Grammar and Essay, M. 3. Grammar and Reading, A. 4. Grammar and Reading, A. 5. Read. (Mon.).
1. Arithmetic. 2. Reading, Spelling, & Meanings. 3. } 4. } Same as Monday. 5. }	Interval.	1. Geography and Map. 2. Arithmetic. 3. } Same 4. } as 5. } Monday.	1. Arithmetic. 2. Geography and Map. 3. } Same 4. } as 5. } Monday.	1. Writing and Bookkeeping. 2. Writing. 3. Writing. 4. Writing. 5. Writing.
1. Arithmetic. 2. History, Dictation, & Meanings. 3. } 4. } Same as Monday. 5. }	Interval.	1. Eng. Grammar and Verses. 2. Arithmetic. 3. } Same 4. } as 5. } Monday.	1. Arithmetic. 2. Eng. Grammar and Verses. 3. } Same 4. } as 5. } Monday.	1. Writing and Bookkeeping. 2. Writing. 3. Writing. 4. Writing. 5. Writing.
1. Arithmetic. 2. Reading, Spelling, & Meanings. 3.) 4. } Same as Monday. 5. }	Interval.	1. Eng. Grammar and Essay. 2. Arithmetic. 3.) Same as 4. } Tuesday, 5. } 3.15-4.	1. Arithmetic. 2. Grammar and Verses. 3.) Same 4. } as 5. } Monday.	1. Writing and Bookkeeping. 2. Writing. 3. Writing. 4. Writing. 5. Writing.
1. Arithmetic. 2. History, Dictation, & Meanings. 3. } 4. } Same as Monday. 5. }	Interval.	1. 2. 3. 4. 5.	HALF HOLIDAY.	

Boys—During summer, boys work in gardens, on an average, two hours a day. *Girls*—Sewing and knitting two hours a day, under Matron and Sewing Mistress. Make their own underclothing and boys' shirts, also some dresses. Mending stockings. Elder girls also instructed in cookery and laundry work.

4. Arithmetic—Compound proportion, practice, fractions, mensuration of surfaces and solids, square and cubic roots. Bible committed to memory—first three chapters in Genesis, 6th chapter of Proverbs. Shorter Catechism. British History (Collier's), the whole of it. Nelson's Book of Poetry and Senior Reader; etymology, spelling, meaning of words. Essays on subjects prescribed; verses composed; maps drawn. English Grammar; Drawing; Geography of the Globe; Geography of the British Empire, Europe, Palestine; and Bookkeeping.

5. Daily instruction is given in religion and hourly training. Sunday—private prayers; family worship; Church forenoon and afternoon; Sabbath school from 5 to 6.30 p.m., by Master and Mistress, and two Assistants; family worship and private prayers. The intervals are occupied in reading religious books. Each one reads for himself or herself, and sometimes one reads for all.

6. (1) Eighteen. (2) Merit. (3) Yes. (4) By marking daily for three months previously.

7. (1) Yes. (2) 55 feet in length, 24 feet in breadth, and 15½ feet in height. 88 pupils. (3) There is a library.

8 (1) The Managers. (2) House-Governor conducts the instruction of two classes in particular, and directs the whole in general, with the assistance of a junior teacher. Both boys and girls. (3) During the pleasure of the Managers. (4) By giving general directions.

9. Salaries.

Resident.	}	Mr. John Crawford, Governor,	£100	0
		Mr. John Gordon, Assistant,	35	0
		Miss Jane Neilson, Matron,	45	0
		Miss Elizabeth M'Kay, Sewing Mistress,	15	0
		Mr. William Kerr, Singing Master,	10	10
		Mr. Laubach, Bandmaster,	7	8 varies.
		Mr. A. Morley, Drawing Master, . . . . .	...
		Mr. Donnelly, Drill Master,	6	3 varies.

No fees paid by inmates.

10. No.

11. No.

12. None but this, viz. the general conduct and success in life of the inmates after leaving the Hospital, keeping in view their grade in life, for which see answer to Query 14 below.

13. Not the class of boys for Universities.

14. Record of old pupils from 1856 to 1872, produced herewith.

OCCUPATIONS of BOYS who left between 1856 and 1870.

At another School	3	Clerks	21
Bakers	5	Civil Engineer	1
Booksellers	3	Coopers	2
Brassfounders	3	Confectioner	1
Brushmakers	3	Cover Boy	1
Cabinetmakers	3	Dairyman	1
Cabman	1	Draughtsman	1
Carter	1	Emigrated	3
Carver	1	Factory Hands	5
Chairmaker	1	Farming, out of Scotland	3

Fisherman	1	Smith	1
Footmen	7	Soldiers	12
Glass Cutter	1	Stationers	3
Glass Stainers	2	Stationmaster	1
Grocers	4	Student	1
Gunsmith	1	Tailors	2
Joiners	3	Tinsmiths	2
Lathsplitter	1	Upholsterer	1
Marble Cutters	2	Victual-dealer, Master	1
Masons	2	Waiters	5
Miller	1	Lost sight of	4
Painters	2	Died in Hospital	5
Sailors	9	Died after leaving	12
Plumbers	2	Bad	3
Printers	7	Vandriver	1
Sergeant of Police	1		<u>166</u>
Shop Porters	3		

OCCUPATIONS of GIRLS who left between 1856 and 1872.

At another School	3	Servants	33
Bookkeeper	1	Shop Girls	3
Dressmakers	6	Trimmer	1
Emigrated	3	Died in Hospital	5
Factory Hands	3	Died after leaving	9
Governesses	6	Lost sight of	9
Home, Assisting Mothers	2	Bad	2
Machinists	2		<u>108</u>
Married	15		
Milliners	2		
Needlewomen	3		

Known connected with the House before 1856 48

Known connected with the House from 1856 to 1872 274

322JOHN CRAWFORD, *House-Governor.*

GENERAL.

Produced herewith, certified extracts from the Minutes of the Managers under the 'Endowed Hospitals (Scotland) Act, 1869,' together with printed report therein referred to.*

ORPHAN HOSPITAL.—LIST OF MANAGERS, COMMITTEES, AND MONTHLY VISITORS FOR 1872-73.

PRESIDENT.

The Honourable Lord Cowan.

MANAGERS.

The Rev. Thomas Brown.	Mr. David Small.
Messrs. Alexander Auchie.	The Rev. William Fraser.
„ James Wilson.	General Anderson.
„ Robert Walker.	The Rev. Alexander Whyte.
Dr. Omond.	Messrs. David Maelagan.
Messrs. D. M. Macandrew.	„ Alexander Scott.
„ William Sibbald.	„ William Dickson.
The Rev. Mr. Scott Monerieff.	

* The object which the Governors had in view was to board out the beneficiaries in families, and sell the building.

OFFICE-BEARERS.

Mr. John Scott Moneriew, <i>Treasurer.</i>	|	Mr. James Gray, <i>Comptroller.</i>
Mr. William Brown, <i>Surgeon.</i>	|	Mr. Thomas Strong, <i>W.S., Clerk.</i>
		Mr. Thomas Martin, <i>Accountant.</i>

COMMITTEES:

HOUSE COMMITTEE.

Mr. Alexander Auchie.	|	Mr. Alexander Scott.
Rev. Mr. Scott Moneriew.	|	General Anderson.
Dr. Omond.	|	Mr. David Small.

EDUCATION COMMITTEE.

Messrs. James Wilson.	|	Mr. Robert Walker.
„ William Dickson.	|	Rev. Mr. Whyte.
„ D. M. Macandrew.	|	Rev. W. Fraser.

ELECTION COMMITTEE.

Rev. Thomas Brown.	|	Mr. Robert Walker.
Messrs. Alexander Auchie.	|	Dr. Omond.
„ James Wilson.	|	Mr. D. M. Macandrew.

ACCOUNTS COMMITTEE.

Messrs. David Maelagan.	|	Messrs. D. M. Macandrew.
„ David Small.	|	„ William Sibbald.

The Rev. Thomas Brown and Treasurer, members of all Committees.

MONTHLY VISITORS.

Mr. Robert Walker.	}	September and March.	Dr. Omond.	}	October and April.
Rev. Mr. Fraser.			Rev. Thomas Brown.		
Mr. W. Sibbald.			Mr. D. M. Macandrew.		
Mr. James Wilson.	}	November and May.	Mr. Alexander Auchie.	}	December and June.
General Anderson.			Rev. Mr. Whyte.		
Rev. Mr. S. Moneriew.			General Anderson.		
Mr. David Maelagan.	}	January and July.	Mr. James Wilson.	}	February and August.
Mr. Alexander Scott.			Mr. D. M. Macandrew.		
Mr. William Dickson.			Mr. David Small.		

CAUVIN'S HOSPITAL, DUDDINGSTON, NEAR EDINBURGH.

I. NATURE OF FOUNDATION.

1. The name of the Founder was Louis Cauvin, some time teacher of the French language in Edinburgh. The date of his trust-settlement was 26th March 1817, and of the last of the codicils 28th October 1824; Act of Parliament 28th May 1827; date of trust-settlement 26th March 1817, and codicils 28th October 1824. Hospital opened 1833. Act 'to amend,' etc., 10th August 1842.

2. The specification of the objects of the charity, in terms of the Founder's testament, is in these words: 'An Hospital and Charitable Institution for the relief, maintenance, and education of such a number of boys, the sons of respectable but poor teachers, the sons of poor but honest farmers, whom failing, the sons of respectable master printers or booksellers, and the sons of respectable servants in the agricultural line, which the remainder of my trust funds shall be sufficient adequately and properly to clothe, educate, and maintain in the said Hospital or Sanetuary.' Two Acts of Parliament were obtained, dated 28th May 1827, and 10th August 1842, and copies may be obtained from the Factor.

3. The estate left by the Founder will appear from the copy of his trust-disposition and settlement, and Act of Parliament to explain and modify the same, obtained on 28th May 1827, with schedule attached, and which are sent herewith. There are also sent herewith, Abstract of the Factor's accounts for the year to 31st December 1871, and state of the funds, showing how the same are at present invested, which will give the information wanted.*

4. The constitution of the trust will be seen from the copy of the regulations sent herewith. The Governors of the Institution are as follows, viz.: The Right Honourable the Lord Provost of Edinburgh; Sir Alexander Grant, Bart., Principal of the University of Edinburgh; Rev. J. A. H. Paton, Duddingston; Rev. John Stewart, Liberton; Rev. J. MacGregor, Newton; Dr. Donaldson, Rector of High School, Edinburgh; A. Wauchope, Esq. of Niddrie; J. O. Maekenzie, Esq., W.S., Factor for Duke of Abercorn; Andrew Scott, Esq., W.S.; John Gordon, Esq., Government Inspector of Schools; David Scott, Esq., Meadowfield, Duddingston; Rev. Dr. Crawford; and James Hope, Esq., Duddingston.

5. No.

6. The existing Governors are empowered to nominate and appoint others to assist them, over and above those specified in the Founder's trust-settlement.

* See end of Answers, p. 677.

7. This will be ascertained from the copy of the regulations sent herewith.
8. Enclosed is Act of Parliament, dated 28th May 1827, obtained for the purpose of incorporating the Governors; making a slight alteration in the ages for admission into and leaving the Institution; and for powers to sell the heritable property. No other change has been made.
9. Boys, 26; girls, none;—all of whom are children of decayed or necessitous teachers or farmers. Of these, 15 had lost their fathers before entering the Institution.
10. None.
11. Two vacancies and five applicants.
12. Seven are the sons of parochial or burgh schoolmasters, nine are the sons of teachers, ten are sons of farmers.
13. They are admitted between the ages of six and eight, and leave six years after date of admission.
14. None.
15. Yes, in the Governors.
16. The Governors are empowered by the Founder's trust-settlement to present each boy with £10 on his leaving the Institution. This power has been modified to the effect of paying each boy £10 on his becoming bound apprentice to some business.
17. None.
18. None.
- 19.
20. The abstract referred to under Query 3 gives a statement of the accounts for the last financial year. These accounts are audited annually by Messrs. Dickson and Armitage, chartered accountants, Edinburgh. (*Vide p. 677.*)

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 26; girls, none.
2. All reside in the Hospital.
3. Ycs.
4. (1) Friends may visit when they choose. (2) The older boys are allowed to go out, with the Master's permission; the younger ones only in charge of friends, or occasionally in charge of older pupils. (3) One day every three months, and six weeks during August and September.
5. See regulations. (1) Pœnas in the shape of a number of lines to copy, etc. (2) Corporal punishment is resorted to very rarely. (3) A system of good-conduct marking is regularly carried on, of which a record is kept, and prizes awarded to the most deserving.
6. Only in respect to behaviour. *Any boy* may be appointed to report delinquencies during the Master's absence, which are entered in a hand-book kept for the purpose.
7. See regulations.
8. Dimensions of dormitories.

Dormitory No. 1 =	$40 \times 18 \times 12$ ft. =	432 cubic feet per pupil.	Twenty pupils.
Dormitory No. 2 =	$15 \times 14.5 \times 10.5$ ft. =	381 cubic feet per pupil.	Six pupils.
Average number of pupils in No. 1,	20	} Each pupil has a separate iron bed, etc.	
Average number of pupils in No. 2,	6		
9. Cricket, football, rounders, etc., gymnastics and physical exercises, which are generally superintended by the Master. Round games of quartettes, etc., are entered into during the winter evenings. Play-ground No. 1 = 561 square feet, No. 2 = 843 square feet.

10. See regulations. Sanitary regulations are very good.

11. $\cdot 1 =$ decimal 1, or $\frac{1}{10}$ death per annum.

12. See regulations LXIV. and LXV., which follow :

LXIV. The boys' time shall be fixed in the following manner, viz. : The hour of rising in summer (that is, from 1st of April to 1st October) shall be six ; and in Winter (that is, from 1st October to 1st April), seven o'clock.

After being washed and dressed, they, along with the whole household, shall be convened for morning prayers.

Dressed and private devotions over at 7 o'clock in summer, and 8 o'clock in winter.

In school, for morning worship, etc., at 8 o'clock.

Nine to 10, breakfast and recreation.

School from 10 to 1, with half an hour interval at half-past 11.

Dinner, exactly at 1.

Play, from dinner-time to half-past 2.

School, from half-past 2 to 4.

Play, from 4 to 6.

School, from 6 to half-past 7.

Supper at 8 during summer, and half-past 7 in winter.

Evening worship at 9 in summer, and 8 in winter.

The boys to be all in bed in summer at 10, in winter at 9.

No teaching on Saturday after 11 o'clock.

DIET OF THE BOYS.

LXV. (1.) Breakfast to consist of oatmeal porridge and milk.

(2.) Dinner, in *winter*, to consist of butcher-meat and broth, three times a week ; and a sufficient quantity of broth shall be made on each of these days, to serve (when warmed up), with bread, the succeeding day. The allowance of butcher-meat to be one pound for every three boys. Once a week potato soup, or broth, with bread.

In *summer*, butcher-meat and broth twice a week, the broth warmed up as before for the two succeeding days ; bread and sweet milk, or rice or barley boiled with milk, or baked in the oven, three times a week.

Their dinner may also be occasionally varied by substituting fish, when abundant and good ; and a slice of roasted meat to be added for dinner on Sundays.

Potatoes, when in season, to be given with the beef or mutton.

(3.) At half-past 4 o'clock in the afternoon, each boy shall get a roll of bread of 5 oz. weight.

(4.) Supper to consist of porridge and milk, or occasionally bread and milk, or potatoes and milk.

It is understood that these rules as to diet shall be subject to such alterations as shall be from time to time agreed on by the Visiting Committee, with the advice and suggestions of the Matron.

They shall take their meals in the dining-room, each having a plate, knife, and fork, when they have butcher-meat ; and a separate dish and spoon for their broth at dinner, and their porridge and milk at supper.

III. INSTRUCTION.

1. See reply to Query 12 under heading No. 1.

2. No.

3.

4. Schedule enclosed, and follows :

TABLE of WORK done by the Children of Cauvin's Hospital during Session 1871-72.

HIGHEST CLASS.

Religious.	English.	Arithmetic.	
<i>Catechism</i> — First 30 with proofs. <i>Bible</i> —Joshua, Judges, Ruth, 1st & 2d Samuel, 1st Kings, Acts, and St. John.	Advanced Reader, Part 2. Portions of Morell's Grammar. <i>History</i> —English, to reign of King John. <i>Geography</i> —England, Scotland, & Ireland, France, Spain, and Prussia.	Compound Rules, Vulgar and Decimal Fractions, Simple and Compound Proportion.	
Latin.	French.	German.	Mathematics.
Jacob's Reader, Part 1, pp. 5-11 and 18-31. Reader, Part 2. Fables and two Books of History. Grammatical Exercises & Latin Grammar (Dr. Donaldson's).	Schneider's First Course. Grammaire des Grammaires. Fables, 48 pages.	Werner's First Course.	Algebra, to end of Simple Equations. Euclid, Book 1, Props. 1 to 36.

Reference is also made to the Report on the last Annual Examination of the boys by John Gordon, Esq., Government Inspector of Schools, sent herewith.

5. Sunday time-table.

A.M.	P.M.
8-9. Bible instruction, etc.	2-3. Change clothes and dine.
9-10. Breakfast, etc.	3-4. Walk in ground.
10-11. Learn psalm.	4-8. Reading books from library.
11-2 P.M. Dress, go to church.	8-9. Religious instruction and devotions.

6. The school (26 pupils) is divided into three; which again are subdivided for special subjects, according to the abilities of the pupils. Prizes are awarded according to a system of class-marking and occasional written examinations.

7. The school-room is very suitable, = $28 \times 20 \times 12.5$ ft. There is a good library.

8. The Master is appointed by the Governors. He conducts the whole teaching in the Institution, other than Music and Drawing lessons; the masters for these branches are appointed by the Governors.

9. Head Master, Mr. Thomas Ross, salary £100, with board, etc., in addition; Music Master, £13; Drawing Master, £15. No part of these salaries is derived from fees. The masters are removable at the pleasure of the Governors. The Matron's salary is £50 per annum, with board, etc.

10. If the Governors so decide, this may be done.

11. Report on annual examination of the boys on 26th July last, by John Gordon, Esq., Government Inspector of Schools, produced herewith.

12. No.

13.	1	pupil left in 1846.	Now Doctor in Greenock.
	1	„	1851. Now Assistant Professor in Owen's College, Manchester.
	1	„	1857. For Edinburgh University; took gold medal, and is now Doctor in Bradford, Yorkshire.
	1	„	1863. For Edinburgh University; gained Greek Travelling Scholarship.
	1	„	1866. For Cambridge University.
	1	„	1871. Entered Edinburgh University.
	2	„	1872. Entered Edinburgh High School in advanced classes.
			Numerous other examples could be given.

14. Such a record could be made up, but only after great labour, from the number who have passed through the Institution.

GENERAL.

No.

DAVID SCOTT, *Factor and Secretary.*

ABSTRACT OF ACCOUNT of Charge and Discharge of the Factor and Treasurer for the Governors of CAUVIN'S HOSPITAL, for the year ending 31st December 1871.

INCOME.

Feu-duties and Ground Rents for the year received,	£332	13	3½
Interest on Heritable Bonds received,	649	13	3½
Rents received,	23	0	0
Miscellaneous Receipts,	9	18	0

AMOUNT OF INCOME, £1,015 4 7

EXPENDITURE.

Feu-duties, Public and Parish Burdens, etc.,	£48	17	6
Repairs and Improvements,	61	7	5
Salaries to Masters and to the Matron,	145	10	0
Wages to House Servants and Gatekeeper,	82	18	0

Maintenance of the Establishment, viz. :—

Clothing for Boys,	£60	7	4
School-Books, Stationery, etc.,	7	4	7
Furnishings for Institution,	8	12	0
Butcher Meat,	109	7	10
Bread,	60	16	8
Groceries, Milk, Meal, Barley, Vegetables, etc.,	86	0	3
Gas,	7	16	1
Coals,	33	10	0
Petty Disbursements by Matron,	12	10	0

386 4 9

Fire Insurance Premiums,	2	4	3
Allowances to Boys on leaving Hospital,	80	0	0
Miscellaneous Payments, including Allowance to Factor, Auditor's Fee, etc.,	101	7	10

Carry forward, £911 9 9 £1,015 4 7

	Brought forward,	£911 9 9	£1,015 4 7
Progressive Interest on the Curreney of the Factor's			
Accounts,		12 10 4	
	AMOUNT OF EXPENDITURE,		924 0 1
	DIFFERENCE,		£91 4 6
To which add—Four-duties and Rent receivable during 1871, but in			
arrear at its close,			24 3 4
	APPARENT SURPLUS,		£115 7 10
But the following Accounts for Clothing, Furnishing, etc., though due at			
31st December 1871, could not be paid till afterwards, viz. :—			
For Clothing,		£112 0 0	
Butcher Meat,		10 7 0	
Bread,		21 12 1	
Groceries,		43 0 11	
Fee to Medical Attendant,		25 0 0	
Salary to Mr. Ross for Quarter,		25 0 0	
Seats in Church,		2 6 0	
Gas,		5 15 0	
Law Expenses,		16 16 0	
Sundries, say		20 0 0	
			281 17 0
	Showing a Deficiency of Income during the year to cover the		
Expenditure of			£166 9 2

The Expense of the Institution amounted in 1870 to £1,183, 4s. 7d., and in 1871, as above, to £1,205, 17s. 1d.

NOTE.

Extract from Calvin's Testament.—'I do hereby mortify, gift, grant, and appropriate the same, and whole appurtenances thereto belonging, as an Hospital and Charitable Institution, for the relief, maintenance, and education of such a number of boys, the sons of respectable but poor teachers, the sons of poor but honest farmers, whom failing, the sons of respectable master printers or booksellers, and the sons of respectable servants in the agricultural line, which the remainder of my trust-funds shall be sufficient adequately and properly to clothe, educate, and maintain in the said Hospital or Sanetuary: And all vacaneies that shall happen in the said Hospital shall be supplied and filled up by my said Trustees, and those to be named by me or assumed by them, or quorum aforesaid; declaring, that the boys to be admitted into the said Hospital must be descended of honest, industrious, and well-behaved parents, whose circumstances in life do not enable them suitably to support and educate their children at other schools.'

STIELL'S HOSPITAL, TRANENT, IN THE COUNTY OF HADDINGTON.

I. NATURE OF FOUNDATION.

1. George Stiell, late smith, residing in North Bridge Street, Edinburgh, died on 30th January 1812, but the Hospital was not built and opened until August 1822.

2. 'To found and endow an Hospital or Charitable Institution within the village of Tranent, or in its immediate vicinity, in the county of East Lothian, and for the aliment, clothing, and education of poor children for ever.' Resolutions contained in Minutes of Trustees and Governors and Directors. From Frederick Pitman, W.S., 48 Castle Street, Edinburgh, the Factor.

3. The capital sum left by the Founder was £15,035, 15s. Certain lands were purchased in the vicinity of Tranent, on which the Hospital was erected. The remaining accumulated funds are now invested in houses, heritable securities, and Government stocks. The gross revenue for the year ending 15th February 1872 was £784, 11s. 2d. The net revenue, after deducting public and parish burdens, outlay on improvement of property, and expenses of management, but not deducting Hospital expenses, was £579, 12s. 8d.

4. The trust disposition and settlement of the Founder. The Lord Justice-Clerk of Scotland, the Sheriff-Deputé of the County of Haddington, and the minister of the parish of Tranent, and their successors in office.

5. No.

6. Become Governors *ex officio*s.

7. There are two half-yearly statutory meetings, an annual meeting at the examination of the Hospital, and the minister of the parish frequently visits the Hospital, and sees that everything is going on right.

8. It is; but the original programme of the Truster has been extended so as to give a higher class education than was originally proposed. This has been done under the powers of the trust-decd, as to which the Governors have been guided by the opinion of counsel and Mr. Simon S. Laurie, the Secretary of the Education Committee of the Church of Scotland. Printed prospectus sent herewith.

9. None under new arrangements.

10. None as to education. Maintained by parents, except lunch.

11. 17 on 12th October 1870. About 50 applicants.

12. CHILDREN ADMITTED AT LAST ELECTION,

12th October 1870.

HINDS.

Robert Grieve,
Ann Greig,

Robert Grieve,
Robert Greig,

Hind.
Do.

MINERS.

John Davie,	Thomas Davie,	Miner.
James Innes,	W. Innes,	Do.
Alexander Howie,	John Howie,	Do.
John Brown,	W. Brown,	Do.
Francis Reid,	Peter Reid,	Do.
Mary Swan,	H. Swan,	Do.
Mary Mack,	A. Mack,	Do.
William Archibald,	W. Archibald,	Do.
Janet Henderson,	T. Henderson,	Do.

FISHERMEN.

Margaret Diekson,	John Diekson,	Fisherman.
Walter Grundy,	R. Grundy,	Do.
Peter Thomson,	P. Thomson,	Do.
John Johnstone,	J. Johnstone,	Do.

LABOURER.

William Young,	R. Young,	Labourer.
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13. Must be 7 and not above 10 on entrance, and leave at 14.

14. Preference given first to boys or girls of the name of Stiell; failing them, boys or girls belonging to the parish of Tranent; then to boys or girls belonging to parishes of Prestonpans, Gladsmuir, and Pencaitland. There is an entrance examination, which is fixed by Governors. It consists of reading, simple addition and subtraction, and writing words on a slate.

15. Yes; in the Governors.

16. In terms of the trust-deed, Governors give such sums as they think right for apprentice outfits, etc. to Foundationers considered by general scholarship and conduct entitled thereto. Under the altered regulations, in addition to certain bursaries to be held while the children remain at the Hospital, it is also proposed to give a College bursary or bursaries of £25 to the best boy or boys who have been not less than three years in the Upper School; providing always, that when more than one bursary offered, one shall be confined specially to Foundationers, and that such boy can pass entrance examination prescribed by University of Edinburgh; and a bursary of £10 to the best scholar among the girls on the Foundation, to enable her to qualify as a teacher, such girl passing an examination to be arranged.

17. Foundationers all live with their parents, and receive only free education and lunch.

18. 65. Lower School, 2s. 6d. fees per quarter; Higher do., 5s. per quarter. Additional charges for Languages—Mathematics, 2s. 6d., and Piano Music, 5s. See prospectus sent.

19. In eligibility to compete for College bursaries.

20. The accounts are audited yearly, at 15th February, by Alexander W. Robertson, C.A., Abercrombie Place, Edinburgh. As the new regulations had not been for a full year in operation at 15th February last, a statement of the account for the last financial year will not give a correct idea of the present Hospital expenditure. Mr. Robertson's reports on the accounts for many years past are in the hands of the Factor, and can be exhibited if desired. (See end of Answers, p. 687.)

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. None.

2. Nonc.

3. No.

4. Six weeks' holidays in summer, a holiday every Saturday, and occasional holidays.

5. Impositions, 'the laws'; no record kept. Master determines punishment, except in cases of serious importance, which are reported to Governors.

6. No.

7. Does not apply.

8. Does not apply.

9. Shinty, handball, games. Indulge as freely as pupils at other schools. Play-ground about one acre.

10. Lavatories and ordinary provision for cleanliness. Sanitary arrangements good.

11. None.

12. Does not apply.

III. INSTRUCTION.

1. Artisans, miners, fishermen, and hinds.

LIST OF CHILDREN, WITH PARENTS' OCCUPATION.

FISHERMEN.

1. Walter Grundy,	Robert Grundy,	Fisherman, Cockenzie.
2. Alison Home,	Peter Home,	Do.
3. Mary Allan,	William Allan,	Do.
4. Wilhelmina Horne,	Peter Horne,	Do.
5. Ann Pow,	Adam Pow,	Do.
6. George Pow,	Charles Pow,	Do.
7. Alison Donaldson,	Adam Donaldson,	Do.
8. Jane Flucker,	James Flucker,	Do.
9. Thomas Dickson,	Peter Dickson,	Do.
10. Isabella Flucker,	John Flucker,	Do.
11. Jessie Jerron,	Thomas Jerron,	Do.
12. William Pow,	Adam Pow,	Do.
13. Elizabeth Pow,	George Pow,	Do.
14. Elizabeth Marshall,	Thomas Marshall,	Do.
15. Hannah Sinclair,	Alexander Sinclair,	Do.
16. Jane Marshall,	Thomas Marshall,	Do.
17. Alison Stuart,	John Stuart,	Do.
18. Christina Peden,	Alexander Peden,	Do.
19. Margaret Dickson,	John Dickson,	Do.
20. Robert Greig,	Peter Greig,	Do.
21. John Johnstone,	John Johnstone,	Do.
22. Catherine Ross,	James Ross,	Do.
23. Margaret Harkiss,	Andrew Harkiss,	Do.
24. Robert Coull,	John Coull,	Do.
25. Margaret Allan,	Angus Allan,	Do.
26. Mary Thomson,	Peter Thomson,	Do.
27. Peter Thomson,	Peter Thomson,	Do.
28. Jane Dickson,	Alexander Dickson,	Do.
29. John Stuart,	Alexander Stuart,	Do.
30. Janet Donaldson,	Thomas Donaldson,	Do.
31. Agnes Matheson,	James Matheson,	Do.
32. Catherine Johnstone,	Alexander Johnstone,	Do.

HINDS.

1. James Forrest,	G. Forrest,	Hind.
2. Thomas Dickson,	Andrew Dickson,	Do.
3. George Shepherd,	G. Shepherd,	Do.
4. Robert White,	R. White,	Do.
5. Mark Watt,	R. Watt,	Do.

6. Isabella Cairncross,	J. Cairncross,	Hind.
7. Robert Grieve,	R. Grieve,	Do.
8. Robert Johnstone,	R. Johnstone,	Do.

MINERS.

1. Marion Mill,	A. Mill,	Miner.
2. Elizabeth Dudgeon,	A. Dudgeon,	Do.
3. Margaret M'Niell,	T. M'Niell,	Do.
4. George M'Niell,	A. M'Niell,	Do.
5. William Wallace,	W. Wallace,	Do.
6. Francis Reid,	P. Reid,	Do.
7. Agnes Reid,	J. Reid,	Do.
8. John Wise,	R. Wise,	Do.
9. Alexander Mack,	A. Mack,	Do.
10. Mary Mack,	A. Mack,	Do.
11. John Howie,	J. Howie,	Do.
12. Mary Swan,	H. Swan,	Do.
13. Margaret Swan,	H. Swan,	Do.
14. James Innes,	W. Innes,	Do.
15. W. Archibald,	W. Archibald,	Do.

LABOURERS.

1. William Douglas,	W. Douglas,	Labourer.
2. John Guild,	J. Guild,	Do.
3. William Young,	R. Young,	Do.
4. George Stevenson,	D. Stevenson,	Do.
5. Marian Morton,	G. Morton,	Do.
6. Euphemia Ormiston,	W. Ormiston,	Do.
7. John Porteous,	J. Porteous,	Do.
8. Jane Barrie,	R. Barrie,	Carter.
9. Thomas Scott,	Joseph Scott,	Plasterer.
10. Andrew Renton,	A. Renton,	Blacksmith.
11. Joan Fowler,	J. Fowler,	Carrier.

2. No.

3. Three schedules filed by Head-Master, Assistant-Master, and Assistant Female Teacher, which follow :

STIELL'S HOSPITAL.—TIME-TABLE OF UPPER OR HIGH SCHOOL.
Forenoon.

HOURS.	9-9.30	9.30-10.10	10.10-11	11-11.30	11.30-11.40	11.40-12.30	12.30-1	1-2
CLASS I.	Mathematics.	Religious Lesson.	English, with Dictation and Composition.	Arithmetic (part), Latin (part).	Dismiss.	Arithmetic or Slate Exercise (Boys), Sewing (Girls).	Map - drawing when not at History (Boys), Arithm. (Girls, part), French or History (Girls).	Dismiss.
CLASS II.	Not assembled.	Religious Lesson.	Writing on Copies (30 minutes), Arithmetic (Boys), Sewing (Girls).	Slate Exercise or Arithmetic (Boys), Sewing (Girls).	Dismiss.	Geography or Grammar (25 minutes), Dictation and Composition.	Copying difficult words of Reading Lesson, or Arithmetic.	Dismiss.

Afternoon.

HOURS.	2-2.30	2.30-2.55	2.55-3.20	3.20-4	4
CLASS I.	Writing on Copies.	Geography or Grammar.	Slate Exercise (Boys), Map-drawing (Girls).	Arithmetic in open class.	Dismiss.
CLASS II.	Reading.	Arithmetic.	Slate Exercise or Map-drawing (part), French or Latin (alternate, pt.).	Arithmetic in open class.	Dismiss.

Singing, 3.30-4, on Fridays.

STIELL'S HOSPITAL.—TIME-TABLE OF LOWER SCHOOL.
Forenoon.

HOURS.	CLASS I.	CLASS II.	CLASS III.	CLASS IV.	CLASS V.	CLASS VI.
9.30-10.5 10.5-10.30	Religious Lesson. Preparing.	Religious Lesson. Preparing.	Arithmetic. Religious Lesson.	Arithmetic. Religious Lesson.	Not assembled. Mental Arithmetic (monitor). Writing on Slates. Reading Monitor. Religious Lesson (or.). Making figures on Slates from Black Board. Preparing.	Not assembled. Mental Arithmetic (monitor). Writing on Slates. Reading Monitor. Religious Lesson (or.). Making figures on Slates from Black Board. Preparing.
10.30-11.10 11.10-11.30 11.30-11.45 11.45-12.10	English Lesson. Arithmetic. Dismiss. Slate Exercise on Religious or Eng- lish Lesson. Arithmetic.	Arithmetic. Slate Exercise. Dismiss. Copying difficult words of English Lesson on Slates. Reading.	Writing Copies. Reading. Dismiss. Arithmetic. Copying difficult words of English Lesson on Slates. Dictation. Dinner.	Writing Copies. Preparing. Dismiss. Reading. Arithmetic.	Writing on Slates. Reading Monitor. Religious Lesson (or.). Making figures on Slates from Black Board. Preparing.	Writing on Slates. Reading Monitor. Religious Lesson (or.). Making figures on Slates from Black Board. Preparing.
12.10-12.30						
12.30-1 1-2	Writing Copies. Dinner.	Dictation. Dinner.	Dictation. Dinner.	Arithmetic. Dinner.	Reading. Dinner.	Reading. Dinner.
2-2.30	Arithmetic.	Writing Copies.	<i>Afternoon.</i> Reading, 15 minutes, and Preparing, 15 minutes. Spelling Exercises or Arithmetic. Printing Alphabet.	Preparing, 15 minutes, and Reading, 15 minutes. Arithmetic or making figures. Printing Alphabet.	Writing on Slates from a Copy set on Black Board. Reading Monitor. Play-ground.	Writing on Slates from a Copy set on Black Board. Reading Monitor. Play-ground.
2.30-2.50	Dictation.	Reading.				
2.50-3.15	Grammar or Geo- graphy.	Exercise on English Lesson. Arithmetic.	Arithmetic.	Arithmetic.	Reading. Dinner.	Reading. Dinner.
3.15-3.40	Grammar Exercise or Map-drawing. Printing.	Map-drg. or Printg.	Dictation, New Tes- tament. Arithmetic.	Transcribing.	Reading. Dinner.	Reading. Dinner.
3.40-4						

From 3.30-4, Singing—Low School, Tuesday; High School, Friday.

2-3, Girls Sewing—I. & II. and III. & IV. on alternate days.

STIELL'S HOSPITAL.—TIME-TABLE OF ELEMENTARY DEPARTMENT OF THE HIGH SCHOOL.
Forenoon.

HOURS.	CLASS I.	CLASS II.	CLASS III.	CLASS IV.
9.30-10.10	Religious Lesson. Reading.	Religious Lesson. Writing on Slates from Copy set upon Black Board. Preparing. Making figures.	Not assembled. Making figures.	Not assembled. Making figures.
10.20-10.40	Dictation.		Reading. Writing on Slates from Copy set upon Black Board.	Writing on Slates. Reading.
10.40-11	Arithmetic.		Play-ground.	Play-ground.
11-11.20	Copying difficult words of Lesson on Slates.	Reading.		
11.20-11.40	Geography or Grammar.	Playground.	Play-ground.	Play-ground.
11.40-12.30	Sewing (Girls), Transcribing (Boys), and Printing. Writing on Copies. Dinner.	Sewing (Girls), Transcribing (Boys), and Printing. Writing on Copies. Dinner.	20 minutes (oral) Religious Lesson, then Sewing. Preparing. Dinner.	20 minutes (oral) Religious Lesson, then Sewing. Preparing. Dinner.
12.30-1 1-2				
		<i>Afternoon.</i>		
2-2.15	Arithmetic.	Writing on Slates.	Printing.	Reading.
2.15-2.30	Printing.	Arithmetic.	Reading.	Printing.
2.30-2.45	Transcribing.	Reading.	Writing on Slates.	Writing on Slates.
2.45-3	Reading.	Printing.	Making figures.	Making figures.
3-3.30	Arithmetic (monitor).	Arithmetic (monitor).	Dismiss.	Dismiss.
3.30-4	Dismiss.	Dismiss.	.....	.....

Pianoforte Music from 9 to 9.30, 12 to 1, 3 to 4. Classes I. and II., from 12.30 to 1, under Rector, Writing on Copies.
On Friday, from 3.30 to 4, Singing.

4. Not so high as it will be, as the department is only in its infancy.
5. Bible reading, Shorter Catechism, repeating Psalms. Daily instruction in these.
6. Eleven is the average over the whole school. There are twenty in some classes. Progress regulates promotion. Prizes are given to those who prove themselves the best scholars by competition, and worthy otherwise during the session.
7. Yes; three class-rooms. About 60 in each large school-room. No library.

SIZE OF SCHOOL-ROOMS.

Upper School, length,	39ft. 6in.	Breadth,	19ft. 4in.	Height,	13ft.
Lower School, „	30ft.	„	19ft. 4in.	„	10½ft.
Female Assistant's Room, . . „	31ft. 8in.	„	17ft. 10in.	„	10ft.

AVERAGE SIZE OF CLASSES IN SCHOOLS.

11.2 is average number in each class in the whole school.

8. Governors and Directors appoint all the Masters. The Head-Master teaches Upper School, and has supervision of whole. A Second Master teaches Lower School. Masters hold office on notice of three months being given on either side.

9. List filed herewith, and follows :

LIST OF TEACHERS.

John Williamson, M.A., Head-Master.
 James M'Indoe, Assistant-Master.
 Miss Allan, Female Assistant and Teacher of Music.
 Miss Milroy, Matron, and Teacher of Knitting and Sewing.

SALARIES.

Head-Master, not including Board, and half of Fees in Upper School	£85	0	0
Assistant, including allowance for Board, and excluding half of Fees in Lower School	80	0	0
Assistant (Female), with Board	25	0	0
Matron	28	0	0
	<hr/>		
Total	£218	0	0

RATE OF FEES.

Upper School, 5s. 0d. per quarter, for English.
 „ 7s. 6d. for English, Latin, French, Mathematics, etc.
 „ 5s. 0d. for Music. (Separate Fee.)
 Lower School, 2s. 6d. per quarter.

AMOUNT OF FEES FOR PRESENT QUARTER.

Upper School Fees	£9	17	6
Music	2	15	0
Lower School Fees	3	15	0
	<hr/>		
Total	£16	7	6

Three months' notice.

10. No.
 11. Copy of Mr. Laurie's report sent herewith.
 12.
 13.
 14.

GENERAL.

Yes; as above stated in answer to query 8. The change is so recent that the Directors cannot express any very decided opinion as to the result, but the experience of one year is certainly satisfactory; and the Directors have every reason to think that the change which has taken place in the administration of the funds will be beneficial to the parishioners of Tranent and district.

 ACCOUNTS of STIELL'S HOSPITAL, Tranent, for the year ending February 1873.

STATE of the Property and Funds belonging to the Governors and Directors of George Stiell's Hospital, Tranent, as at 15th February 1873.

1. Lands and Heritages (Lands in the parish of Tranent and House Property in Edinburgh), yielding a gross rental of	£467	0	0
2. Sums lent on Heritable Security,	6250	0	0
3. Government Stocks,	1235	0	0
4. In Union Bank,	471	3	10

REVENUE for the year:—

1. Rental of the Heritable Property,	£467	0	0
2. Dividends on Government Stocks,	39	0	0
3. Interest on Loans,	263	5	0
4. Interest on Account in Union Bank,	4	19	9
5. Miscellaneous Interest,	0	12	0
6. Miscellaneous Receipts,	37	2	6½
Total Revenue,	£811	19	3½

EXPENDITURE for the year:—

1. Salaries and Wages,	£219	12	2
2. Sums expended by Rector and Matron for House Expenses,	206	1	2
3. Accounts for Miscellaneous Furnishings,	50	15	1
4. Public Burden, Feu-duties, and other Charges,	48	3	6½
5. Repairs,	89	0	5
6. Expenses of Management (Governors, Factor, and Accountant),	51	11	0
7. Gratuities, Bursaries, and Board for old Scholars,	52	19	3
8. Expenses in connection with New Constitution,	28	13	6
9. Miscellaneous Expenses,	4	11	3
10. Income-Tax,	6	0	9
		757	8 1½
Excess of Income over Expenditure,	£54	11	2

JAMES SCHAW'S HOSPITAL, PARISH OF PRESTONPANS, COUNTY OF HADDINGTON.

I. NATURE OF FOUNDATION.

1. Founded by trust-deed, 4th December 1781, and deed of divestment, 28th November 1787. Printed copies herewith sent. Founder: Dr. James Schaw. Royal Charter of Incorporation dated 25th January, and sealed 5th April, 1830.

2. After paying life annuities to certain relatives and others, and giving small annuities of in all £36 to certain charities, 'for the special intent and purpose of founding and endowing an hospital or charitable institution for the aliment, clothing, and education of poor boys, and also for binding said boys apprentices, or otherwise setting them out to business, all in the most frugal and sober manner.' Providing also that the 'lands and barony of Preston', where the Testator resided, shall 'never be sold or alienated on any pretence whatever,' and that the house of Preston be fitted up to accommodate boys till a suitable building be erected. No subsequent statutes bearing on the foundation. Trust deed registered in Books of Council and Session (office O. M.) 20th December 1784, and deed of divestment registered in said books 30th November 1787.

3. The estate of Preston, in Prestonpans parish, where the Hospital is situated, and any residue of funds belonging to the Testator. The said estate in lands and minerals remains, in so far as the latter are unwrought; and there is £2613, 16s. 10d. of Government New 3 per Cents., and £270 or thereby in bank. Reference is made to pp. 12 to 15 of Printed Petition for a Provisional Order herewith sent.

4. To local heritable proprietors in Prestonpans parish, with the minister of that parish, and certain (16) other official Trustees. The names are annually given in Oliver & Boyd's Edinburgh Almanac, and they are also appended to the printed copy of the trust deed herewith sent.

5. No.

6. In terms of trust-deed, through owning certain lands in Prestonpans parish, or holding certain offices.

7. A general meeting of Trustees is held at the Hospital for its inspection, at least annually; and a general meeting of Trustees takes place in Edinburgh quarterly. A Standing Committee visits and examines the Hospital at least quarterly; while the minister of the parish, at the request and with the authority of the other Trustees, takes a general supervision in ordinary of all the Hospital interests, in concurrence with the Factor.

8. Yes; considered so. In 1864 the Trustees resolved to admit a limited number of day scholars on payment of fees. There are at present 13. Copy of printed regulations as to day scholars herewith sent. For a few years past the Trustees have admitted a limited number of boarders

at the rate of £20 per annum, which includes board and education, but not clothes. There are four boarders at present. The introduction of boarders and day scholars has been found very beneficial to the Institution, but no part of their expense is paid out of the capital or income of the Trust.

9. Boys, 11; girls, none. Of whom 8 are fatherless; of whom 3, though not fatherless, are children of decayed or necessitous families.

10. None.

11. Two vacancies. Four applicants.

12. The two boys elected are both fatherless. The father of the one was a butler, but his widow became paralytic. The father of the other was a coal-miner, and his widow and family were on the poor's roll.

13. Enter at from five to seven, and leave at fourteen.

14. The names of Schaw, M'Neil, Cunningham, and Stewart are *ceteris paribus* (and the person in need of the charity) to be preferred. The child must be free of king's evil and contagious disease, and deemed mentally capable of profiting by the ordinary instruction given. No literary examination. The surgeon judges of the mental capacity of the child.

15. Yes. In the Governors.

16. A small annual allowance of £3, 3s. given during apprenticeship, if conduct and progress satisfactory, but never beyond five years.

17. None.

18. Thirteen day scholars residing with their parents. See printed rules as to day scholars herewith sent. Fees, 5s. per quarter.

19. The day pupils compete with the Foundationers on equal terms for certain book prizes purchased by the fees of the day pupils, that are given annually, but get nothing else on leaving.

20. Abstract of Factor's account for year to 30th September 1872, herewith sent. Factor's accounts audited annually by an accountant appointed by the Trustees.

ABSTRACT of ACCOUNT of CHARGE and DISCHARGE between the TRUSTEES of JAMES SCHAW'S HOSPITAL and GEORGE BRUCE, W.S., their Factor, from 30th September 1871 to 30th September 1872.

CHARGE.

1. Arrears of Feu-duties,	£28 12 1 $\frac{1}{2}$
2. Rental of year,	812 18 7 $\frac{1}{3}$
3. Dividends on Government Stocks,	78 8 2
4. Income-Tax retained,	2 16 1
5. Board received,	80 0 0
6. Miscellaneous Receipts,	2 5 3
7. Interest received,	19 18 8
Sum of Charge,	£1024 18 10 $\frac{8}{3}$

DISCHARGE.

1. Balance due to Factor at close of last Account,	£9 13 5 $\frac{1}{2}$
2. Annuities Paid,	34 0 0
3. Public Burdens, Taxes, and Fire Insurance,	176 4 1
4. Repairs, Furniture, and Maintenance thereof,	41 10 10 $\frac{1}{2}$
5. Boys' Clothing,	36 18 11 $\frac{1}{2}$
6. Maintenance, Medicine, etc.,	200 8 9
7. Coals and Light,	21 0 6 $\frac{1}{2}$
8. Salaries and Wages,	150 14 8
9. Allowances to Boys after leaving Hospital,	18 15 0
10. Property and Income Tax paid,	17 13 8
Carry forward,	£707 0 0 $\frac{2}{3}$ £1024 18 10 $\frac{8}{3}$
2 x	

	Brought forward,	£707 0 0 $\frac{1}{2}$	£1024 18 10 $\frac{3}{4}$
11. Miscellaneous Payments and Expenses connected with			
Education,	28 4 9		
12. Expenses of Management,	62 15 2		
13. Arrears at close of this Account,	47 6 7 $\frac{1}{2}$		
14. Bank Operations—Deposits more than Drawings by	241 7 4		
Sum of Discharge,	£1086 13 10 $\frac{1}{2}$		
Balance due to Factor at 30th September 1872,		£61 14 11 $\frac{1}{2}$	
NOTE.—Sum in Bank at 30th September 1872,		£865 9 5	
Deduct above Balance due to Factor at said date,		61 14 11 $\frac{1}{2}$	
Leaves at Credit of Trustees at 30th September 1872,		£803 14 5 $\frac{1}{2}$	
Whereof Capital, £269, 6s. 7d.			

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 11 ; girls, none.
2. There are none to which this query applies.
3. Yes; except in the case of the very young, but now not insisted upon.
4. Under supervision of Master, boys receive visits of relatives or friends during spare hours, *i.e.* when not engaged at school work, without restraint; and at other times on special permission, asked and obtained from the Master. They are also, under similar supervision, permitted to visit their relatives and others who take interest in them. There is a summer vacation of six weeks ; and New Year's Day, the Queen's Birthday, and Dr. Schaw's Birthday are holidays. There is no teaching on Saturdays.
5. Reprimand, extra tasks, loss of play, application of 'the taws.' The Master in ordinary cases; and if an extreme case occurred, the Standing Committee. No record kept.
6. No; except that one of the elder boys is occasionally appointed censor, to report to the Master in the event of any misbehaviour coming under his notice.
7. The Master's bedroom has a window or wicket looking into the boys' dormitory; and the Matron superintends the boys' washing and dressing.
8. 30 feet long, 18 feet wide, 10 $\frac{3}{4}$ feet high = 5805; and as there are 15 boys at present sleeping in the same, the cubical space to each will be 387 feet. There are one or two double beds.
9. Shinty, football, 'Scotch and English,' occasionally cricket and other ball games, all left quite 'as free' as pupils in other schools are. A grass park of about four acres, with a covered shed in it, for use in foul weather.
10. Lavatory and bath-room fitted up with hot and cold water; covered privy for ordinary use out-of-doors, and water-closet within-doors for emergency over night. All the sanitary arrangements are unexceptionable.
11. About 666 per cent.; but in point of fact there has been only one death (which happened a year or two ago from consumption, or something akin to it) within the Hospital since its institution.
12. Time-table herewith sent, and follows:—

Twenty-four Hours' Time-Table.

7.0 A.M.	Rise at Seven.		
7.0—9.0	Wash, Clean, and Dress.	Private Devotions.	Brush
	Clothes, Clean Shoes, Make Beds.	Breakfast.	
9.0—10.0	Morning Prayers and Recreation.		

10.0—1.0	In School.
1.0—2.0	Dinner and Recreation.
2.0—4.0	In School.
4.0—6.0	Recreation. Tea at Five.
6.0—8.0	Preparing School Lessons.
8.0—9.0	Private Reading, or Fireside Amusements.
9.0—10.0	Evening Prayers, and to Bed.

Breakfast.—Oatmeal porridge and sweet milk daily.

In forenoon a piece of bread with occasionally fruit, and in winter bread with butter.

Dinner.—Butcher meat with broth and bread, three times a week. Broth and bread with cheese, twice a week. Soup and bread once a week. Soup or broth with bread and suet dumpling, once a week, varied by the substitution of rice with milk and bread; eggs, with bread and butter and milk, or potatoes and fish.

At five o'clock, tea with bread and butter; and between eight and nine, a roll or piece of bread; jam or jelly being added on Sundays. Also occasional treats of strawberries, gooseberries, apples or pears, or the like, in their season, when the Trustees pay their periodical visits, and express satisfaction with the conduct and progress of the boys.

III. INSTRUCTION.

1. From the humbler classes. Father of 1 a writer, S.S.C., who became bankrupt; 1 an engineman; 1 a gardener; 3 or 4 farm servants, or labourers, or seamen; 4 or 5 tradesmen, small grocers, or shopmen.

2. No.

3. Time-table herewith, and follows. No industrial instruction given except in cultivating small flower gardens, and dressing shrubbery and gravel walks under supervision of Master.

Instruction Time-Table.

1st Hour.	Religious Instruction, Bible, and Shorter Catechism.
2d „	English and History Lessons.
3d „	Grammar, Latin, French.
4th „	Writing and Junior English.
5th „	Arithmetic and Geography, or Dictation.

4. *Scripture Knowledge.*—Judges, I. and II. Samuel. *English.*—Most of the poetry in Ewing's Principles of Elocution. *History.*—England, to end of House of York, from 'Collier's British Empire.' *Grammar.*—To end of complex sentences, from 'Dalglish's Grammatical Analysis.' *Geography.*—England, Europe, and Asia in detail. *Arithmetic.*—To extraction of square root. *Latin.*—To end of fables from 'Dr. Bryce's First Latin Reader.' *French.*—Parts I. and III. from 'Hall's First French Course.'

5. Reading of the Bible, with occasional explanatory remarks in accordance with the doctrinal teaching of the Westminster Assembly's Shorter Catechism. Sunday time-table given herewith.

Time-Table for Sunday.

9.0—10.0	Morning Prayers. Private Reading.
10.0—11.0	Change Dress, and otherwise Prepare for Church.
11.0—1.0	At Church.
1.0—2.0	Dinner. Walk in Grounds.
2.0—4.0	At Church.
4.0—5.0	Walk in Grounds.

- 5.0—6.30 Tea. Chapter from Bible, or from 'such Books as 'Line Upon Line,' or 'Lines Left Out,' read to the younger boys.
- 6.30—8.0 Examined on Catechism Learned. Passage from Bible Read and Explained, or from some other Religious Book.
- 8.0—9.0 Evening Allowance of Bread and Jelly given. Prayers. Bed.

6. Nine. Age and degree of advancement. Yes; in the shape of a book to each of the best scholars, while a smaller gift-book is presented by way of encouragement to the others, and both descriptions paid for out of the fees received from day scholars. The prizes are awarded on the report of the Master as to the merit generally of each pupil.

7. Yes. 30 feet long, 18 feet wide, 13 feet high. 29 pupils in attendance. There is a small library, and a ticket for procuring the loan of books from the Edinburgh Subscription Library; also monthly religious publications are supplied.

8. The Trustees. The Master has the whole teaching, and general superintendence and charge, and holds his office during the pleasure of the Trustees.

9. There is but one Master, who, besides lodging, board, and washing, receives a salary of £77, 10s., and about £5 arising from portion of fees of day scholars. Answer as to tenure of office given under preceding particular.

10. No.

11. Several of the Governors who assist at the quarterly examinations of the Hospital having been at one time professional public teachers, no extraneous aid in examining has been found needful.

12. Yes. Some of the Governors are actively employed in the government of other similar institutions, and therefore competent to contrast this Institution with others.

13. None known to have gone from the Hospital to the University during the last ten years, the original design of this Institution being rather to train and fit out poor lads for trades or mercantile employment of the humbler kind; yet it is believed that some meritorious pupils have worked themselves forward ultimately to good positions.

14. The present minister of Prestonpans, as an active local Governor, has for upwards of twenty years kept a record of all the former Foundationers who have in any way creditably distinguished themselves and revisited the Hospital, or communicated with him, since their outset in life. One of these, from an apprenticeship to an apothecary in Edinburgh, went to practise as a physician in America, and when chief medical adviser to the Governor of Bolivia, presented a gold medal to be competed for annually by the Hospital boys. Others have risen to good commercial position, one of them having several hundred people in his employment. Many have become foremen in their respective trades, and some cashiers.

GENERAL.

Encouraged by public invitation, the Trustees, at considerable trouble, prepared a scheme of improvement, and formally applied to the Home Secretary for a Provisional Order to enable them to carry it out, but the application was refused.

MORGAN HOSPITAL, DUNDEE, FORFARSHIRE.

I. NATURE OF FOUNDATION.

1. Eighth of February 1861. Opened 5th of February 1868. John Morgan, formerly of Coates Crescent, in the City of Edinburgh. See scheme.*

2. Copy scheme by the Court of Session, on remit by the House of Lords, sent herewith.

3. Capital £73,500, of which £61,500 is invested on heritable security—£60,000 at 4 per cent., and £1500 at $4\frac{1}{2}$ per cent., besides £1500 in bank, say at $2\frac{1}{2}$ per cent., making net annual revenue £2505.

4. See scheme. (End of Answers.)

5. No.

6. See scheme. (End of Answers.)

7. Entire control.

8. Application in terms of scheme.

9. Boys, 90; of whom 60 are fatherless, 6 are motherless, and 12 are orphans; of whom 12, though not fatherless, are children of decayed or necessitous families. The remaining 10 boys are to be elected in February 1873, to make up the complement of 100 boys.

10. None.

11. No vacancies, but 10 additional boys were taken in. 145 schedules were given by the clerk, 78 were returned, and from these the 10 boys were selected.

12.

Fatherless	2	whose fathers had been	Cabmen.
„	1	„	Printer.
„	1	„	Cabinetmaker.
„	2	„	Lappers.
„	1	„	Mill Foreman.
Orphan	1	„	Working Engineer.
Fatherless	1	„	Clerk.
„	1	„	Porter.

13. They are admitted from seven to nine years, and leave at fourteen years. See scheme.

14. Either of their parents must have been born in either of the towns of Dundee, Forfar, Montrose, or Arbroath. No entrance examination except by medical officer. See scheme.

15. Yes, in the Governors.

16. Nothing special. See scheme. The Head Master has a discretionary power to supply the boys with upper and under clothing for the first two years of their apprenticeship. See GENERAL.

17. None.

18.

19.

20.

* See Note at end of Answers.

REPORT on the ACCOUNTS of the MORGAN HOSPITAL, DUNDEE, for the Year ending 31st December 1871.

I have examined the Accounts of the Treasurer for the year ending 31st December last, and have found them correct and sufficiently vouched.

An Abstract of the Accounts is annexed.

The position of the Hospital Funds, as at the close of the Accounts, is shown by the following Statement:—

Stock Account—Amount as fixed by Interlocutor of the Court of Session,	£73,500	0	0
Deduct Loss and Depreciation on Investment in Annuities,	1,783	5	1
			£71,716 14 11
Revenue Account, from commencement to 31st Dec. 1871,			28,544 12 5
			£100,261 7 4
Building Account—Payments to Tradesmen, Redemption of Feu, etc.,	£26,267	16	7½
Furnishings for Hospital,	1,675	13	0
Household and Ordinary Expenditure,	8,467	7	2½
	£36,440	16	10
Invested on Heritable Bond,	60,000	0	0
Do. on £3000 New 3 per cent. Annuities—present value,	2,775	0	0
Taxes recoverable,	74	5	6
Balance in Account with the National Bank,	971	5	0
			£100,261 7 4

Humbly reported by

JOHN W. WARDEN, *Accountant,*
Auditor.

DUNDEE, 7th February 1872.

ABSTRACT of the INTROMISSIONS to the TREASURER to the MORGAN HOSPITAL, DUNDEE, for the Year ending 31st December 1871.

CHARGE.

1. Revenue—			
Interest on Heritable Bond, per £60,000,	£2,400	0	0
Dividends on £3000 New 3 per cent. Annuities	90	0	0
Interest on National Bank Account,	10	2	8
			£2,500 2 8
2. National Bank of Scotland—			
Balance in Bank at 31st December 1870,			1,003 19 5
			£3,504 2 1

DISCHARGE.

1. Building Account—			
Heating Apparatus.—J. Coombe & Son,	£123	0	0
Cooking Apparatus.—Benham & Sons,	42	15	0
Mason Work for above.—G. Haggart,	30	0	0
Felting for above.—D. Jobson, jun.,	4	2	4
New Cistern, etc.—J. Reoch,	14	1	3
Joiner Work.—D. Bremner,	11	2	1
Painting.—A. Drummond,	31	7	6
Sundries,	0	9	3
			£256 17 5
2. Furnishings, etc.—			
Upholstery.—R. Buist,	£49	18	8
Furniture.—Fairweather & Armitt,	5	6	6
Bedsteads.—D. Keay,	11	9	1
Hardware, etc.,	4	16	10
			71 11 1
3. Household and Ordinary Expenditure—			
Bread,	£160	16	9
Butcher Meat,	176	10	5
Groceries,	157	8	10
			£494 16 0
Carry forward,			£328 8 6

	Brought forward,	£494 16 0	£328 8 6
	Milk, Eggs, and Vegetables,	278 19 5	
	Coals and Firewood,	111 19 2	
	Medicine,	5 9 4	
	Clothing,	359 8 2	
	Books, Stationery, and Printing,	31 18 5	
	Gas,	31 13 7	
	Water,	23 14 6	
	Insurance,	8 15 3	
	Poor's Rates,	34 6 11	
	Church Sittings,	18 19 0	
	Cab Hires,	4 2 0	
	Servants' Wages and Incidents, per Matron,	73 12 1	
	Salaries,	413 0 2	
	Head Master, for Incidental Expenses,	20 14 1	
	Salary of Treasurer and Clerk,	75 0 0	
	Fee to Auditor,	10 10 0	
	Sundry Accounts for Repairs,	95 3 6	
	Sundry Accounts for Renewal of Furnishings,	23 13 9	
	Sundries,	36 9 5	
			2,152 4 9
4.	Taxes recoverable,		52 3 10
			£2,532 17 1
5.	National Bank of Scotland—		
	Balance in Bank at 31st December 1871,		951 5 0
			£3,504 2 1

JOHN W. WARDEN, *Auditor*.

DUNDEE, 7th February 1872.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Ninety boys.
- 2.
3. They have nothing in the shape of an Hospital uniform to distinguish them from other boys. They wear a tweed knickerbocker suit and Glen-garry bonnet, and during the last year of their stay they are clad in trousers—the cloth varied according to their own taste and the position in life they are to occupy.
4. The formal visit of parents to the institution is on the first Wednesday of every month, from 12 noon to 2 P.M., but free access is at all times given consistent with the education and progress of the boys. During the winter months they go home every *second* Saturday. In the summer months they go home *every Saturday*, unless any epidemic prevail. Homesickness is a common complaint, and is always gratified, and hence we have *no runaways*. Six weeks' holidays are allowed, and all who have friends able to keep them go home; and last year, at the recommendation of the Head Master, boys were boarded with friends who had the accommodation but not the means.
5. Deductions from class marks; writing of lessons imperfectly learned; curtailment of play; and, severest of all, one or two hours taken off the Saturday home visit. When corporal punishment is necessary, it is done in the presence of the whole boys, and *only* by the Head Master. No record of punishments is kept. No such thing in family life is ever done.
6. To a very small extent. The monitorial system is adopted in the house in so far as the responsibility of any work to be done is put upon *one* boy, and the behaviour of boys in their dormitories during the night. It has worked hitherto very well.
7. The warder system has, on principle, never been adopted; but, on the contrary, the boys are put upon their honour and greatly left to

themselves. The effect of this is certainly *more noise*, but it is hoped, *more moral health*. All the arrangements are, however, tentative.

8. Each pupil has a separate bed. 18 on an average. 5 dormitories in all—

2 Dormitories	30ft. × 26ft. × 16ft.—15 boys in each	= 832	cubic feet for each boy.
*1 Dormitory	30ft. × 45ft. × 16ft.—30 boys	= 720	" "
1 Dormitory	24ft. × 29ft. × 16ft.—18 boys	= 614	" "
†1 Dormitory	24ft. × 12ft. × 16ft.—10 boys	= 556·8	" "

9. They are allowed for the most part to find amusements for themselves, but football in winter and cricket in summer are most liked. They form a club or clubs, and, *by great saving*, manage to keep themselves in implements. Matches with other schools are encouraged, and in all their practisings they are allowed to go to a public park without any supervision. A half-holiday on Wednesday and Saturday is given, and full scope in the skating season is given to them to mix with all and sundry on the public ponds. An hour is fixed for their return. A flute band is a capital auxiliary; also an annual excursion to some place of interest.

10. Baths once a week, with cold, shower, and daily washing in lavatories. Hand lavatory for day work. No bed allowed to be made until four hours exposed to light and air. Night-shirts also exposed. The changes of linen, etc., are such as the sons of respectable tradesmen may expect. Flannels are worn from September 1 to May 31. Sanitary arrangements are good.

11. *One* death during the four and a half years of the Hospital's existence, and this was due to a constitutional ailment—hereditary consumption.

12. TWENTY-FOUR HOURS' TIME-TABLE.

A.M.	
SUMMER, . . .	‡6-6.45 } Washing and Dressing.
WINTER, . . .	6.30-7.15 } "
SUMMER, . . .	‡6.45-7.30 } Play.
WINTER, . . .	7.15-7.30 } "
	7.30-7.45 Breakfast.
	7.45-8.0 Chapel.
	8.0-9.15 Play and Drill. Tues. and Thurs., 8.15-9 A.M.
	9.15-9.30 Inspection of Clothes, etc.
	9.30-12 (Juniors) } School, with ten minutes' interval
	9.30-12.20 (Seniors) } at 11 A.M.
P.M.	
	12.20-1.50 Dinner and Play.
	1.50-4.0 School, with quarter hour at 3 P.M. for afternoon piece.
	4.0-5.0 Play.
	5.0-6.0 { Vocal Music, Tuesday and Thursday.
	{ Drawing, Monday, Wednesday, and Friday.
	6.0-7.0 Supper and Play.
	7.0-8.0 Preparation of Lessons.
	8.0-8.45§ Chapel and Bed.

* This dormitory, by Head Master's suggestion, is to be divided into three.

† The elder boys sleep here.

‡ Kiufo and boot cleaning by relays of boys are done before breakfast.

§ Upper boys are allowed to read until 9.30 P.M. without any supervision.

WEEKLY DIETARY SCALE.

Day of Week.	Breakfast.	Dinner.	Afternoon Piece.	Supper.
SUNDAY,	Porridge and Sweet Milk, 1½ gills.	Rice and Milk, Bread and Sweet Milk. Occasionally an Egg.	Roll or Hunch of Bread.	Tea, Bread and Butter or Syrup to choice.
MONDAY,	Do.	Mince, Potatoes, and Bread, 5 oz.	Do.	Coffec, <i>in Winter</i> , Bread, 5 oz. Milk, 1½ gills, <i>in Summer</i> , Bread, 5 oz.
TUESDAY,	Do.	Broth (Vegetable and Barley), Beef (¼ lb. without Bone), Potatoes, and Bread 3½ oz.	Do.	Do.
WEDNESDAY,	Do.	Stewed Hough,* Potatoes, and Bread, 5 oz.	Do.	Do.
THURSDAY,	Do.	Pea-soup and Hough, Bread, 5 oz. No Potatoes.	Do.	Do.
FRIDAY,	Do.	Rice and Milk, Bread, 5 oz., and Sweet Milk.	Do.	Do.
SATURDAY,	Do.	Pea-soup and Hough, Bread, 5 oz. No Potatoes.	Do.	Do.

* Fresh Fish substituted in summer.

NOTE.—Boys are allowed to ask for a little more Bread if they wish it. This never occurs after the first three months' residence in the house.

III. INSTRUCTION.

1. Tradesmen, mechanics, and the working-class generally. See scheme.

22 Mechanics.

16 Sailors.

7 Mill Foremen.

4 Clerks.

3 Tailors.

3 Masons.

3 Joiners.

3 Shipmasters.

3 Grocers.

2 Bakers.

2 Cabinetmakers.

2 Plumbers.

2 Shoemakers.

2 Saddlers.

2 Draughtsmen.

2 Railway Guards.

1 Blacksmith.

1 Compositor.

1 Fireman.

1 Painter.

1 Printer.

1 Sailmaker.

1 Railway Porter.

1 Watchmaker.

1 Watchman.

1 Turnkey.

1 Tollkeeper.

1 Labourer.

2. Not as yet. This is contemplated in the scheme; but unless assisting the gardener, nothing has been done yet.

3.

4. *Scripture Knowledge*.—Mark's Gospel, Acts of the Apostles, Exodus, Catechism, 81st question to the end, with proofs. *English Reading*.—M'Culloch's 'Course,' 150 pages; prefixes, affixes, and roots to letter N. *History*.—'Collier's British History,' from Henry VIII. to William IV. *Geography*.—'Anderson's Geography.' British Isles *particularly*; the Four Divisions of the Globe *generally*. *Grammar*.—Currie's 'Practical Grammar;' Analysis of 'Gray's Elegy;' 'Ross,' same series. Simple Composition Exercise from Grammar. *Dictation*.—Currie's 'Spelling Book,' etc. *Arithmetic*.—*Highest Section*—Practice, Proportion, Fractions, Interest, Square and Cube Roots and Mensuration. Currie's 'Practical Arithmetic.' *Lower Section*—Practice, Proportion, and Interest. Four boys learn Latin (Academy Rudiments, Kemp's Introductory Exercises, 10 chap. Cæsar). Euclid, 20 propositions, *First Book*. Mental Arithmetic, Calculation of Prices.

5. Reading the Bible, and practical application of its truths in a way suited to their capacities. Very often the Head Master on Sabbath afternoon gives the boys a short address. The day is broken up into half hours, and as much variety introduced as possible.

SUNDAY TIME-TABLE.

A.M.	
7.0-7.45	Washing and Dressing.
8.0-8.15	Breakfast.
8.15-9.15	*Chapel, and Reading or Walking.
9.15-10.0	Preparation of Evening Lessons. Upper boys by themselves, and younger boys with a Master.
10.0-10.30	Preparation for Church.
11-12.45	At Church.
12.45-2.0	Dinner and Recreation.
2.15-4.0	At Church.
4.0	Afternoon Piece.
4.30-5.0	An interesting Story. Last year, Head Master told some interesting facts out of <i>The Land and the Book</i> .
5.0-5.30	Reading and Recreation.
5.30-6.0	Hymn Singing in two parts.
6.0-7.0	Tea (Bread and Butter) and Recreation.
7.0-8.0	Sabbath School, under Masters.
8.0-8.45	*Chapel and Bed.

6. Eighteen average number. Fitness, not age. Yes. Class marks and examination values.

7. Yes. Head Master's class-room, 25ft. 10in. × 20ft. 7in. × 14ft. 6in.; about 35 pupils. Assistant Master's class-room, 23ft. 6in. × 28ft. 8in. × 14ft. 6in.; about 40 pupils. Junior Assistant's class-room and preparation room, 21ft. 9in. × 29ft. 9in. 14ft. 6in.; 15 to 20 boys. Yes. About 200 volumes; two daily newspapers; *Illustrated London News*, and a number of magazines and periodicals suited to their age.

8. The Board of Governors. He teaches the two upper sections, and exercises a general superintendence over the whole Hospital. See scheme. During the pleasure of Governors. Scheme. He appoints them, subject to the approval of the Governors.

9. A month's notice or a month's salary.

* To impart liveliness and stir up interest, the boys read as at Family Prayers.

SALARIES AND EMOLUMENTS OF TEACHERS.

Teachers.	Salaries and Emoluments.
David W. B. Mitchell, M.A. Edin., Head Master,	£240, Free House, Coal and Gas.
Alex. H. Young, M.A., Aberdeen, Assistant Master,	£40, with Board and Washing. NOTE—This is Mr. Young's first quarter.
Mr. Geo. Bain, Drawing Master, . .	Three hours weekly. £12, 10s.
Mr. Frank Sharp, Music Master, . .	Three Lessons—one an hour's length, and two half an hour. £10.
Mr. M'Lear, Band Master,	Two hours weekly. £6, 10s.
Sergeant Hendry, Drill Master, . .	Two hours weekly. £5.

10. See scheme.

11. No. Two Governors visit every month, and an annual examination in July. A copy of this could be sent if desired.

12. Having no entrance examination, a fair comparison can scarcely be made with our institution and other similar ones. Boys are sent in at nine years who do not know their letters.

13. The institution has only been opened since February 1868, so that, unless prizes from the 'Science and Art Department' for drawing, we have nothing to show.

14. One boy left us in May 1872, to be apprenticed to a druggist. He is competent to pass the preliminary examination of the Pharmaceutical Society. The only other boy who has completed his time has been appointed Junior Assistant or pupil-teacher, is living in the house, and expects to enter the University in 1874.

GENERAL.

The Governors have under their consideration at present a scheme for helping the poorest of the boys during their apprenticeship. It is to be called 'Apprentice Fund.' The propriety of allowing the boys during the last year of their stay to spend the evening and nights at home, is also being considered by the Governors.

NOTE.

The judgment of the House of Lords declares—

'That the testamentary writings left by the deceased John Morgan, and in the condescendence annexed to the summons mentioned, contain a valid legacy and bequest of so much of the personal estate of the said testator, John Morgan, as is necessary to found an Hospital in the town of Dundee to accommodate 100 boys: and it is further ordered that the Court of Session do make such interlocutors and orders and give such directions as shall be necessary for the purposes following; that is to say, for framing a scheme for establishing, in the

town of Dundee, an Hospital to contain 100 boys, and lodging, maintaining, and educating them therein, in fulfilment of the testamentary bequest and intention of the said testator; and for inquiring into and ascertaining the amount of the estate of the said testator necessary for carrying into effect such scheme, and for applying the same accordingly, and also for adjudicating upon the expenses incurred in the Court below: and it is also further ordered that the cause be and is hereby remitted back to the Court of Session in Scotland, to do and proceed further therein as shall be just and consistent with this declaration, and these directions, and this judgment.'

EXTRACT FROM SCHEME.

The Trustees shall be—

'The Provost of Dundee; the Sheriff of Forfarshire; one of the Sheriff-Substitutes of Forfarshire, to be named by the Sheriff; the Dean of Guild of Dundee; and the Convener of the Nine Incorporated Trades of Dundee; all for the time being, as Trustees, for the establishment, endowment, and maintenance in all time coming of an Hospital in Dundee, for the education, lodging, boarding, and clothing of 100 boys, the sons of tradesmen, mechanics, and persons of the working-class generally, whose parents stand in need of assistance to enable them to educate their families, or who are orphans in need of such assistance. Any three of the said Trustees shall be a quorum, and the Hospital shall be known and called by the name of The Morgan Hospital.

'The Governors of the Hospital shall be twenty in number, of whom the six following persons shall be Governors *ex officio*:—The Provost of Dundee; one of the Sheriff-Substitutes of Forfarshire, to be named by the Sheriff; the Minister of the parish of Dundee; the Dean of Guild of Dundee; the Convener of the Nine Incorporated Trades of Dundee; the Deacon of the Fraternity of Maltmen of Dundee. And each of the following seven bodies shall elect two Governors, of whom one shall retire annually, but be eligible for re-election, viz.:—The Magistrates and Town Council of Dundee; the Magistrates and Town Council of Forfar; the Magistrates and Town Council of Arbroath; the Magistrates and Town Council of Montrose; the Presbytery of Dundee; the Nine Incorporated Trades of Dundee; the Directors of the High School of Dundee. In the event of any of the said bodies at any time failing to make such election within one month of the time which shall be appointed for their doing so, the Governors shall elect in their place; and in the event of the death or resignation of an elected Governor, the body by whom he was elected, or on their failure, the remaining Governors, shall be entitled to supply the vacancy.

'The number of boys to be admitted into the Hospital shall not exceed 100, and their admission shall take place at meetings of the Governors specially called for the purpose. But during the first year after the building is completed and ready to be inhabited, not more than 40 boys shall be admitted; and in like manner not more than 30 boys shall be admitted during each of the second and third years respectively, besides supplying any vacancies that may have occurred among those previously admitted.

'No boy shall be admitted into the Hospital until he shall have attained the age of seven years complete, nor after he shall have attained the age of nine years complete, and no boy shall be permitted to continue in the Hospital after he shall have attained the age of fourteen years complete.

'In order to the admission of any boy, it shall be necessary that it be established to the satisfaction of the Governors that either the father or mother of such boy is (or, if dead, was) an inhabitant of, and born and educated in one or other of the towns of Dundee, Forfar, Arbroath, or Montrose; but the sons of persons, inhabitants of, and born and educated in Dundee shall have the preference.

'The instruction to be afforded shall comprehend the following branches, besides any others which the Governors may from time to time introduce, viz.:—Religious Instruction; English Language, Literature, and Composition; History; Geography; Arithmetic; Writing and Book-keeping; Vocal Music. Such boys as discover superior talent shall also be instructed by the Head

Master in one or more of the following branches, viz., Latin, Greek, Mathematics, Algebra; and it shall also be competent for the Governors to direct that such boys should receive special instruction in any other branches, for which occasional teachers may be provided.

'Every boy beyond the age of nine years complete, shall, unless specially exempted by the Head Master, attend for as many hours during each week as the Governors shall direct, a class for instruction in one or other of the trades of a tailor, shoemaker, or carpenter, or such other branch of industrial employment as the Governors shall direct; and the Governors shall appoint suitable instructors in every such trade or employment, and shall remunerate them in such a manner as they shall think proper; and it shall be competent to the Governors, on occasion of any boy leaving the Hospital, to permit such boy, as a reward for good conduct, to receive the whole or any part of the profits of his work during the preceding year.

'The boys shall attend divine service once at least every Sunday, in such place of public worship in connection with the Church of Scotland as the Governors shall appoint, and on every such occasion they shall be accompanied by one at least of the Masters. But if the parents or guardians of any boy shall object to his giving such attendance, it shall be competent for the Governors to make any arrangements that may seem to them proper and suitable, to enable such boy to attend divine service in any other place of worship.

'The Governors shall elect and appoint a Head Master, whose duty it shall be to exercise, under their directions, a general superintendence over all the inmates of the Hospital, and himself to instruct the more advanced boys. He shall every day conduct, or, in his necessary absence, cause one of the Assistant Masters to conduct, morning and evening worship in the chapel, and shall, subject to the approval of the Governors, assign to each of the Assistant Masters the share which such Master shall take, both in the daily instruction of the boys, and in superintending them during the preparation of their lessons, and shall perform such other duties appertaining to his office as the Governors may direct. Such Head Master shall receive an annual salary of not less than £200, besides the use of a free house attached to the Hospital, with coal, gas, and water.'

ROBERT GORDON'S HOSPITAL IN ABERDEEN.

I. NATURE OF FOUNDATION.

1. A.D. 1732: Robert Gordon, merchant in Aberdeen.

2. 'For entertaining and educating indigent male children and male grandchildren of decayed merchants and brethren of guild of the burgh of Aberdeen, of the name of Gordon, in the first place, and of the name of Menzies, in the second place (the nearest relations of the mortifier of the said names of Gordon and Menzies being always preferred to any others), and the male children of any of the relations of the mortifier that are of any other name, in the third place, are to be preferred to others; and then the male children or male grandchildren of any other merchants and brethren of guild of the said burgh.' In a subsequent part of the deed, the classes of persons whose sons are eligible are stated somewhat more fully. Printed copy of General Regulations, with deeds and Charter, herewith sent. By a resolution of the President and Governors, based on opinion of counsel, and passed of date 24th July 1872, they enlarged 'the area of selection to all classes of the community within the municipal boundary of Aberdeen (excluding children of those receiving parochial relief), the boys to be elected being lawful sons, born in Aberdeen, of persons who are residenters within the municipal burgh of Aberdeen, who are indigent and not able to maintain themselves, and also the sons of persons deceased who were residenters and whose orphans have continued to reside within said burgh, who are indigent, having respect in each case to the most necessitous: and that the boys shall be seen and examined by a committee of the Governors as to their habits and aptitude for learning, and, in judging of the eligibility of children for election, the Governors shall be entitled to decline electing any child whose admission would, in their opinion, be prejudicial to the interests of the other children, preference being given, *cæteris paribus*, to children of decayed burgesses of guild and burgesses of trade, and to boys of the names of Gordon and Menzies in each class.' Printed copies of the Deed of Mortification and Statutes may be had on application to the Clerk, 71 King Street, Aberdeen.

3. The capital sum left by the Founder was £10,000 sterling. The funds are now invested in lands, principally in Aberdeenshire, feu-duties, house property in Aberdeen, and the Hospital buildings. The net revenue for the year ending 31st October 1872, was £5611, 1s. 11½d. See printed abstract of accounts.

4. The trust was erected into a body corporate under Royal Charters, dated 15th June 1772 and 16th May 1792. The trustees are 'the Provost, Bailies, and the remanent members of the Town Council of the burgh of Aberdeen, and the four Ministers of the Gospel in the said

burgh of Aberdeen, commonly called the 'Town's four Ministers of the Old and New Churches.'

5. No.

6. The President and Governors hold their appointments *ex officio*, as magistrates, town councillors, and ministers, as aforesaid.

7. The Governors have full control over the financial affairs of the Hospital, the appointment and dismissal of all the officials connected with it, the discipline and arrangements of the house, and the diet and clothing and course of instruction given to the inmates.

8. It is. See answer to question 2.

9. Boys, 176. Of whom 70 are fatherless; of whom 106, though not fatherless, are children of decayed or necessitous families. The full complement is fixed at 180. Of the 176 boys in the Hospital, 40 are elected by the Collyhill Trustees.

10. None.

11. At last election, on 3d October 1872, there were 12 vacancies. These were filled up, and at same time 12 additional boys were elected, in terms of resolution of date 27th August 1872, making 24 in all elected on 3d October. The applications were 34 in number.

12. (1) Sons or grandsons of burgesses of guild; (2) sons or grandsons of burgesses of trade; (3) sons of residenters within the municipal burgh of Aberdeen admitted in terms of resolution of 24th July 1872. See answer to question 2. In the last class one of the name of Gordon was admitted.

13. Foundationers enter between the ages of 9 and 11, and leave at 15, none remaining in the Hospital more than five years except boys going to College.

14. See answer to question 2. Applicants are examined in reading and writing by the Head Master before admission.

15. Yes; in the Governors.

16. The Governors have been in the practice of granting allowances, amounting to £10 in all, to each boy after he leaves the Hospital, but it has been resolved to abolish these in future, except in certain cases. The resolution of date 19th August 1872 is as follows: 'That all payments to boys, either as apprentice fees or as allowances at the end of their apprenticeship, shall be discontinued, except to boys who have been elected to the Hospital previous to this date, to whom the Governors are to be empowered to pay a sum not exceeding £5 each. That in the case of boys elected after this date the Governors reserve power to grant to such as are necessitous, or whose fathers are dead, a sum not exceeding £5 to each, if required, for the purchase of tools, or otherwise in fitting them out on their entering as apprentices.' Each boy on leaving gets a new suit of clothes.

17. None.

18. None.

20. STATE OF DEBT OF ROBERT GORDON'S HOSPITAL, for the Year ending
31st October 1872.

DUE BY THE HOSPITAL—

On Loan	.	.	.	.	.	£5,550	0	0
Request	.	.	.	.	.	200	0	0
						<hr/>		£5,750 0 0
Carry forward,	.	.	.	.	.			£5,750 0 0

Brought forward,		£5,750	0	0
DUE TO THE HOSPITAL—				
Arrears of Rent on Findon		£20	19	9
Balance on Account with North of Scotland Bank		112	19	0
			133	18 9
Balance due by the Hospital at 31st October 1872		£5,616	1	3
The accuracy of which is proved as under:—				
Balance due by the Hospital at 1st November 1871, per last year's State		£5,142	12	5
Add—Deposit by Wm. Douglas in security for Milk Contract		10	0	0
		£5,152	12	5
Add—Sums expended for Permanent Improvements on Dumbreck and Orchardtown £72 2 6½ Towie 1,649 4 10				
			*1,721	7 4½
		£6,873	19	9½
Deduct—Excess of Income over Expenditure		1,257	18	6½
			5,616	1 3

ABSTRACT OF THE INCOME AND EXPENDITURE OF ROBERT GORDON'S HOSPITAL,
ABERDEEN, for Year ending 31st October 1872.

REVENUE.

I. Rents of Dumbreck and Orchardtown for Crop 1871, including Interest on Advances to Tenants, etc.				
Advances to Tenants, etc.		£2,343	1	2
Miscellaneous Receipts		14	16	5
			£2,357	17 7
<i>Deduct—</i>				
Public Burdens		£244	1	9½
Commutation of Multures		16	18	2
Feu-Duties		0	19	8
Casual Charges		88	12	10
Charges of Management		51	15	4
			402	7 9½
			£1,955	9 9½
II. Rents of Towie for Crop 1871, including Interest on Advances to Tenants, etc.				
Advances to Tenants, etc.		£2,889	9	7
Miscellaneous Receipts		141	3	10
			£3,030	13 5
<i>Deduct—</i>				
Public Burdens		£474	3	1½
Feu-Duties		1	9	6
Casual Charges		127	2	4½
Charges of Management		95	3	10
			697	18 10
			2,332	14 7
III. Rents and Feu-Duties, etc., of Findon				
			£153	1 6
<i>Deduct—</i>				
Public Burdens and Feu-Duty		£9	8	5½
Incidental Expenses		106	10	7
Charges of Management		15	8	11
			131	7 11½
			21	13 6½
IV. Rents and Feu-Duties of Heritage in Aberdeen				
			£255	14 9
<i>Deduct—</i>				
Public Burdens and Feu-Duties		£52	2	3½
Incidental Expenses		8	5	5
Charges of Management		13	1	9
			73	9 5½
			182	5 3½
Carry forward,		£4,492	3	2½

* This sum was expended on Farm Steadings and on Improvements, for which an adequate return is obtained in the shape either of increased rent or interest.

Brought forward,	£4,492	3	2½
Income-Tax recovered from Government	10	3	2
Casual Receipts by Treasurer	35	4	11
Board, etc., from Collyhill Trustees, for 40 Boys admitted into the Hospital under that Trust, at £26, 16s. 9½d. each per annum	1,073	10	8
	<u>£5,611</u>	<u>1</u>	<u>11½</u>

EXPENDITURE.

30 Bolls of Oatmeal from the Hospital Estate of Udny, at Fairs' price of 16s. 11d. per Boll	£25	7	6
Housekeeping	1,046	18	6
Clothing	777	7	10
Fire and Light	100	18	6
Stationery	73	18	10
Repairs to Hospital	203	0	0
Repairs to and additional Furniture	32	1	9
Miscellaneous Disbursements	529	12	10
Apprentice Fees	144	10	0
Allowances to Boys after apprenticeship	100	0	0
Allowances to Boys going abroad	22	10	0
	<u>£3,056</u>	<u>5</u>	<u>9</u>

SALARIES.

Rev. W. D. Strahan, Master of the Hospital	£240	0	0
Mr. Gerard, Teacher	160	0	0
Mr. Scott, do.	160	0	0
Mr. Dale, do.	182	10	0
Mr. Pope, Writing and Drawing Master	78	6	8
Mr. Jazdowski, French & Drawing Master	13	15	0
Mr. Camille des Clayes, French Master	40	10	0
Mr. Sandison, Music Master	25	0	0
William Balfour, Dancing Master	20	0	0
William Coombs, Drill Sergeant	20	0	0
Mr. Stronach, Clerk, including allowance for Stationery	44	10	0
Mr. Rush, Treasurer	70	0	0
Dr. Fiddes, Physician	50	0	0
David Gray, House Steward	70	0	0
Miss Sutherland, Housekeeper	50	0	0
Ann Gray, Gatekeeper	18	0	0
Charles Cockerill, Hair Cutter	10	10	0
Alexander Watson, Officer	6	6	0
Mr. Stuart's Retiring Allowance	25	0	0
Mr. Colston's do.	12	10	0
	<u>1,296</u>	<u>17</u>	<u>8</u>
	<u>£4,353</u>	<u>3</u>	<u>5</u>

N.B.—The Factor's Salary of £115, with £6 for Stationery, is apportioned on the different Heritages.

Excess of Income over Expenditure	1,257	18	6¼
	<u>£5,611</u>	<u>1</u>	<u>11½</u>

Comparative View of the INCOME and EXPENDITURE for the last Six Years.

INCOME.

1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.
£4,903 18 9½...	£4,801 12 3½...	£4,812 2 7...	£5,150 10 2...	£5,300 18 6½...	£5,611 1 11½

EXPENDITURE.

1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.
£4,567 16 3½...	£4,415 2 1...	£4,532 8 10...	£4,404 9 8...	£4,401 9 8...	£4,353 3 5

VALUATION OF THE PROPERTY BELONGING TO ROBERT GORDON'S HOSPITAL,
at 31st October 1872.

I. Rents of Dumbreck and Orchardtown, valued at 30 years' purchase, after deducting Public Burdens and Feu-duties, and exclusive of Drainage Interest	£65,342 1 3
II. Rents of Towie, valued at do. do. do. Plantations on Towie, valued at	78,973 8 9 500 0 0
III. Rents of Findon, valued at 30 years' purchase, after deducting Public Burdens Feu-duties of do., valued at 22½ years' purchase Mossmails of do., valued at 15 years' purchase	£1,427 11 3 1,469 12 6 461 5 0
	3,358 8 9
IV. Rents of Heritage in Aberdeen, valued at 12 years' purchase Feu-duties of do., valued at 22½ years' purchase	£1,579 16 0 2,791 19 4
	£4,374 15 4
Deduct Public Burdens, valued at 22½ years' purchase	1,172 11 7
	3,199 3 9
V. Value of Hospital Buildings and Furniture, as ascertained by the late Messrs. John Smith and Archibald Simpson, Architects, in 1838	18,660 0 0
VI. Balance on account with North of Scotland Bank	112 19 0
VII. Arrears of Rent	20 19 9
	£170,167 1 3
DEDUCT—	
I. Sums Borrowed	£5,550 0 0
II. Bailie Williamson's Bequest	200 0 0
	5,750 0 0
	£164,417 1 3

NOTE.—The Sum paid to the Governors by the Collyhill Trustees, in 1838, as their proportion of the value of the Hospital Buildings, etc., applicable to the admission of 26 boys, was £2,922 13 0
And the sum paid by them in 1864, applicable to the admission of 14 additional boys, was 1,224 0 0
Included in the above sum of £18,660 £4,146 13 4

The accounts are audited yearly by the Hospital Auditor, Mr. William Milne, C.A.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 176.
2. There are no Foundationers who do not reside in the Hospital buildings.
3. There is a uniform dress, consisting of dark blue jackets and vests, with brass buttons bearing the crest and initials of the Hospital; dark grey trousers, and Glengarry bonnets.
4. No visitors are received by the pupils except in cases of sickness. The pupils have liberty to leave the Hospital on Wednesdays and Saturdays from 1 to 8 o'clock P.M. The holidays are from the last Friday in June to the first Monday in August, and a week at Christmas.
5. Punishments are inflicted in school by each Master in his own class as he finds necessary. Punishments for offences out of school and gross faults are inflicted by the Head Master. These are corporal punishments, restriction of play time, etc. For more serious offences, punishment by expulsion or otherwise is inflicted by the Governors. A record of punishments is kept by the House Steward.
6. Censors are appointed by the Head Master from the highest class,

one to every ten boys. These, in rotation, take the duty of public censor for a week, having a general supervision of the boys in the house.

7. The censors have a supervision by day in the dining-room and lavatories, and by night in the dormitories, and are responsible to the Head Master. The House Steward has general supervision by day and by night.

8. The dormitories vary in size from $58 \times 28 \times 11$ feet to $15 \times 12 \times 9$ feet. The cubical space allowed for each pupil ranges from 500 to 600 feet. The largest dormitory contains 36 pupils, and the smallest 3. Each pupil has a separate bed.

9. The ordinary amusements of boys—cricket, football, etc.—are encouraged. The size of the part of the Hospital grounds used as a playground is about 5000 square yards; but the pupils are taken to the Links for those amusements where more space is required.

10. The lavatories are used three or four times a day, and the pupils bathe in a swimming pond beside the Hospital once a week. The sanitary arrangements are excellent.

11. During the last ten years, of about 400 boys who have been admitted, 5 have died.

TWENTY-FOUR HOURS' TIME-TABLE.

A.M.		
Summer, . . .	6-6.45	} Washing and Dressing.
Winter, . . .	7-7.45	
Summer, . . .	6.45-7	} Worship.
Winter, . . .	7.45-8	
Summer, . . .	7-8	Play.
	8-9	Breakfast, Play—two Sections Writing (see Instruction Time-Table).
	9-12	School.
P.M.		
	12-1	French, Drill, and Band-music, and Play.
	1-2	Dinner and Play.
	2-4	School.
	4-5	Preparation of Lessons and Play.
	5-5.30	Afternoon Piece.
	5.30-7.30	Drawing (Tuesday and Friday), Singing (Monday and Thursday), and Play.
	7.30-8.15	Supper and Play.
	8.15-9	Worship and Bed.

SUNDAY TIME-TABLE.

	7-7.45	Washing and Dressing.
	7.45-8	Worship.
	8-10.30	Preparing Lessons, Reading, and Walking in front Garden (superintended).
	11-1	In Church.
	2.15-4	In Church.
	6-7.30	Religious Instruction under Master and Teachers.
	8.15-9	Worship and Bed.

Meals as on other days.

INSTRUCTION TIME-TABLE.

Hours.	1st Section (lowest).	2d Section.	3d Section.	4th Section.
8.15-9	Play.	Play.	Writing (Mr. Pope).	Writing (Mr. Pope).
9-11	Religious Instruction, English, Dictation, and Grammar (Mr. Dale).	Religious Instruction, English, English Grammar, Dictation, & Latin (Mr. Scott).	Religious Instruction and Arithmetic (Mr. Gerard).	English, English Compn., History, & Latin (Mr. Ogilvie).
11-12	Geography and Arithmetic (Mr. Dale).	Geography and Arithmetic (Mr. Scott).	English, English Compn., History, & Latin (Mr. Ogilvie).	Arithmetic and Mathematics (Mr. Gerard).
12-1	Play.	Play.	Play.	French (Mons. Des Clayes).
1-2	Dinner and Play.	Dinner and Play.	Dinner and Play.	Dinner and Play.
2-3	Arithmetic (Mr. Dale), Writing (Mr. Pope).	Arithmetic (Mr. Scott), Writing (Mr. Pope).	Preparing Lessons.	Arithmetic and Natural Philosophy (Mr. Gerard).
3-4	Arithmetic (Mr. Dale), Writing (Mr. Pope).	Arithmetic (Mr. Scott), Writing (Mr. Pope).	3-3.30, Third Section united with Fourth, Physical Geography under Mr. Gerard. 3.30-4, Not occupied.	
4-5	Play.	Play.	Preparing Lessons under Mr. Dale.	

From 1st November to 30th April, the boys are instructed in Dancing on Wednesdays and Saturdays from 12 to 1 o'clock.

Band-music and Drill three times a week during both summer and winter, half an hour each lesson.

From 5.30 to 6.30, on Thursdays during winter, Elementary Chemistry.

The afternoons of Wednesdays and Saturdays are half-holidays; the forenoon of the latter is devoted to Religious Instruction.

Dietary as follows:—

BREAKFAST.

Porridge, with sweet milk.

DINNER.

SUNDAY . . .	Cold beef, and bread or potatoes.
MONDAY . . .	Broth and beef, and bread or potatoes.
TUESDAY . . .	Vegetable soup, and bread or potatoes.
WEDNESDAY . . .	Milk, rice, and bread.
THURSDAY . . .	Skink soup, and bread or potatoes.
FRIDAY . . .	Stoved potatoes and bread.
SATURDAY . . .	Broth and bread.

5 O'CLOCK PIECE.

Bread and butter and tea.
Bread and milk.
Do.

SUPPER.

Porridge and sweet milk.

III. INSTRUCTION.

1. From the classes of tradesmen, mechanics, labourers, decayed merchants, etc., chiefly sons and grandsons of burgesses of guild and of trade. See paper herewith No. V.*

2. During their last six months in the Hospital, the boys who have a view to any particular line of life have their attention specially directed to subjects connected with it.

3. See printed time-table (p. 708). No industrial training is given beyond what is stated in the answer to No. 2 above.

4. For school purposes, the boys are divided into four sections, the fourth being the highest, and comprising somewhat less than the fourth part of the whole number. The fourth section is taught chiefly by the Head Master and the Teacher of Mathematics: by the former English and Latin, by the latter mathematics and arithmetic. At the last Government inspection, in April 1872, in the Mathematical School ten boys professed Books I., II., III., IV., and 20 propositions of Book VI. of Euclid; seven boys, Books I., II., III.; and three boys, Book I. The whole section professed the common rules of arithmetic; Chambers's Natural Philosophy, to end of mechanical powers; Physical Geography, 54 pages. Six boys professed logarithmic computation, plane trigonometry (old method), mensuration of surfaces and solids. Four boys, elements of algebra. The Head Master (now retired) having been in delicate health for some time previous to the late examination, the highest class was examined only in Latin.

TEXT BOOKS, ETC.

Mathematics, etc., etc.—Chambers's Educational Course, Chambers's Euclid, Chambers's Elementary Physical Geography, Chambers's Arithmetic, Chambers's Natural Philosophy, Trotter's Ingram.

Latin.—Cornelius Nepos, Melville's Lessons, Rudiments (Hunter's).

French (taught by Mons. Camille des Clayes).—Gasc's First and Second Grammars, Gasc's Histoires Amusantes, Gasc's Prosateurs Contemporains, Gasc's Material for French Prose Composition, Hachette's Readers.

Chemistry (taught by Mr. Dale).—Roscoe's Science Primer.

Drawing and Writing are taught by Mr. Pope, Vocal Music by Mr. Sandison, Instrumental Music by Sergeant Coombs, and Dancing and Deportment by Mr. Balfour.

5. The religious instruction, conducted by the Master and Teachers, consists of reading the Scriptures daily, both in the public school and class-rooms, and in the hearing and explanation of the Shorter Catechism. (Sunday Time-table, see p. 707).

6. The numbers in a class-room vary in the different schools,—a section being generally divided into two classes, sometimes more, and for some subjects only one class. Prizes are given liberally, and usually by the summing up of registers kept for several months previous to each half-yearly examination, and promotion from class to class is determined in the same way.

7. The class-rooms are suitable. Their size is as follows:—(1) $30 \times 21 \times 14\frac{1}{2}$ feet; (2) $28 \times 18\frac{1}{2} \times 14\frac{1}{2}$ feet; (3) $28 \times 22 \times 14\frac{1}{2}$ feet; (4) $28 \times 18 \times 14\frac{1}{2}$ feet. The average number of boys in each is from 50 to 60. There is a library.

8. The President and Governors appoint the Head Master, who conducts certain classes, and has a general superintendence over the teachers and the whole establishment. His tenure of office is from year to year.

* This paper gives the classification of the boys as above in detail.

9. See p. 705. No portion is derived from fees. The tenure of office is from year to year.

10. By the Deed of the Founder, the Head Master, after ten years' service, is entitled to maintenance in the house, for which a pension is now substituted, and it has been the practice to allow pensions to the other teachers who have retired after long service.

11. See reports of Government inspector.

12. Two boys have, with few exceptions, been sent yearly to the natural philosophy and mathematical classes in the University of Aberdeen (their fees being paid from the Hospital funds). Of those who have attended College, all (with one exception) have passed the class examinations, several have been in the 'order of merit,' one has taken the first prize in the senior mathematics, with a prize also in natural philosophy, and one the second prize in each of these classes, while several have taken lower prizes. Viewing this in the light of comparison with other institutions, it has to be borne in mind that pupils sent from this Hospital are at least on an average three years younger than their College class-fellows. One of the pupils above referred to, after leaving the Hospital, attended the Grammar School for two years, gained a bursary, and went regularly through the College curriculum with the view of preparing for the Indian Civil Service. He succeeded at his first trial, and is now on his way to Bengal. It must be observed that until within the last year Latin held but a subordinate place in the course of Hospital studies. An arrangement has now been made for devoting more attention to it; but the new system has not been long enough in operation to warrant an opinion on its results. Owing to the weakness of the classical department, it would not be fair to look for successful pupils in the lists of the learned professions, as none could enter College for a full curriculum without attending the Grammar School or some other preparatory school for a considerable time after leaving the Hospital, and this would imply an expense of time and money which few of the class could afford. Yet, in spite of all difficulties, many have wrought themselves into high positions,—one at the English bar, and others as architects, shipowners, merchants, bankers, accountants, actuaries, engineers, and shipmasters in all parts of the world, and several have been magistrates and members of the Town Council of Aberdeen.

13.

14.

GENERAL.

The Governors have had under consideration a plan for allowing boys to live out of the house, and receive instruction from its funds; but, on taking the opinion of counsel, they have been advised to wait for a general Act of Parliament on the subject.

THE BOYS' AND GIRLS' HOSPITALS OF
 ABERDEEN, KING STREET ROAD, ABERDEEN.

I. NATURE OF FOUNDATION.

1. 30th May 1739. Minute and Act of Town Council of Aberdeen.
2. The purpose was to establish and erect an Infirmary and Workhouse in the burgh of Aberdeen. These objects were shortly afterwards separated. The institution is now conducted under 'The Aberdeen Boys' and Girls' Hospitals Act, 1852.' (Private Act, 15 & 16 Vict. c. 21.) A copy of the Act is filed herewith.
3. The capital arises from successive legacies and donations, and amounts to £51,898, 1s. 8d., invested in lands and feu-duties of the buildings of the institution. Reference is made to the abstract of accounts.
4. The Trustees consist of Life Managers, and representatives of the Town Council, Kirk Session, and Parochial Board of St. Nicholas, Aberdeen, appointed yearly, in terms of the Act. The present Managers are:—Life Managers—James Edmond, Charles Winchester, Robert Smith, James Brebner, Patrick Davidson, and Dr. Henderson. Town Council—Lord Provost, William Bruce, Henry Brechin, Charles Smith, and William Findlay. Kirk Session—Rev. Henry Cowan, Rev. G. F. J. Philip, David Reid, and Alexander Walker. Parochial Board—John Sangster, George Jamieson, William Ironside, and John Ogilvie.
5. No.
6. By the Town Council, the Kirk Session, and Parochial Board.
7. By means of a House Committee and Education Committee, and weekly visitation.
8. The institution is conducted in strict accordance with the terms of the Act of Parliament.
9. Boys, 50; girls, 50; of whom 81 are fatherless; and 19, though not fatherless, are children of decayed or necessitous families.
10. None.
11. Boys—Seven vacancies and 16 applications. Girls—Two vacancies and six applications.
12. All of these were poor children belonging to the parish of St. Nicholas, in terms of section 24 of the Act.
13. Admitted at from seven to ten. Boys leave at fourteen. Girls may be retained longer, till situations obtained.
14. The condition is 'poor children of the parish of St. Nicholas, the test of belonging to the parish being the same as is required to establish a settlement under the Poor Law.*' No other condition. There is no entrance examination except by the physician, to ascertain that there is no disease or infirmity.

* Sec. 24 of the Act of Incorporation.

15. There is. Vested in the Trustees.
 16. The children, on leaving, receive an outfit of clothes, and a small gratuity yearly for three and five years; conditional on a favourable report from their employers.
 17. None.
 18. None.
 19. There are none.
 20. The account for the year 1871 is herewith filed. The accounts are audited yearly by Messrs. Marquis and Hall, C.A., Aberdeen, and thereafter submitted to the Managers at their annual meeting in January.

EXPENDITURE AND REVENUE ACCOUNT FOR YEAR ENDING 30TH DECEMBER 1871.

EXPENDITURE.

I. Hospital Expenses:—

1. House Expenditure,	£874 12 5	
2. Clothing,	319 8 6	
3. Salaries, viz.:—		
Secretary and Treasurer,	£80 0 0	
Matron (Boys), exclusive of Board, for half-year to Whitsunday,	15 0 0	
Matron (Boys and Girls), do., for year,	36 5 0	
Master (Boys and Girls), exclusive of Board, for year (including donation to Mr. Rennie),	105 9 8	
Assistant Teacher (do.), salary for year, do.,	24 0 0	
Warden, 7 months' salary, do.,	21 18 2	
Teacher of Singing, half-year's salary, and gratuity of £5, 5s.,	10 10 0	
Medical Officer,	20 0 0	
Auditor,	5 5 0	
		318 7 10
4. Apprentices (exclusive of £16 paid Boys for Mann's Mortification),	39 15 0	
		<u>£1,552 3 9</u>

NOTE.—Hitherto the expenditure for the Boys and Girls was shown separately; but the Establishments being now united, that can no longer be done.

II. Sundries:—

1. Feu-duties, King Street Road—		
Society of Advocates, Aberdeen, Year's Feu-duty,	£34 8 9	
Town of Aberdeen, do.,	20 0 0	
		£54 8 9
Less—Rent of Ground, Season 1871-72,	7 16 0	
		<u>46 12 9</u>
2. Insurances—		
Premium of Insurance of £5500 over New Buildings,	£4 10 0	
Less—Sum returned on old Policies cancelled,	1 11 10	
		2 18 2
3. Expenses of Flitting, Cleaning House, Trenching Lawn, etc.,	16 0 5	
		<u>£1,617 15 1</u>
Carry forward,		

	Brought forward, . . .	£1,617 15 1	
III. Interests:—			
	Interest on Mann's Mortification, . . .	£16 0 0	
	Do. on Building Account, No. II., with North of Scotland Bank, . . .	29 7 1	
		<u>£45 7 1</u>	
	Less—Do. Current Account, No. I., . . .	7 5 8	
			38 1 5
			<u>£1,655 16 6</u>
	Balance at Credit of this Account,		1,056 5 11½
	Being—1st, Balance from 1870, as credited per contra,	£954 7 1½	
	2d, Excess of Revenue over Expenditure added to Stock in Stock Account below,	101 18 10	
			<u>£1,056 5 11½</u>
			<u>£2,712 2 5½</u>

NOTE.—The Expenditure this year on Capital Account is shown below, viz. :—

1. Improvements on Elrick and Annochie,	£42 7 3
2. New Hospital Buildings,	2,089 11 5
3. Furniture for do.,	422 18 4
	<u>£2,554 17 0</u>
Sum,	

Balance at Credit of Revenue Account, 31st Dec. 1870, per last account,	£954 7 1½
--	-----------

REVENUE FOR YEAR 1870.

I. Heritable Properties:—

Elrick and Annochie—Free Rental, Crop 1870,	£1,386 7 2
House Property, Gallowgate, etc.—	
Half-year's Rent of Two Floors,	£12 15 0
Less — Paid for sundry Repairs, Taxes, etc.,	4 5 2
	<u>8 9 10</u>
Feu-duties—Innes Street Subjects,	£89 17 10
Holburn Street,	19 6 9
West North Street,	3 0 0
Gaelic Lane,	14 0 0
	<u>£126 4 7</u>
Less—Paid Dr. Bell's Trustees, Gaelic Lane Feu-duties,	14 0 0
	<u>112 4 7</u>
	<u>£1,507 1 7</u>

II. Mortifications:—

Elrick—Share of Feu-duty, per Magis- trates and Town Council,	£122 19 6
Sundries—per do. (Liddell, Johnstone, and Kemp Mortifications),	87 14 3
Chalmers,	40 0 0
	<u>250 13 9</u>
	<u>1,757 15 4</u>
	<u>£2,712 2 5½</u>

STOCK ACCOUNT OR BALANCE SHEET, at 30th December 1871.

ASSETS.

I. Heritable Properties :—			
Estates of Elrick and Annochie, per last Account,	£35,863 19 11		
Expended in Improvements this year,	42 7 3		
	<hr/>	£35,906	7 2
Hospital Buildings, and House Property in Upperkirkgate and Gallowgate, per last Account,	£3,700 0 0		
To Purchase Price of said Property sold,	£3,500 0 0		
Less—Expenses of Sale, etc.,	90 19 11		
	<hr/>	3,409	0 1
Balance, being deterioration in value, written off,	£290 19 11		
New Hospital Buildings, King Street—			
Outlay, as per last Account,	£5,362 2 5		
Sums paid this year to account,	2,089 11 5		
	<hr/>	7,451	13 10
Feu-duties as in last Account,		2,265	0 0
		<hr/>	£45,623 1 0
II. Mortifications :—			
Magistrates and Town Council,	£4,980 0 0		
Chalmers,	1,000 0 0		
	<hr/>	5,980	0 0
III. Furniture :—			
Furniture, as in last Account,	£358 8 10		
Deduct—Price of Old Furniture sold,	12 11 4		
	<hr/>	£345	17 6
Expended on Furnishings for New Hospital,	422 18 4		
	<hr/>	£768	15 10
Less—Depreciation in Value of Old Furniture,	149 1 2		
	<hr/>	619	14 8
NOTE.—Furniture at this date, per Inventory and Valuation by Mr. Masson, Auctioneer,		£671	9 8
Less—School and Dining Room Furniture, included in his Valuation, not yet paid,	51 15 0		
	<hr/>	£619	14 8
IV. Sundries :—			
Property Tax, supposed recoverable, per last year's Account,	£9 15 0		
Additional this year,	2 11 0		
	<hr/>	£12	6 0
The late Mr. Joseph Booth, Treasurer and Secretary, North of Scotland Bank—in Bank on Current Account, No II. Building Fund,	£141 10 1		
Less—Current Account overdrawn, No. I.,	54 16 11		
	<hr/>	86	13 2
Carry forward,		£190 17 4	£52,222 15 8

	Brought forward,	£190 17 4	£52,222 15 8
Balance due by Factor on his Factory Account,	67 0 1		
Balance due by Treasurer, per Cash Book,	3 4 0		
	<hr/>	70 4 1	261 1 5
			<hr/>
			£52,483 17 1
			<hr/>

LIABILITIES, AND NET STOCK.

I. Liabilities:—			
Mann's Mortification,			£585 15 5
II. Net Stock:—			
Amount of NET STOCK at this date,			51,898 1 8
NOTE.—Net Stock at 31st December 1871, as per last Account, including £954, 7s. 1½d. as the Balance then at the Credit of Revenue Account,		£52,236 3 11	
Add Excess of Income over Expenditure this year, per Revenue Account above,		101 18 10	
Less—Deterioration in value of House Property in Upperkirkgate and Gal- lowgate, written off,	£290 19 11		
And deterioration in value of Furniture, written off as <i>per contra</i> ,	149 1 2		
	<hr/>	440 1 1	
Net Stock,		£51,898 1 8	
Net Stock, as per last year's Account,		52,236 3 11	
		<hr/>	
Decrease,		£338 2 3	
Being, 1st, Difference between sum (£3700) at which the old Hospital Building and House Property stood in last year's Stock Account, and net sum (£3409, 0s. 1d.) realized for same when sold (see contra),	£290 19 11		
2d, Deterioration in value of Old Furniture, valued on being removed to New Buildings (see contra),	149 1 2		
	<hr/>	£440 1 1	
Less—Excess of Income over Expenditure this year, as above,	101 18 10		
	<hr/>	338 2 3	
			<hr/>
			£52,483 17 1
			<hr/>

ABERDEEN, 24th January 1872.—The above Abstract of the Revenue and Expenditure of the Boys' and Girls' Hospitals for the year ending 30th December 1871 has been made up from the Books of the Institution, which have been compared with the vouchers, and are hereby certified as correctly stated and vouched. The Stock Account or Balance Sheet shows the Assets and Liabilities and the Estimated Net Stock, which at said date amounts to £51,898, 1s. 8d.

GEO. MARQUIS, C.A., Auditor.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 50 ; girls, 50.
2. There are none of this class.
3. Yes.
4. They are allowed to visit their friends on the afternoons of Wednesdays and Saturdays, and may be sent messages at other times on the business of the institution. From four to six weeks' holidays are given at midsummer. No visitors are allowed except by permission of the Trustees.
5. Corporal chastisement; confinement to the Hospital; expulsion. The Master determines the punishment in the first instance. Grave offences are reported to the Trustees, and dealt with by them. Punishments are entered in the log book of the school.
6. No.
7. The Master, Matron, Assistant Teacher, and Warden are charged with this duty.
8. There are ten dormitories. About 500 cubic feet are allowed for each pupil. Each has a separate bed.
9. Besides the usual amusements of cricket, foot-ball, marbles, etc., the children have chess, drafts, dominoes, and quartettes. There is also a swing in each playground and a covered shed. Yes. Boys, 48 yards by 28 yards ; girls, 48 yards by 28 yards.
10. The children have an entire change every week of underclothing (the boys two shirts per week). A hot and cold bath every Saturday, and sea-bathing during summer. There are eight lavatories and bath-rooms, with a constant supply of hot and cold water. The sanitary arrangements are good.
11. *Under 1 per cent.*
12. A time-table for 24 hours and a scale of dietary are filed herewith, and follows :

TIME-TABLE FOR TWENTY-FOUR HOURS, BOYS' AND GIRLS' HOSPITALS, 1872.

Hour.	
6 A.M.	Private prayer in dormitories, Master superintending.
6.15-8 A.M.	House-cleaning, etc.
8 A.M.	Breakfast, worship, house-cleaning finished.
9.30 A.M.-12.30 P.M.	School work (see time-table).
1 P.M.	Dinner.
1.30-2.30 P.M.	Play.
2.30-5.30 P.M.	School work (see time-table). Rolls at 4 P.M.
5.30-6 P.M.	Play.
6 P.M.	Supper.
6.20-7 P.M.	Play.
7-8.15 P.M.	Preparation of lessons and worship.
8.15-9.30 P.M.	Brushing boots by sections ; games.
9.30 P.M.	Private prayer in dormitories.
9.30 P.M.-6 A.M.	In bed. Visited once during the night.

DIETARY SCALE.—BOYS' AND GIRLS' HOSPITALS, ABERDEEN. 1872.

DAYS.	BREAKFAST, 8 A.M.	DINNER, 1 P.M.	AFTERNOON, 4 P.M.	SUPPER, 6 P.M.	REMARKS.
SUNDAY.	Porridge and Milk.	Broth, Beef, and Roll.	Tea and Roll.	Roll, with Milk.	The children are not limited to a fixed quantity of Broth, Rice, and Soup,—they may have as much as they wish.
MONDAY.	Porridge and Milk.	Milk and Rice, Roll.	One half Roll.	Porridge and Milk.	Broth is made with 12 lbs. barley, 30 lbs. beef, 3 lbs. split peas, vegetables, pepper, salt, etc.
TUESDAY.	Porridge and Milk.	Pea-soup, Roll.	One half Roll.	Porridge and Milk.	Pea - soup is made with 24 lbs. split peas, 10 lbs. beef, vegetables, pepper, salt, etc. The soup is made with a quantity of bones in addition ; so also the cabbage.
WEDNESDAY.	Porridge and Milk.	Milk and Rice, Roll.	One half Roll.	Roll and Milk.	Milk and Loaf :—32 lbs. bread and 64 pints milk.
THURSDAY.	Porridge and Milk.	Broth, Beef, and Roll.	One half Roll.	Porridge and Milk.	Porridge is made with 22 lbs. of oatmeal, 40 pints of new milk.
FRIDAY.	Porridge and Milk.	Brose, Cabbage, and Cakes.	One half Roll.	Porridge and Milk.	The Rolls weigh 4 oz. Rice is made with 11 lbs. of rice and 64 pints of milk.
SATURDAY.	Porridge and Milk.	Milk and Loaf.	One half Roll.	Roll and Milk.	Tea, 6 oz. ; 3 lbs. of sugar. Brose, 22 lbs. meal ; cakes, 3 stones meal.

Matron, Mrs. DAVIDSON.

III. INSTRUCTION.

1.			
Seamen	24	Brass Finisher	1
Combmakers	10	Cooper	1
Labourers	11	Flax Dressers	2
Blacksmiths	7	Brushmaker	1
Masons	4	Baker	1
Coachmen	5	Dyer	1
Weavers	4	Sailmaker	1
Carters	2	Engine-fitter	1
House Painters	3	Butcher	1
Stokers	2	Soldiers	3
House Carpenters	3	Fish Dealer	1
Railway Porters	2	Boiler Maker	1
Policemen	2	Not ascertained	1
Shoemakers	2		
Slater	1	Total	<u>100</u>
Tinsmith	1		
Iron Moulder	1		

2. No; but some of the older boys work upon the grounds, under the superintendence of the Warden. They also make their own beds, sweep their bedrooms and passages, etc., under the superintendence of servants. The girls do all the scouring, assist in the washing and cooking, and, under the Assistant Teacher, learn sewing, knitting, darning, and cutting.

3. A school time-table is filed herewith, and follows:

FORENOON.		AFTERNOON.							
	9.30-10.	10-10.30.	10.30-11.	11.15-12.	12-12.30.	2.30.	3.30.	4.30.	5.30.
I.	Writing.	Bible History and Catechism, M., W., F., Tu., Th., Sat.	English, M., W., F. History and Roots, Tu., Th., F.	Arithmetic (Theory) or Composition.	Arithmetic.	Drawing, Mon. & Th.	Arithmetic, 45 min.	Mon. & Th. Music,	Natural Philosophy.
II.	Writing.	and Physical Geography, Tu., Th., Sat.	Dictation or Composition.	English Lesson, with Grammar, M., W., F.	Arithmetic.	Ditto.	Arithmetic, 45 min.	Ditto.	Ditto.
III.	Writing.	Bible & Cat., M., W., F. Geography, Tu., Th., Sat.	Arithmetic.	Arithmetic (Theory).	English Lesson and Grammar.	Drawing, Mon. & Th.	Arithmetic, 45 min.	Ditto.	Ditto.
IV.	Writing.	Arithmetic, Tu., Th., Sat.	Reading.	Dictation.	Arithmetic.	Drawing, Mon. & Th.	Dictation, 15 min.	Arithmetic, 30 min.	Writing or Object.
V.	Reading.	Writing on Slates.	Arithmetic.	Reading.	Object Lesson.	Ditto.	Reading, 15 min.	Ditto.	Ditto.
VI.	Reading.	Ditto.	Ditto.	Reading.	Ditto.	Ditto.	Preparation 30 min.	Ditto.	Ditto.
Singing, Ten Minutes.									
Play-ground.					Play-ground.				
Girls engaged in Sewings, Knittings, etc.									
Boys.									

4. Besides the various branches to enable them to pass in Standards VI. & VII., there is also—History (Collier's), the Tudor and Stuart Periods. Geography—Scotland, England, Ireland, Palestine, and Introductory Physical Geography. Bible History—to death of Solomon. Catechism. English Composition—paraphrasing and roots. Music—Tonic Sol-fa and Old Notation, Part Songs. Drawing—Freehand and Model. Practical Geometry and Natural Philosophy (oral lessons).

5. Lessons from the Bible and Catechism practically explained. A Sunday time-table is filed herewith.

TIME-TABLE, SABBATH, BOYS' AND GIRLS' HOSPITALS, 1872.

Hour.	
7 A.M.	Get up from bed ; private prayer.
8 A.M.	Breakfast ; worship.
9.30-10.15 A.M.	Emblem lesson ; catechism or singing.
10.30 A.M.	Leave for church.
1 P.M.	Dinner.
2 P.M.	Leave for church.
4.15 P.M.	Tea.
4.30-6 P.M.	Look up proofs of a doctrine.
6-7 P.M.	Sabbath school.
7 P.M.	Supper.
7.15-9 P.M.	Converse, or read <i>Sunday at Home</i> , etc.
9 P.M.	Private prayer ; go to bed.

6. Sixteen. Advancement in studies. Yes. By competition.

7. Yes. Schoolroom, 50 ft. by 28 ft., with open roof. Girls' sewing-room, 33 ft. 6 in. by 24 ft. 15 in. There are 100 pupils in schoolroom part of the day, but the girls are part of the day in sewing-room. There is a small library.

8. He is appointed by the Trustees. He conducts the instruction of all the classes. He holds his office by annual appointment. The Assistant Teacher acts under his directions in the schoolroom.

9. There are no fees. James C. Barnett, Master, £100, with board and lodging. Miss M. Johnston, Assistant Teacher and Sewing Mistress, £24, with board and lodging. Both by annual appointment.

10. No. At the discretion of the Trustees.

11. Mr. Kerr, H.M. Inspector of Schools. Separate paper filed herewith.

REPORT of EXAMINATION of Boys' and Girls' Hospital Schools for years 1871-72.

1871.

The following are the results of the examination of the scholars according to the New Code (Art. 28).

	Number presented.	Number passed on Examination in		
		Reading.	Writing.	Arithmetic.
Boys', or mixed, } under Master }	39	38	35	36
Girls', or mixed, } under Mistress }	40	39	37	29

Boys' School.—In consequence of removal into new premises, this school (both boys' and girls') had its vacation earlier, and inspection was deferred till almost immediately after vacation. The school was therefore seen at a disadvantage. It is in good working order, and made a good appearance both generally and

under individual examination. The new master gives good promise of success. The buildings are excellent.

Girls' School.—This department continues to be well conducted. The girls spend a large portion of their time in domestic work, and receive only half the amount of school teaching given to the boys. Notwithstanding this, a very creditable appearance was made, and the school is doing much good.

1872.

The following are the results of the examination of the scholars according to the New Code (Art. 28).

	Average attendance for past year.	Number presented.	Number passed on Examination in		
			Reading.	Writing.	Arithmetic.
Boys', or mixed, } under Master }	96	83	83	80	74

This school is in a highly satisfactory state. The standard work is done with great accuracy and intelligence, and the subjects beyond the standards are very well attended to. A very good examination was passed in geography, history, and religious knowledge. Grammar is not quite on the same level. Good freehand and very fair map-drawing. Music is very well taught. The older girls are at most twelve, and some are only four, hours per week in school, the rest of their time being spent in useful domestic work. Notwithstanding this, the appearance they make in all the ordinary branches is most creditable to the industry of the teachers. All the girls spend twelve hours per week in industrial work. They sew and darn very well. The boys' and girls' departments are worked conjointly by the master and mistress. The discipline is very good, and a spirit of cheerfulness and activity pervades the whole school.

Miss Johnston will shortly receive her certificate.

12. No.

13. The education is elementary, and the pupils are not of a class to go forward to the University.

14. The occupations of those boys who have left during the last nine years are as follows:—

Sailors	19	Drapers	2
House Painters	11	Tailors	2
Printers	8	Labourers	2
Cabinetmakers	8	Brassfounder	1
Clerks	7	Boilermaker	1
Mechanics	5	Watchmaker	1
Plumbers	4	Pianoforte Maker	1
House Carpenters	4	Ironmonger	1
Confectioners	3	Brushmaker	1
Grocers	3	Shoemaker	1
Ship Carpenters	2		
Booksellers	2	Total	<u>91</u>
Carvers and Gilders	2		

GENERAL.

In May 1871 the boys and girls were received into one new building in place of two separate houses, as before. They now take their meals in the same apartment, and are taught in the same schoolroom; but the dormitories are in separate wings, and the playgrounds are also separate.

ALEX. SIMPSON,

35, Castle Street, Aberdeen,

Secretary and Treasurer.

30th November 1872.

ALEXANDER SHAW'S HOSPITAL, ABERDEEN.

I. NATURE OF FOUNDATION.

1. 1807. Alexander Shaw. But not opened until many years after Founder's death.
2. 'For the maintenanee, aliment, entertainment, and education of five boys and five girls, who are fatherless, or deserted and forsaken by their parents, or are otherwise destitute and neglected, and have no sufficient means of subsistence or education.' I can furnish copies of the Founder's Testament, and Rules or Statutes made by his Trustees.
3. The sum left by the Founder was £1644. The funds are entirely vested in ground-rents or feu-duties. The gross revenue is now £284. The net revenue is the same.
4. Constituted by the settlement of the Founder, dated 21st July 1807. The Trustees and Administrators are the Provost and Dean of Guild; the Principal, and the Professors of Greek, Medicine, and Chemistry in the University; the President of the Society of Advocates; the eldest and second Ministers of the parish of St. Nicholas; the senior Clergyman of St. Paul's Chapel; the senior Physieian of the Infirmary; the Convener of the Incorporated Trades; the President of the Society of Shipmasters; the Secretary of the County Club;—all of Aberdeen, and all for the time being.
5. No.
6. By the Founder's Will.
7. Entire control.
8. The funds of the trust are applied in terms of the Founder's Will, and no otherwise.
9. Boys, 5; girls, 5; all of whom are fatherless.
10. None.
11. One vacancy and eleven applications.
12. All destitute.
13. Enter between six and nine, and leave at fourteen years of age.
14. No condition but poverty; and no entrance examination other than a medical one.
15. Yes. In the Trustees.
16. A boy gets £6 of an apprentice fee and an outfit, and £10 at the end of his apprenticeship. A girl gets £2 and outfit, and £8 if she remain five years in a place. A boy showing great genius may be brought up to a liberal profession.
17. None.
18. None.
19. Does not apply to this institution.
20. Annually. By an accountant appointed by the Trustees.

REVENUE.

Feu-Duties	£284 14 5
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EXPENDITURE.

House Goods and Furnishings	£11 15 2
House Expenses	117 16 3
Salaries and Wages	50 17 0
Wearing Apparel	20 4 1
Stationery and Education	11 15 2
Sick-bed and Funeral Expenses	4 10 10
Rent	24 0 0
	<hr/>
	£240 18 6
	<hr/>

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 5 ; girls, 5. At present 10, as above. Sometimes more.
2. There are no foundationers who do not reside in the Hospital.
3. They are generally dressed alike, but there is no prescribed uniform.
4. They are allowed to visit their friends every week, and their friends are allowed to see them in the Hospital at any time on application to the Treasurer. Every Saturday is a holiday ; and there is a month or so of holidays during summer, when such of the children as have respectable friends are allowed to stay with them for a time.
5. No punishment—except perhaps, very rarely, a slight whipping is inflicted, and that by the Matron. No record is kept.
6. No.
7. Similar to what would be in an ordinary well-regulated family.
8. There are three good bed-rooms for the children. Five at present sleep in one room. Each pupil has not always a separate bed.
9. They are quite free in regard to their amusements. There is a garden attached to the house, and a small playground.
10. Water is in the house in abundance. The sanitary arrangements are decidedly good.
11. None.
12. A time-table for 24 hours, and a scale of dietary are filed herewith.

TWENTY-FOUR HOURS' TIME-TABLE.—WEEK DAYS.

A.M.	
7.0	Rise.
8.30	Breakfast.
9.15	Prayers.
10.0	School.
P.M.	
1.0	Dinner.
2.0	School.
4.0	Play.
6.0	Supper—Lessons—Prayers.
9.0	Bed.

DIETARY SCALE.

Breakfast—Daily . .	Porridge and milk.
Dinner —Sunday . .	Broth made with beef or mutton or skink, with potatoes.
„ Monday . .	Ditto ditto.
„ Tuesday . .	Rice or barley, and milk boiled.
„ Wednesday . .	Fish, with potatoes ; or suet dumpling with treacle.
„ Thursday . .	Broth, etc., as on Sunday.
„ Friday . .	Ditto ditto.

Dinner— Saturday . Pea-soup and potato soup—alternately.
 „ Daily . . Bread (second flour).
 Supper— „ . . Porridge and milk.
 Daily—Any child gets bread or milk at any time when hungry.

III. INSTRUCTION.

1.	
Basketmaker	1
Cabinetmaker	1
Coachman	1
Gardener	2
Ropemaker	1
Shoemaker	2
Shipmaster	1
Unknown	1
Total	<u>10</u>

2. No; except that the girls learn housework and sewing during their stay in the Hospital, and are fit for domestic service when they leave.

3. The children are not educated in the house, but at Dr. John Brown's School, Aberdeen.

4. See preceding answer.

5. The children attend the Church of Scotland (South Parish). Timetable annexed.

SUNDAY TIME-TABLE.

A.M.	
8.0	Rise.
9.0	Breakfast.
9.45	Prayers.
11.0	Church.
P.M.	
1.0	Dinner.
2.30	Church.
4.0	School.
6.0	Supper—Reading—Prayers.
9.0	Bed.

6. See answer to No. 3 above.

7. See answer to No. 3 above. There is a small collection of books.

8. The Matron and other officials are appointed by the Trustees, and can be removed at pleasure.

9. There is no Teacher. The Matron assists the children in their lessons, and teaches the girls sewing, etc.

10. No.

11. None.

12. None.

13. None that I know of.

14. No record kept. The boys generally get on well in the world, as far as I have observed. I lose sight of the girls sooner, and cannot speak from personal knowledge of them after leaving the institution.

GENERAL.

No.

C. WARRACK,

16th November 1872.

Record Office, Aberdeen.

HOSPITAL IN ABERDEEN FOR ORPHAN AND DESTITUTE FEMALE CHILDREN.

I. NATURE OF FOUNDATION.

1. Incorporated by Act of Parliament, 28th July 1849. Trustees of the late John Gordon, Esq. of Murtle, Aberdeenshire, and the Trustees and Executors of the late John Carnegie, Esq., H.E.I.C.S.

2. The moderate and decent maintenance, combined with moral and religious education, of friendless and destitute orphan girls.

3. The capital sum contributed by the Trustees of Mr. Gordon was £7000, and by Dr. Carnegie's Trustees about £14,000. The capital at 31st December 1871 amounted to £23,653, 11s., and is invested in mortgages and railway debentures. The gross income for 1871 was £952, 19s. 11d., including £93, 1s. of incidental income, viz. a legacy of £60, and return of Income-Tax £33, 1s.

4. LIST OF TRUSTEES OF HOSPITAL IN ABERDEEN FOR ORPHAN AND DESTITUTE FEMALE CHILDREN.

I. TRUSTEES *ex officio*.

- | | |
|---|--|
| <p>1. Sheriff of the county of Aberdeen.</p> <p>2. Lord Provost of the city of Aberdeen.</p> <p>3. Eldest Baillie of the city of Aberdeen.</p> <p>4. Principal of the University of Aberdeen.</p> | <p>5. First Minister of the Established Church in Aberdeen.</p> <p>6. President of the Society of Advocates in Aberdeen.</p> |
|---|--|

II. LIFE TRUSTEES.

- | | |
|---|---|
| <p>7. Dr. Cruickshank.</p> <p>8. William Yeats, Esq. of Anquharney.</p> <p>9. Patrick Davidson, Esq. of Inchmarlo.</p> <p>10. Alexander Innes, Esq. of Raemoir and Cowie.</p> | <p>11. Alexander Davidson, Esq. of Desswood.</p> <p>12. Alexander Burnett Whyte, Esq., Muchant.</p> |
|---|---|

III. TRUSTEES IN RESPECT OF JOHN CARNEGIE'S FUND.

- | | |
|---|--|
| <p>13. Robert Catto, Esq. of Wallfield.</p> | <p>14. Major John Ross, H.E.I.C.S.</p> |
|---|--|

IV. TRUSTEES ELECTED FOR ONE YEAR IN TERMS OF ACT OF INCORPORATION.

- | | |
|---|---|
| <p>15. Dr. James Corbet, H.E.I.C.S.</p> <p>16. Lambert Barron, Esq., Advocate, Aberdeen.</p> <p>17. John Webster, Esq., Advocate, Aberdeen.</p> | <p>18. Gavin T. Todd, Esq., Manufacturer.</p> <p>19. R. S. F. Spottiswood, Esq. of Muir-
esk.</p> |
|---|---|

5. No.

6. Originally by the Act of Incorporation, and vacancies are filled up by the Trustees.

7. The fullest control over the whole conduct and management of the Hospital.

8. It is in terms of the Act of Incorporation, and of the regulations, of which a printed copy is herewith sent, and which specify all conditions as to the 'admission of girls;' the duties of the 'Matron,' Teacher,' 'servants,' and 'girls admitted,' as well as the 'general regulations' of the Institution. These will furnish answers to the questions here asked much more fully and intelligently than can be given in detail under this schedule.

9. Girls, 50; of whom 48 are fatherless; of whom 2, though not fatherless, are children of decayed or necessitous families,—the father of one being lunatic, and the father of the other having deserted his child, and being since unknown and unheard of.

10. None.

11. Three vacancies and twelve applicants.

12. 2 Fatherless.

1 Father a lunatic.

3 Elected.

13. Admitted not under seven years of age and not over ten. Dismissed not under fourteen, and not continued after sixteen.

15, 16, 17, 18, 19. See the printed Regulations appended.

20. Accounts are audited quarterly by the Trustees, and at the close of the financial year by a professional or chartered accountant.

ABSTRACT of ACCOUNTS for Year ending 31st December 1872.

I. STOCK ACCOUNT.

I. Bill by Harbour Commissioners,			£6,900	0	0
II. Bond over Heritable Property,			5,866	15	1
III. Do. do.		£2,000	0	0	
Do. do.		3,000	0	0	
			5,000	0	0
IV. Do. do.			4,400	0	0
V. Railway Debenture Bond,		500	0	0	
Do. do.		400	0	0	
			900	0	0
VI. Balance in Treasurer's hands,			671	7	11
			£23,738	3	0

II. REVENUE ACCOUNT.

I. INCOME.

Interest on Harbour Bill,		£270	14	7	
Do. Heritable Security, p. £5,866, 15s. 1d.,		230	3	9	
Do. do. p. £3,000 and £2,000,		196	3	8	
Do. do. p. £4,400,		172	12	10	
Do. on Railway Debenture Bonds,		35	6	6	
Do. on Treasurer's Account,		5	19	5	
Donations, etc.,		6	0	6	
			£917	1	3

II. EXPENDITURE.

Payments for small Disbursements,		£16	0	0	
Provisions,		261	6	6½	
Clothing, etc.,		154	6	7	
Salaries and Wages,		119	7	0	
Repairs, etc.,		23	17	3	
Rent,		150	0	0	
Fire and Light,		68	0	4	
Sundries, including Books and Furnishings for House,		39	1	6½	
			832	9	3
Excess of Revenue,			£84	12	0

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. See the printed Regulations appended.
 11. *Three deaths in ten years.*
 12. See the printed Regulations appended.

III. INSTRUCTION.

1. Orphan and destitute girls.
 2. Chiefly to be domestic servants.
 3, 4, 5, 6, 7, 8. See the printed Regulations appended.
 9. Matron, £35 per annum, with bed and board in the Hospital.
 Teacher, £20 do. do. do.
 10. No.

GENERAL.

No.

DAVIDSON & GARDEN,
 7 Union Terrace, Aberdeen.

9th December 1872.

REGULATIONS FOR THE ORPHAN AND DESTITUTE FEMALE
CHILDREN'S HOSPITAL.

ADMISSION OF GIRLS.

I. No girls shall be admissible until after completing their sixth year, nor after completing their tenth year; and they must be in good health, free of all infectious complaints, and of a sound constitution, at the time of their admission. Previous to election, the Trustees shall be satisfied, by certificates or otherwise, of the eligibility of the applicants, in conformity with the Act of Parliament and these Regulations.

II. The children eligible for election into the Hospital are friendless and destitute orphan girls, who shall have been born in, or shall belong to, or shall be the children or grandchildren of parents who were born in, or did belong to, the city or county of Aberdeen, and such others as shall be deemed suitable.

IV. No girl shall be dismissed before she has completed her fourteenth year, nor continued beyond her sixteenth year; and no dismissal shall take place without the sanction of the Trustees.

VI. The children shall be maintained, clothed, and educated during the time they are in the Hospital, and they are to be properly instructed in all kinds of female house-work, including plain cooking, so that they may be qualified for earning their livelihood as domestic servants, or by any other industrious and respectable employment.

MATRON.

I. The Matron shall be a member of the Established Church of Scotland, and unmarried woman or a widow, who shall, besides being able to teach the English Language, Writing, and Arithmetic, possess an adequate knowledge of knitting, dressmaking, and other needlework, so as to be able to cut out and superintend the making and mending of the girls' clothing, and to teach and instruct them in these and in such other branches of female education and

domestic employment as the trustees shall appoint to be taught. She must also be capable of keeping ordinary accounts, such as are required for the discharge of her duties in the house.

II. The Matron shall, subject to the Trustees, have the general superintendence of the whole establishment, and the sole control over the inmates.

VI. She shall see that the linen and stockings of the girls are changed twice a week, and the bed linen once every fortnight; that all of them are properly dressed and kept in a clean and neat condition, supplying them from time to time with the proper garments; and that care and economy are strictly observed in this department of her duty. She shall also take care that the children are regularly washed twice a day, and bathed at least once every week.

X. She shall teach the girls knitting, sewing, and other needlework, and superintend them at their other occupations, and shall also see that the older girls, by working or by assisting the servants in their turns, are instructed in washing and dressing the linen, sweeping and cleaning the house, cooking and preparing the victuals, making and mending their clothes, and in all other kinds of domestic female employments suited to their ages and abilities; and she shall take notes in a book of their individual conduct, for the inspection of the Trustees.

XI. She shall have power to chastise or otherwise punish the children for offences in a suitable and temperate manner. All offences of importance shall be recorded; and all chastisement shall be inflicted openly, in a formal and deliberate manner, with prudence and discretion, in presence of the whole girls, and shall be recorded in a book immediately after it has taken place.

XII. She shall see that everything is conducted with decency and order, and that a grace before and a grace after each meal is audibly pronounced, either by herself or by some other person she may appoint.

XIII. She shall, every night, when the girls are going to bed, visit the bedrooms, and see that the girls are all present, and that each of them performs her proper devotions, as prescribed by the Matron, before going to bed; and she shall see that all fires and lights in each bedroom are extinguished before she leaves.

XIV. She shall take particular care that none of the girls go beyond the bounds of the Hospital without her permission, which shall be given with proper consideration; and she herself shall be absent as seldom as possible from the Hospital, and shall not be absent one whole night without special permission from the Acting Committee.

TEACHER.

A Teacher shall be appointed by the Trustees who shall instruct the girls in the English Language, Writing, Arithmetic, and in such other branches of education as the Trustees shall from time to time think proper.

IV. The children shall be allowed to visit their friends on the afternoon of each Wednesday, on the permission of the Matron, who shall give them a ticket, specifying the hour at which they must return to the Hospital; and the Matron shall have it in her power to refuse this leave to any of the girls whose conduct for the previous week may not have been satisfactory. The children shall be taken out to walk by the Matron as often as possible.

V. The Matron shall endeavour to procure for the girls, previous to their leaving the Hospital, engagements as house servants in respectable families, or to procure for them any other suitable means of earning their livelihood; and she shall carefully report all her actings in these respects to the Trustees before any girl leaves the Hospital.

VI. Every girl, on leaving the Hospital as above, shall be presented with a Bible, a chest, and clothes fit for a servant; and as a stimulus to obedience and good behaviour, if she obtain a good character from the masters or mistresses, and from the clergyman of whose congregation she is a member, at the end of three years, she shall be rewarded in such manner as the Trustees shall resolve

GENERAL REGULATIONS.

I. Friends and relations of the inmates may have permission to see them, with consent and in presence of the Matron, every Friday between twelve and two o'clock; and in special cases friends and relations may have an opportunity of seeing a girl alone, on production of an order by a Trustee.

II. All the girls above twelve years of age, who are in health, shall rise at six in the morning from the 1st of April to the 1st of October; at seven in the morning during the months of February, March, and October; and at eight in the morning during the months of November, December, and January; and half an hour will be allowed, after getting up, for washing and dressing. The Matron shall fix the hours of rising for the younger children.

III. Divine worship shall be performed by the Matron, Teacher, or a Chaplain, in presence of the whole inmates, twice every day, at such hours as may be fixed by the Trustees.

IV. The girls shall breakfast at nine, dine at two, and sup at seven, all the year; and at all meals they shall be superintended by the Matron.

V. The hours of attendance in the school and work-room shall be regulated from time to time by the Trustees. The girls under twelve shall go to bed at eight o'clock, and those of twelve and upwards at nine o'clock.

VI. On Sunday, the children shall attend regularly (unless prevented by inclemency of weather) one of the Established churches of the city fixed on by the Trustees, being conducted thither by the Matron. During the evening the Matron shall convene the girls and servants for at least an hour, and catechize and instruct them in the principles of the Christian religion; and, if thought necessary, the Teacher or Chaplain shall assist her therein.

VII. There shall always be a bed for at least every two girls, provided with proper mattresses, pillows, blankets, and sheets, which shall be kept properly aired and cleaned.

VIII. As an apartment in the house shall be appropriated as a sick-room, any girl, when seized with a disease that assumes a serious aspect, shall be removed into it, and the Matron shall apply to the physician attending the Hospital for assistance and advice; and all medicines shall be administered by the Matron herself; and, in the event of fever or other infectious disease, the patient shall be immediately removed to the Royal Infirmary, or to the care of her relations.

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THE ABERDEEN FEMALE ORPHAN ASYLUM, IN THE CITY OF ABERDEEN.

I. NATURE OF FOUNDATION.

1. 22d August 1849. Mary Elmslie, of Woodcote Place, near Epsom, widow of James Elmslie, late of the same place, Esquire.

2. 'For the reception of female orphans, . . . who must be orphans of married parents of respectable character, however low or destitute their situation in life, to be trained principally as domestic servants.' A copy of the Trust-Deed, and of a subsequent Deed of Alteration, is sent herewith;* also of the Form of Application to be filled up before admission sent herewith.

EXTRACT FROM RULES AND FORMS OF ADMISSION TO THE ABERDEEN FEMALE ORPHAN ASYLUM.

No. 1. The girls to be admitted must be Orphans of married parents, who have been of respectable character, however low or destitute their situation in life; and to give a claim to the benefit of the Institution, it is indispensable that, as to seven-tenths of the number, the last surviving parent should have lived, for three years preceding the period of his or her death, within the boundaries of what was formerly called, and still is known as, Saint Nicholas parish, of the city of Aberdeen. None to be admitted as objects of the Asylum unless those who have been deprived, by the hand of death, of both father and mother, and who are not possessed of more than £20 at the time of their entering the Asylum; the Managers, however, always giving the preference to those candidates who are wholly or the most destitute.†

2. Under the same conditions and restrictions as above, two-tenths of the number of Orphans from the parish of Old Machar, and one-tenth from the parish of Nigg—both in the Presbytery of Aberdeen—to be received into the Asylum, and have the same advantages in every way as the Orphans of Saint Nicholas parish.

3. The children claiming to be admitted must not be under four years of age, nor older than eight; and to be retained in the Asylum until they are sixteen years of age, the time fixed for their entering service, or being given over to their friends or the parish. See No. 8.

4. The Orphans of parents of all religious persuasions to be admissible, but under the absolute rule of consenting to be trained up in the established religion, as hereinafter expressed.

£20,100	0	0
4,900	0	0
15,000	0	0
<hr style="border: none; border-top: 1px solid black;"/>		
£40,000	0	0
4,179	2	0
<hr style="border: none; border-top: 1px solid black;"/>		
£35,820	18	0

3. (1) The building and ground on which it stands free of feu-duty.
 (2) £20,000 new $3\frac{1}{2}$ per cent. annuities.
 (3) £100 3 per cent. bank annuities.
 (4) £2000 3 per cent. consolidated bank annuities.
 (5) £2900 3 per cent. consolidated bank annuities.
 (6) £15,000 reduced 3 per cents., all presently invested as left by the Foundress, with the exception of £4179, 2s. sold for £3855, 4s. 6d., which had to be sold to pay succession duties, etc.

The gross and net annual revenue are the same, namely £1074, 12s. 6d.

* The substance of these Deeds is embodied in the above Answers.

† This proportion was afterwards altered by the Foundress. See Deed of Alteration.

4. During the life of the Foundress she was to draw the dividends on the above-mentioned stock, and pay the expenses of the Institution. After her death, which took place on 9th November 1868, the Trust devolved on certain Trustees and Managers named by the Foundress in her deed of trust, and others, subsequently assumed. The present Trustees are—John Hopton Forbes, of Merryoak, Southampton; Alexander Simpson, junior, Advocate in Aberdeen; John Cruickshank, LL.D., Aberdeen; Alexander Pirie, Seatou House, Aberdeen; John Smith, Advocate, Aberdeen (Managers *ex officio*); the Lord Provost, Aberdeen; the Dean of Guild, Aberdeen; the Convener of the Trades, Aberdeen; the President of the Shipmasters' Society, Aberdeen; the Ministers of the West, East, North, and South Parishes, Aberdeen (appointed by the Town Council of Aberdeen); John Duguid Milne and Robert S. F. Spottiswood, Advocates, Aberdeen (appointed by the Trustees and Managers); James B. M'Combie, Advocate; and Gavin T. Todd, Manufacturer, Aberdeen.

5. No.

6. The Trust Deed is here referred to (page 23).

7. The Managers meet monthly, and also at other times, if necessary; and exercise a direct control over the Hospital, its staff, discipline, and instruction. They are assisted in the domestic arrangements by a Committee of Ladies. (See Trust Deed, page 25.)

8. The Trust is presently applied in all respects in terms of the Foundress' will.

9. Girls, 46; all of whom are fatherless, and all are children of decayed or necessitous families.

10. None.

11. Sixty vacancies. Six applicants, all of whom were elected.

12. All those elected embraced in the Founder's intention.

Names.	Trade of Fathers.	Parish from which admitted.
Janet Stewart,	Coppersmith,	Saint Nicholas.
Margaret Rattray,	Baker,	„
Mary Stephen,	Shoemaker,	Old Machar.
Isabella Pringle Miller,	Plasterer,	„
Charlotte Hay Miller,	Plasterer,	„
Olivia Farquharson Christie,	Cabinetmaker,	„

13. They enter between four and eight, and leave at sixteen, but a limited number are retained till eighteen.

14. They must all be female orphans of married respectable parents, the survivor of whom for three years before death must have resided in one or other of the following parishes, viz. Saint Nicholas, Old Machar, Nigg, or Banchory-Devenick. They may belong to any Church, but must be brought up as members of the Established Church of Scotland. There is no entrance examination.

15. Yes. In the Board of Managers.

16. When they leave the Institution they get a substantial outfit, and situations are provided for them as domestic servants. (See Regulations.) They are further entitled to money prizes for length of service in the situation provided for them (see Trust Deed, p. 30); and pensions of £12 yearly are provided to the orphans on attaining the age of sixty-five, under certain conditions (see Trust Deed, p. 41). In reference to the rewards, a schedule, No. 6, is sent herewith.

17. None.

18. None.

19. No non-Foundations.

20. No. 8 sent herewith. A copy of the account for the last financial year is sent herewith. The accounts are audited yearly by three of the Managers appointed for that purpose, and abstracts have to be published in one of the Aberdeen newspapers, once in five or seven years (by rule 57), and by rule 58 once in three years. In practice they are published once in three years. Householdors in Aberdeen (paying a rent of not less than £20) may object to the accounts, in which case the Sheriff of the County is to examine them. (See rule 58, p. 45 of Trust Deed.)

RECEIPTS.

Dividends on Government Securities, less Income Tax,

9th November 1868 to 31st January 1870.

Provisions,	£376 16 3 $\frac{1}{2}$
General House Articles,	193 0 1 $\frac{1}{2}$
Furnishings and Repairs,	90 16 0
Taxes and Insurances,	17 18 8
Garden Expenses,	6 11 7
Rewards to Orphans,	6 0 0
Mournings to Matron, Teachers, Servants, and Orphans, on occasion of Mrs. Elmslie's death,	70 14 7 $\frac{1}{2}$
Salaries and Wages,	237 0 0
Law Expenses,	86 18 9
Miscellaneous Expenses,	42 15 0
	<hr/>
	£1128 11 0 $\frac{1}{2}$

31st January 1870 to 31st January 1871.

Sum realized for Government Stocks sold to pay succession duties, £3855 4 6
 Dividends on Government Securities, less Income Tax, . . . 1054 10 7

Provisions,	£339 5 4
General House Articles,	274 15 11
Furnishings and Repairs,	188 1 0
Taxes and Insurances,	10 7 0
Garden Expenses,	15 0 3 $\frac{1}{2}$
Salaries and Wages,	199 1 8
Law Expenses,	109 10 8
Succession Duties and Expense of Settling,	3865 16 4
Miscellaneous Expenses,	18 9 0
	<hr/>
	£5040 7 2 $\frac{1}{2}$

31st January 1871 to 31st January 1872.

Dividends on Government Securities, less Income Tax,

. . . £1052 2 10

Provisions,	£378 15 4
General House Articles,	239 6 11
Furnishings and Repairs,	55 12 10
Taxes and Insurances,	10 7 0
Garden Expenses,	9 12 9 $\frac{1}{2}$
Salaries and Wages,	231 8 4
Miscellaneous Expenses,	36 7 7
	<hr/>
	£961 10 9 $\frac{1}{2}$

(Signed)

JOHN CRUICKSHANK.
 A.L. SIMPSON, Junr., Secretary.

EXPENDITURE.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Girls, 46.
2. They all reside and board in the Hospital unless when sent temporarily to the country on account of sickness, in which case their expenses are all paid.
3. Yes.
4. Their friends are allowed to visit them in the Hospital once in three months. They are not allowed to visit outside except on particular occasions, and then only with the consent of the Matron, and one of the Ladies' Committee. (See rules 28, 29, pp. 34, 35.) They walk out often as a body, under charge of Teachers or Matron. In cases of serious illness, their friends are allowed to visit them at all times.
5. No personal punishments allowed. Tasks of work, or confinement during play hours, or denial of indulgences. When very refractory, reported to Managers, and expelled as a last resource. No record of punishments kept except when reported to Managers. Matron or Teacher determines punishment, except where reported to Managers.
6. The elder girls have each a younger girl in charge, to wash, dress, and take charge of clothes, and sometimes act as Monitors.
7. They are always under the supervision of the Matron, or Teacher, or Pupil Teacher, or Servants of the Institution. The Matron's and Teachers' bedrooms communicate with the dormitories.
8. Two dormitories, each 40 feet long by 20 feet broad, and 14 feet high. Twenty-four children in one dormitory, and twenty-two in the other, at present. Beds large. Two sleep in each bed if healthy; sisters generally do. Cubical space to each pupil, 487 feet.
9. There is an inside play-room for bad weather, where the girls have dolls, doll-houses, puzzles, etc., and where they may amuse themselves as they please. There is an outside playground for good weather, 120 feet long by 90 feet broad, having swing, skipping-ropes, etc. They have also the range of a large garden, green, seats, etc. The orphans are left as free at their amusements as pupils at other schools usually are.
10. Hot and cold baths. Lavatories attached to each dormitory, with towels, soap, brushes, etc. The sanitary arrangements are good.
11. During the last ten years there have been six deaths in the Asylum, mostly from complaints showing a scrofulous constitution. The percentage of deaths is not quite half per cent. per annum.
12. Time-tables and dietary filed herewith, Nos. 2, 3, and 4, which follow:

SUNDAY TIME-TABLE.

Rise at	.	.	.	7.0 A.M.
Prayers at	.	.	.	8.0 A.M.
Sabbath Morning Class from	.	.	9.0 A.M. till	10.15 A.M.
At Church from	.	.	11.0 A.M. till	1.0 P.M.
Dinner; Rest.				
At Church from	.	.	2.0 P.M. till	4.0 P.M.
Tea; Rest.				
Scripture Lessons from	.	.	5.0 P.M. till	6.0 P.M.
Supper; Rest.				
With Chaplain from	.	.	6.30 P.M. till	8.0 P.M.
Retire to Dormitories.				

TIME-TABLE.

9 A.M. 10 10.30 11 11.30 12 12.15 P.M. 2 4.30 DAILY DIVISION OF TIME.

CLASS 1.	Writing* and Arithmetic.	Prepare Lessons.	Scripture Lesson.	Reading, Spelling, and Questioning.	Grammar or Geography.	Tables and Mental Arithmetic.	Needlework or Knitting.	Rise at Retire to Bed, . . .	Hours. 6½ 8½
CLASS 2.	Writing and Arithmetic.	Reading and Questioning.	Prepare Lessons.	Grammar or Geography.	Catechism & other Scripture Lessons.	Tables and Mental Arithmetic.	Singing and other Devotional Exercises.	Engaged in the Dormitories, 1 Family Worship, 2 Lessons and Writing, 3¼ Needlework or Knitting, 2½ At Meals, 1 Recreation, 4½	1 1 1 1 1
CLASS 3.	Writing and Arithmetic.	Reading, Spelling, and Questioning.	Prepare Lessons.	Catechism & other Scripture Lessons.	Grammar or Geography.	Tables and Mental Arithmetic.	WEDNESDAY, Half Holiday. FRIDAY, Repetition of the Lessons learnt in the week.	Singing and other Devotional Exercises, 1 Rest, 14 10	1 14 10
CLASS 4.	Writing and Arithmetic.	Prepare Lessons.	Scripture Lesson.	Reading, Spelling, and Questioning.	Catechism and Hymns.	Tables.	SATURDAY, Mending Clothes, instead of attending Classes.	During the Winter Season, rise at Seven o'clock.	24

The Children are taught to make and mend their own Clothes, Sheets, and Table Linen, and do all kinds of Plain Needlework and Knitting; also, the Business of the House and Kitchen, for which purposes all the elder Girls are appointed in rotation, according to their age and abilities; likewise to Wash, Iron, and assist in getting up the Linen.

The Chaplain attends on the evenings of SUNDAY and THURSDAY, to instruct the Children in Religious Duties, and examine the progress they are making therein under the Teachers.

* Bible Instruction is now given from 9 to 10, while attention is fresh; Writing, being more mechanical, is given last, from 11.30 to 12.15. Ten of the elder girls are engaged in Housework, by rotation, for 3 hours daily, and are not so long in school in the forenoon, but on Tuesdays and Fridays go in at 10 A.M., other days at 11 A.M.—in school *all* afternoon and evening.

III. INSTRUCTION.

1. The respectable working classes.

Bakers, . . . 3	Clerks, . . . 3	Shore Porters, . . . 2
Brassfounder, . . . 1	Farmer, . . . 1	Stone-Dresser, . . . 1
Blacksmiths, . . . 2	Grocer's Assistant, 1	Stone-Mason, . . . 1
Bleachers, . . . 2	Hairdresser, . . . 1	Slater, . . . 1
Brewer, . . . 1	Labourers, . . . 4	Soldier, . . . 1
Coppersmith, . . . 1	Mill Overseer, . . . 1	Seamen, . . . 5
Cabinetmaker, . . . 1	Plasterers, . . . 3	Tinsmith, . . . 1
Contractor, . . . 1	Police Constable, 1	—
Cab-Driver, . . . 1	Railway Servant, 1	Total, . . . 46
Carpet-Weaver, . . . 1	Shoemakers, . . . 4	

2. Yes; they are intended to be domestic servants, and receive instruction in their duties as such. A few who show superior abilities are trained as pupil-teachers.

3. The time-table under II. section 12 shows this.

4. This is not strictly an Educational Establishment; it is more for the purpose of turning out a decent respectable class of house servants, fairly instructed in household work, and at the same time able to write and express themselves in such a way as to fit them for being put in good situations as servants. A copy of the last report by H. M.'s Inspector of Schools is sent herewith.

REPORT by Her Majesty's Inspector of Schools for November 1869.

This School made a very good appearance in Reading and Religious Knowledge. The Writing from Dictation and Arithmetic of the higher classes are not on the same level. Dictation exercises should be given more frequently if possible, and Arithmetic should be more practical. A good examination was passed in the Geography of Palestine; that of Scotland needs revisal. It is only fair to mention that about half of the pupils' time is occupied with domestic and industrial work. Very good Sewing and Writing.

REPORT for November 1871.

The condition of this School continues to be satisfactory. The standard examination, though somewhat weak in the Spelling of the highest class, on the whole creditable. Religious Knowledge is very good, and the subjects beyond the standards receive satisfactory attention. Some of the older girls being much occupied with household duties, were not presented for the standard examination. Steps are to be taken to remedy this.

5. This was deemed by the Foundress one of the most important points to be attended to. See time-table No. 3, under II. section 12 hereof.

6. Ten to twelve in a class. They change standards or classes yearly as required by H. M.'s Inspector of Schools. Prizes (books) are awarded at the annual examinations as per class register, and to those deemed most deserving by the Matron and Teacher.

7. There is a large school-room. There are no separate class-rooms. There is a library. The school-room is 40 × 20 feet, and 14 or 15 feet high.

8. The Managers appoint the Matron. She takes a general superintendence of the teaching and instruction, as well as of the household matters. Her tenure of office is from year to year, but may be dismissed on three months' notice or three months' pay.

9. Matron, Mrs. Reid; Teacher, Miss Anderson (both appointed on same terms as in previous answer). Salaries, £40 and £35 respectively. Pupil Teacher, Miss Watt. No salary. These three reside in the Asylum, and are found in board, lodging, and medical attendance. There are no fees.

10. See copy Trust Deed, p. 41.

11. Copy Reports for two years sent herewith. (See answer to query 4, p. 736.)

12. None.

13.

14. No official record is kept. A good many of the old girls have married. A few have emigrated. Most of them hold respectable situations as teachers, ladies'-maids, housekeepers, and domestic servants.

GENERAL.

No.

AL. SIMPSON, Jun., *Secretary*,
Court House, Aberdeen.

11th January 1873.

SCOTT INSTITUTION, TOWN OF GREENOCK.

I. NATURE OF FOUNDATION.

1. December 1838. William Scott, of Saint Andrews, county Charlotte, province of New Brunswick.
2. The endowment of a school for maintenance and education of as many indigent orphan children as the proceeds of founder's property may be able to support and educate. Children to be instructed in English reading and grammar, writing, arithmetic, and a few of the plain branches of mathematics. No children to be continued in the institution over 15 years of age.
3. The fund left by the founder consisted principally of land in New Brunswick. The Trustees of the founder recovered from his executors the sum of £4500, or thereabouts. The Trustees have invested £3500 in the Town Proper Trust of Greenock, at 5 per cent. per annum of interest. The balance was expended in the purchase of house and school, etc.
4. The Trustees appointed by the founder to administer the trust funds received and recovered from the executors are the Provost and Magistrates for the time being, and also the two Clergymen of the East and West parish churches of Greenock, his father's native town. Present Trustees are Provost Robert Neill, Bailie William Birkmyre, Bailie William Neill, Bailie Dugald Campbell, Bailie Alexander Scott, Rev. James Hutcheson, and Rev. Dr. M'Culloch, of the East and West parishes of Greenock.
5. No Hospital.
6. The Trustees of the founder appoint a Governor and Matron to take the immediate charge of the orphan children as regards their maintenance and education. A medical gentleman regularly visits the Institution; his allowance is nearly nominal.
7. The Trustees exercise control over the institution. They see that the orphan children are well maintained and educated.
8. The fund realized by the executors of the founder and received by the Trustees was small as compared with the purpose of the trust. The Trustees therefore, under competent advice, laid out and invested the funds to the very best advantage, so as to educate as many orphan children as possible; and the application of the fund is as near as circumstances would justify or was possible with the intention of the founder.
9. Boys, 4; girls, 2; all of whom are fatherless and motherless.
10. None.
11. One.
12. All the children in the institution are from 11 to 14 years of age, and have been carefully selected in terms of the trust.
13. Enter school at 7, and leave at 15.

14. Indigent orphan children is the sole condition of admission to the benefits of the institution.

15. All power in this respect vested in Trustees.

16. The Trustees are to endeavour to put the children in a way of providing for themselves.

17. None. All resident in the institution, where they receive a part of their education, and a part at a neighbouring seminary.

18. None. No fees.

19. None.

20. The Accounts are audited at quarterly meetings by the Trustees, and signed by the Chairman of the meeting.

ABSTRACT OF ACCOUNTS for year ending December 1872.

CHARGE.

Interest on £3500, lent to Greenock Police Board, at 5 per cent.,	
less Income Tax	£170 12 6
Rent of House adjoining the institution	19 0 0
Total Charge,	<u>£189 12 6</u>

DISCHARGE.

Governor's Salary	£15 0 0
Teacher's Fees (school)	6 0 5
Secretary's Fee	5 5 0
Medical Attendant's Fee	2 0 0
Clothes, Material, and Making	37 4 10
Milk	13 17 6
Baker	14 18 2
Flesher	14 10 11
Grocer	20 3 6
Coals	8 18 6
Shoemaker	9 4 9
Medicines	0 6 6
Taxes	2 7 1
Gas	3 10 9
Feu-duty	2 17 11
Repairs	13 2 9
Insurance	0 11 0
Sundries	8 3 3
	<u>£178 2 10</u>
Balance Surplus Charge	<u>£11 9 8</u>

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 4; girls, 2. These six reside in the institution under the charge of the Governor and Matron, from whom they receive a part of their education, and who are responsible to the Trustees for their care and maintenance and education of the children.

2. All reside in the institution.

3. None. They are supplied with clothing, but wear no particular uniform.

4. The usual school vacation holidays. Friends are allowed to visit, and children can visit, friends on Saturdays. The usual freedom of children receiving a home education.

5. No punishment beyond necessary and kindly correction. No record required to be kept.

6. None.

7. No hospital. The children live with the Governor and Matron, who take care of them day and night.

8. The two girls sleep together; bedroom, 8 feet in height, 11 in length, and 14 in width. The boys occupy two bed-rooms, 20 feet in length by about 8 in height.

9. Usual amusements; playground small; but institute in a healthy part of the town, and close to the country.

10. All necessary provisions for cleanliness. Sanitary arrangements reasonably good.

11. No death has yet occurred in the institution.

12.

TWENTY-FOUR HOURS' TIME-TABLE.

7.0 A.M.	Rise.
8.30 A.M.	Wash; Dress; Worship.
9.0 A.M.	Breakfast.
9.30-12.30 A.M.	School.
12.30 P.M.	Piece and Play.
1.0-4.0 P.M.	School.
4.0-6.0 P.M.	Dinner; Play.
6.0-7.0 P.M.	Supper.
7.0-9.0 P.M.	Amusements; Worship; Lessons; Amusement.
9.0 P.M.	Bed.

DIETARY SCALE FOR A WEEK.

Breakfast—Daily	. . .	Porridge and new milk, bread and butter.
Dinner—Monday	. . .	Pea-soup, made with 2 lbs. mutton or beef; bread to the mutton or beef.
„ Tuesday	. . .	Rice and milk, bread and butter.
„ Wednesday	. . .	Barley-broth, made with 3 lbs. mutton or beef, with vegetables; bread and butter.
„ Thursday	. . .	Mutton or beef, with bread or potatoes.
„ Friday	. . .	Fish and potatoes.
„ Saturday	. . .	Barley-broth, made with 3 lbs. mutton or beef, with vegetables; bread and butter.
„ Sabbath	. . .	Mutton or beef, with bread and butter and coffee.
„	„	Supper—Bread and butter, with milk.
„	„	Mid-day at 12.30. Bread and butter.
Supper—		Porridge and new milk, bread and butter; nightly, with exception of Sabbath.

III. INSTRUCTION.

1. All indigent orphan children from working or labouring classes.
2. No; but girls are taught sewing and knitting.
3. No industrial training, and query before answered.
4. The children are educated from day to day in the institute and seminary as near as possible according to the intentions of the founder, and have all made satisfactory progress. The ordinary class-books in use in parish schools.
5. All the children attend the West Parish Church of Greenock (Dr. M'Culloch). They attend the Sabbath school. The Governor of the institution is a missionary in connection with Dr. M'Culloch's church.
6. Regulated by schoolmaster in the usual way.

7. The dwelling-house is small, but the school is suitable in all respects. No library, but Governor gives children the use of his books.

8. The Trustees appoint the Governor, by whom the children are partly educated in the institution, and receive the rest in an adjoining seminary. The Governor is appointed yearly. The adjoining seminary is the West Parish School.

9. Don't apply.

10. None.

11. Instruction reported on by the clergymen and Trustees from time to time, but not reported on by any one unconnected with the institute.

12. Consider the results satisfactory as compared with other institutions.

13. None.

14. Nonc.

GENERAL.

No.

25th January 1873.

D. CAMPBELL,
29, Cathcart Street, Greenock.

THE ELGIN INSTITUTION FOR THE SUPPORT OF OLD AGE AND EDUCATION OF YOUTH.

I. NATURE OF FOUNDATION.

1. Twenty-third day of November 1815. Major-General Andrew Anderson, of the Honourable the East India Company's Service, who died in 1826. Foundation here came into operation in 1833.

2. For founding and endowing an Hospital, a School of Industry, and Free School, within the town of Elgin or its immediate vicinity. In the *first place*, an Hospital for the support and maintenance of indigent men and women not under fifty-five years of age. *Second*, a School of Industry, for the support, maintenance, clothing, and education of male and female children of the labouring class of society, whose parents are unable to maintain and educate them, and for placing and putting out the said children, when fit to be so, as apprentices to some trade or occupation, or employing them in such a manner as may enable them to earn a livelihood by their lawful industry, and make them useful members of society; and *thirdly*, an establishment of a Master and Mistress, properly qualified, to conduct a Free School, for the education only of such male and female children whose parents may be in narrow circumstances, but still able to maintain and clothe their children. A printed copy of the Will and of the existing Statutes and Regulations, as revised and adopted by the Trustees on 6th June 1865, are herewith sent.

3. The residue of the trustor's estate forming this Foundation, after providing for the expenses of the buildings and purchase of land and other necessary disbursements, amounts to £44,416. This sum is wholly invested in landed security at 4 per cent., and yields at present an annual income of £1776.

4. By the Will, the Founder appointed his original Trustees and Executors to pay over the residue of his whole real and personal estate to the Sheriff-Depute of the county of Elgin, the Sheriff-Substitute of the said county, the Provost or Chief Magistrate of the burgh of Elgin, the two Established Ministers of the town and parish of Elgin, and the Moderator of the Presbytery of Elgin, all for the time being, and their successors in their respective offices. The present accepting and acting Trustees are, Donald MacLeod Smith, Esquire, Advocate, Sheriff-Substitute of the county of Elgin, Alexander Cameron, Esquire, Provost of the burgh of Elgin, the Rev. Francis Wylie, D.D., and the Rev. Philip Jervis Mackie, the two Established Ministers of the town and parish of Elgin, and the Rev. John Garioch, Minister of Burghead, Moderator of the Presbytery of Elgin. The present Sheriff-Depute of the county of Elgin declined to act.

5. The Hospital is a branch of the 'Institution.' The Institution itself forms no part of any other foundation.

6. The Trustees or Administrators hold the appointment *ex officio*, in terms of the Founder's Will.

7. The Trustees directly control the whole establishment, and appoint the officials.

8. The application of the trust funds is in terms of the Founder's Will, the only deviation therefrom being in regard to the age of the children when they enter and leave the School of Industry. The Will states that none of these children shall be under *six* years of age at their entry, nor exceed *twelve* years of age when they cease to enjoy these advantages. The Trustees at the outset found children of six years of age too young to enter the Institution, and do not admit them till they are *eight* years old, allowing them to remain in the Institution till they are *fourteen* years of age, and fit to be placed to a trade or some useful occupation. In adopting this deviation, the Trustees were much guided by the advice of Mr. (afterwards Lord) Cuninghame, Sheriff-Depute, and then one of the Trustees.

9. Boys, 22; girls, 21: of whom 18 are fatherless; of whom 25, though not fatherless, are children of decayed or necessitous families. The average number of such children in the School of Industry has since 1851 been limited to 25 boys and 25 girls; but in consequence of the increased cost of maintenance and clothing, it is in contemplation to reduce the number of boys by 10.

10. None.

11. The vacancies at the last election were 5, and the applicants were 13; and from these, 5 were elected.

12. All elected from decayed and necessitous parents. Three-fifths of those elected during the last ten years were fatherless or motherless.

13. As above explained, the children, when admitted into the School of Industry, are not under eight, and do not exceed fourteen or thereabout when they leave.

14. The Founder directed and appointed that children from any part of the county of Elgin be preferred to all others. There are no other conditions of admissions except those relating to age above explained. There is no entrance examination except as to physical health.

15. The Trustees have power to dismiss the Foundationers.

16. The boys when they leave the school are apprenticed to some trade or occupation, and are allowed by the Trustees an apprentice fee, payable in instalments. The apprentice fee for each boy latterly varies from £25 to £30, besides a suitable outfit of clothing. The girls get an outfit of clothes, etc., computed at £8 each.

17. Reference made to appendix for information as to out-door pupils in connection with the Institution.

18. None.

19. No.

20. An abstract of the accounts for the last financial year is sent. This abstract embraces the whole expenditure, including that of the Hospital and Free School, always blended together, and cannot well be distinguished. The Treasurer's accounts are audited by the Trustees and Secretary at their quarterly meetings, and also annually. (See p. 750.)

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 22; girls, 21.

2. None.

3. Yes.

4. The parents and friends of the children are allowed to see them at any time, on first obtaining leave of the House Governor or Master if a boy, and of the Matron or Schoolmistress if a girl. Children whose parents or friends reside in Elgin or neighbourhood are allowed to visit them on Saturday after twelve noon, but they must return same day before four o'clock in winter and eight o'clock in summer. Children whose parents reside at a distance have the same indulgence, on being sent for on Saturday, and return by noon on Monday. About four weeks' holidays are allowed in midsummer, and ten days at Christmas.

5. The Master or Mistress has the power to determine the punishment of the children. Corporal punishment but rare. A few have been dismissed for misconduct, and others admonished by the Trustees. In such cases a record thereof is kept in the minutes of the Trustees. Only three have been dismissed within the last ten years.

6. Two boys selected by the Master and two girls by the Mistress, as inspectors, superintend the other children at play, and inform the Master or Mistress of any improper conduct. The senior pupils have no other authority or charge over the junior.

7. The Schoolmaster and Schoolmistress have during the day, except at play hours, a constant supervision of the children. A servant sleeps in a room adjoining the dormitories. The Schoolmaster or Porter of the establishment frequently walks with the boys, and the Schoolmistress with the girls.

8. (1) Boys' dormitories, 26 ft. 9 in. by 17 ft. 4 in., and 12 ft. 4 in. high. Seven beds, two pupils in each bed. Cubical contents for each, 404 ft. (2) Boys' dormitories, 27 ft. by 16 ft. 10 in., and 12 ft. 4 in. high. Seven beds, two pupils in each bed. Cubical contents for each, 393 ft. Girls' dormitories same as boys'.

9. The children select their own amusements, and are left as free in respect of these amusements as pupils at other schools usually are. The playground contains about three acres.

10. Washing rooms, with all necessary utensils for daily use. Large bath on Saturday night. Sanitary arrangements of the whole establishment are good.

11. One boy and two girls have died during last ten years.

12. Time-table. Reference made to Statutes and Regulations, pp. 8 and 9, and for the Dietary, p. 14, but which Dietary is occasionally varied. (See p. 750.)

III. INSTRUCTION.

1. The children are selected from the labouring classes of society whose parents are unable to maintain, clothe, and educate them. Of the 43 presently in the school, their fathers were, viz.:

Labourers and Farm Servants,	.	.	.	16
Artisans,	.	.	.	7
Seamen,	.	.	.	2
Fatherless—occupation not stated,	.	.	.	11
Orphans,	„	.	.	7
				—
				43

2. No. Reference made to Statutes and Regulations. Page 13.

3. Reference made to the Statutes and Regulations, page 9; and to Time-table sent herewith, p. 749.

4. The highest class has revised the half of the Scottish Association's Book ; highest No. Gone over the whole of Grammar (generally Lennie's), the Outlines of Geography, parts of the History of England, Algebra, Vulgar and Decimal Fractions, Proportion, Practice, Interest. All the children get instruction in Music twice a week for an hour.

5. Explaining the Bible according to the Shorter Catechism. Reference made to Statutes and Regulations, page 10, and the Sunday Time-table, filed and sent herewith. (See p. 749.)

6. From four to seven. The best marks during the session. Prizes are given to them who stand highest in the respective classes, and some of them are awarded in the end of the session by competition.

7. *Boys' Class Rooms*, 26 ft. 8 in. by 17 ft. 3 in., and 11 ft. 9 in. high. Usual number of pupils, 25. There is a small library. *Girls' Class Room*, 26 ft. 9 in. by 17 ft. 3 in., and 11 ft. 9 in. high.

8. The Trustees appoint the House Governor or Master. He teaches the whole of the boys and the girls in some branches, conducts divine worship night and morning, and has the chief authority in the house. He holds office during the pleasure of the Trustees. There are no other Masters excepting a Teacher of Music, over whom he exercises control.

9. *House Governor or Master*, Rev. John Eddie, £55, with bed, board, and washing. *Matron*, Miss Simpson, £40 per annum, with ditto. *Schoolmistress*, Miss MacGrigor, £25 per annum, with ditto. *Music Teacher*, Mr. Allan, £10. No school fees are exacted. All the teachers are removeable at the pleasure of the Trustees.

10. Yes. Reference made to Statutes and Regulations sent. Page 30.

11. No. There is an annual examination of the pupils by the Trustees, in presence of the public, who are invited by public advertisements.

12. Yes. Parochial and other schools within the Presbytery of Elgin.

13. None.

14. A record is kept of the trade or employment to which the boys are appointed,—the majority of them to common trades or artisans ; some to be clerks, mercantile pursuits, and teachers. The girls are generally engaged to be house servants, and some of them as teachers. After their apprenticeships expire, the males generally go south or abroad to prosecute their trade or profession, and the females to various parts of the country. No record can be kept of their whereabouts.

GENERAL.

The Trustees had in 1870 under their consideration changes proposed by two of the Trustees, under the Endowed Institution (Scotland) Act, 1869, which were opposed by the other three Trustees, and the matter then dropped.

APPENDIX.

ELGIN INSTITUTION FREE SCHOOL.

Answers to Queries in so far as applicable to the Free School as forming part of the 'Elgin Institution for the Support of Old Age and Education of Youth.'

I. NATURE OF FOUNDATION.

11. Vacancies occur from time to time, and are filled up by the Trustees at their monthly meetings, to the number of 300.

12. From parents or guardians who are in narrow circumstances, but who are able to maintain and clothe their children.

13. The children are admitted at seven years of age, and generally remain in the school till they are thirteen or fourteen.

14. The Founder directed that children from any part of the county of Elgin be preferred to all others. There are no other conditions of admission, and there is no entrance examination.

17. The usual number of male and female children in attendance varies from 280 to 300, receiving a gratuitous education, books and writing materials, but no maintenance or clothing.

20. The accounts for this school are blended with those of Hospital and School of Industry, and reference made to the abstract sent. They cannot well be separated. (See p. 750.)

Opening Services, Singing, and Calling of Roll, 10.10-30.

1st CLASS.	2d CLASS.	3d CLASS.	4th CLASS.	5th CLASS.	1st CLASS.	2d CLASS.	3d CLASS.	4th CLASS.
10.30-11, Religious Knowledge.	10.30-11, Religious Knowledge.	10.30-11, Religious Knowledge.	10.30-11, Preparing Lesson, etc.	10.30-11, Preparing Lesson.	10.30-11, Religious Knowledge.	10.30-11, Reading.	10.30-11, Preparing Lesson.	10.30-11, Preparing Lesson.
11-11.20, Grammar and Analysis.	10-11.45, Arithmetic.	11-11.15, Preparing Lesson.	11-11.40, Reading.	11-11.40, Reading.	11-11.20, Grammar and Analysis.	11-11.20, Dictation.	11-11.30, Writing.	11-11.40, Reading.
11.20-12, Writing, or Dictation.	11.45-12, Slate Writing.	11.15-12, Reading, etc.	11.40-12, Slate Writing.	11.40-12, Arithmetic.	11.20-12, Writing, or Dictation.	11.20-12.30, Arithmetic.	10.30-12, Reading.	11.40-12, Slate Writing.
12-1, Reading, etc., Correcting Exercises.	12-12.40, Reading, etc.	12-1, Arithmetic.	or Dictation.	or Slate Writing	12-1, Correcting Exercises.	12.30-1, Writing.	12-12.10, Dictation.	or Arithmetic.
12-1, Composition on Friday.	12.40-1, Grammar.	"	12-1, Arithmetic.	12, Dismissed.	12-1, Composition on Friday.	"	12.10-1, Arithmetic.	12, Dismissed.
Interval for Dinner, 1-2 P.M.								
2-3, Geography and Map-drawing,	2-2.30, Geography and Dictation.	2-2.30, Slate Writing.	2-2.40, Reading.	2-2.30, Reading.	2-3, Geography and Map-drawing,	2-2.30, Religious Knowledge.	2-2.30, Religious Knowledge.	2-2.30, Reading.
or Arithmetic.	2.30-3, Writing.	2.30-3, Writing.	2.40-3, Slate Writing.	2.30-3, Slate Writing.	or Arithmetic.	2.30-3, Slate Writing.	2.30-3, Slate Writing.	2.30-3, Slate Writing.
3-4, Arithmetic.	3-4, Arithmetic.	3-4, Arithmetic.	3-4, Arithmetic.	3, Dismissed.	3-4.30, Sewing or Knitting.	3-4.30, Sewing or Knitting.	3-4.30, Sewing or Knitting.	3-4.30, Sewing or Knitting.

On Thursday and Friday, one hour for Freehand Drawing.

ness. Composition exercises good; a systematic course by text-book strongly recommended. Drawing good. With less talking during change, the order would be superior. Singing very good with harmonium. Industrial work good; more might be shown. Darning and Mending again recommended.

J. G. Dan, A. Urquhart, H. Grigor, and M. Jeans' names have been removed from the Register of Pupil-teachers.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

2. The children reside with their parents or guardians, no provision being made for their lodging.
3. The children at this school wear no uniform.
4. Six weeks' holidays at midsummer, and two weeks at Christmas.
5. The Master or Mistress has power to determine the punishment. Corporal punishment slight and rare. No record kept.
6. No. The Master is assisted by Pupil-teachers.
9. The children select their own amusements, and are left as free in respect of these as pupils at other schools usually are. The playground contains about three acres.
10. Sanitary arrangements good.
11. Scarcely *one* per cent. per annum.
12. Time-table and Instructions filed herewith. (See below.)

III. INSTRUCTION.

1. From parents in narrow circumstances, but who are able to maintain and clothe their children, chiefly artisans and labourers.
2. No.
- 3 to 6. Reference made to Instruction-table filed herewith. No. 6.
7. *Boys'* class-room, 46 ft. 6 in. by 27 ft. 9 in., 16 ft. high. *Girls'* class-room, 27 ft. 6 in. by 27 ft. 6 in., 16 ft. high.
8. The Master and Mistress are appointed by the Trustees.
9. Mr. John Brown, £70, Mrs. Brown, his wife, £20, per annum, with free house, coals, gas, and vegetables. No fees are exacted.
10. Reference made to printed Regulations sent herewith, p. 30.
11. The school is annually inspected by one of Her Majesty's Inspectors of Schools. There is also an annual examination by the Trustees, in presence of the public, invited by advertisements. Copies of Inspector's report for last three years sent. No. 7.
12. Yes.
13. None.
14. None.

INSTRUCTION TIME-TABLE.

WEEK DAYS.

Morning.—One or two verses of Scripture committed to memory. Reading, etc., and Grammar.

Forenoon.—Writing, Arithmetic, and Algebra.

Afternoon.—Composition in the higher classes; Reading and Dictation in the lower. Geography and History every second afternoon. The girls are an hour in the afternoon with the Master, for Writing, Arithmetic, and Geography, and Grammar on alternate days.

Evening.—Reading the Scriptures, and examination on the passage read; the Shorter Catechism, with Psalms, etc., committed to memory.

NOTE.—The boys are taught industrial work under the superintendence of the Gardener. The girls receive instruction in Sewing, Knitting, Mending, and Housework, under the superintendence of the Matron.

SUNDAY.

Instruction in the Bible in the morning, and the same before church in the forenoon.

In the afternoon, after the second diet of public worship, Catechism and Psalms, etc., committed to memory.

The inmates of the Hospital and the servants are catechized from six to seven o'clock in the evening, and the children are examined in religion from a quarter past seven till eight o'clock.

DIETARY SCALE.

BREAKFAST.

Daily.—Oatmeal Pottage, and Sweet or Butter Milk.

DINNER.

Sunday.—Barley Broth, with Bread and Beef. Refreshment of Bread and Milk in the interval of Sermons.

Monday.—Pease Soup, with Bread.

Tuesday.—Vegetables in which Beef has been boiled, besides Brose and Bread.

Wednesday.—Rice and Milk, with Bread and Potatoes.

Thursday.—Potato Soup, with Beef and Bread.

Friday.—Sowens and Milk, with Bread after.

Saturday.—Barley Broth, with Potatoes and Bread.

Nothing between diets, except when the boys are engaged in extra work.

SUPPER.

Bread and Milk.

ABSTRACT of the INCOME and EXPENDITURE for year ending 31st May 1872.

INCOME OF THE YEAR.

1. Interest on Loans,	£1710	10	3	
2. Produce of Garden and Grounds,		87	9	9
3. Income Tax returned,		29	12	1
4. Miscellaneous,		17	6	0
				<u>£1844 18 1</u>

DISCHARGE.

1. Salaries and Wages,	£415	10	0	
2. Superannuation Allowances,		75	0	0
3. Furnishings, Repairs, etc.,		52	14	3
4. Outlays for Garden and Grounds,		29	17	10½
5. Feu Duty, Police Assessment, and Fire Insurance,		89	13	6
6. Stationery, etc.,		29	16	9
7. Food,		689	16	9
8. Clothing,		287	1	3½
9. Fuel, Light, and Water,		104	13	10
10. Expenditure for Apprentice Fees, etc.,		122	5	7
11. Miscellaneous Payments,		77	11	6
				<u>1974 1 4</u>
Exccss of Expenditure over Income				<u>£129 3 3</u>

SAMUEL DOUGLAS' (FORMERLY OF THE ISLAND
OF JAMAICA) FREE SCHOOL, NEWTON-
STEWART.

I. NATURE OF FOUNDATION.

1. Date of Mr. Douglas' will, 2d August 1798, with codicil 8th January 1799—Proved 10th May 1799. The said Samuel Douglas, of Jamaica.

2. 'For the establishing a Free School, to be named Samuel Douglas' (formerly of the Island of Jamaica) Free School, the interest thereof [of £10,000] to be applied to and for the education, board, and clothing of ten or twelve, or as many as the interest of the said fund can support, indigent children of honest and respectable parents, born in the parishes of Kirkmabreck and Penninghame; also said Institution "shall be left open to be improved and extended by voluntary donations or legacies."'—Copy of Will in my hands.

3. The capital sum left was £10,000, but in consequence of bankruptcy of original executors a good deal less was recovered. The sum recovered was invested in land, and the funds well husbanded, till they now amount to £12,000 *clear*, invested on heritable bond. The present gross and net annual revenue is that sum at 4 per cent., less income-tax—£480 per annum. There is also the house, school, and buildings (well enclosed), which cost about £2500, and three acres of land surrounding, a present from the Earl of Galloway.

4. The will of Mr. Douglas above. Rev. Wm. M'Lean, Thomas Gray, William M'Guffog, and Andrew M'Fadzean, the Minister and three oldest acting Elders of Parish of Penninghame; and Rev. John Colvin, James Irving, James Martin, and Alexander Sloan, the Minister and three oldest acting Elders of Parish of Kirkmabreck.

5. No.

6. By the will of Mr. Douglas. They are perpetual Trustees and Governors.

7. Every control. A committee of their number (changed every six months) visits the School and Establishment regularly, at intervals of not more than a month.

8. Yes.

9. Boys, 12; girls, none. They are all 'indigent children of honest and respectable parents,' born in Penninghame and Kirkmabreck, in terms of the will.

10. None.

11. Chosen by Trustees as vacancies arise.

12.

13. Enter, not under four nor above ten, and continued for four years.

14. None, except that they must be 'indigent children of honest and

respectable parents,' born in said two parishes. None, except that they must be in good health.

15. Yes; in the Trustees.

16. They are sent out well clothed, and Trustees use their best endeavours to place the boys at business, and hitherto successfully.

17. None.

18. None; but at the day-school, and paying school fees, there are scholars. Table of fees filed herewith, and follows:

TABLE OF FEES.

Junior Classes,	. . . . .	4s. and 5s. per quarter.
Third Class,	. . . . .	6s. „
Second Class,	. . . . .	7s. 6d. „
First Class,	. . . . .	10s. 6d. „

The above include the higher branches.

19. No.

20. A statement of the Treasurer's Accounts for the last year (to Martinmas 1872) is filed herewith. The accounts are audited at intervals by the Trustees, who carefully examine the same, compare them with the vouchers, and docquet them. The Treasurer keeps an account in *Bank*, in name of the Trust, into which all sums are paid *as received*, and to which all sums are debited *as paid*; so that he never has any sum on hand as due *by* him, or any sum paid out as due *to* him.

STATEMENT of Accounts for last year.

I. INCOME.

By Interest received on Invested Capital,	. . . . .	£467 19 4
[Memo.—£2000 was in Bank till Whitsunday last, waiting investment, when it was invested; so that the income is, in consequence, a little less than it will be in future.]		

II. EXPENDITURE.

Creetown Trustees' expenses of attending meetings of trust at Newton-Stewart,	. . . . .	£2 12 6
Allowance to Nephew of Founder, in destitute circumstances, 3s. 6d. per week,	. . . . .	9 2 0
Insurance on Building, 30s.; Poor Rates, 11s. 6d.; Property-Tax, 7s. 6d.; Road Money, 2s. 6d.; County Rates, 4s. 1d.,	. . . . .	2 15 7
Keep of Grounds, etc.,	. . . . .	10 14 6
Master's Salary (at £80 per annum), and Board, Clothing, and Education of 12 Boys (at £22 each per annum, £264),	. . . . .	344 0 0
Advance for Outfit of two Boys leaving Hospital,	. . . . .	5 0 0
Printing and Advertising,	. . . . .	2 0 0
Mason's Account for Repairs and Rebuilding Well (greater part of this exceptional),	. . . . .	15 2 4
Rev. W. McLean's Receipt for Preaching Sermons to Boys under Will,	. . . . .	4 4 0
Medical Officer's Allowance for Attendance and Medicines per annum,	. . . . .	6 0 0
Factor's Salary, £15 per annum; Treasurer's, £10; Postages, Incidents, etc., for year, 6s.,	. . . . .	25 6 0
Repairs on Clock in Tower, and cleaning same (greater part exceptional),	. . . . .	5 0 0
Carry forward,	£431 16 11	£467 19 4

	Brought forward,	£431 16 11	£467 19 4
Murray & Beith, W.S., half expenses of recording old Deed, as per agreement,		3 2 6	
Factor's expenses (outlays) in visit to Edinburgh to settle transactions as to uplifting £10,000 loan and investing £12,000,		3 8 2	
Mr. Lyon, S.S.C. His account in relation to loan,		0 10 0	
Seat for Boys in Parish Church,		1 1 0	
Allowance for Prizes,		2 10 0	
Outfits for two Boys put on Foundation, £3, 18s. 4d. and £9, 8s. 1d.,		13 6 5	
Interest to Bank on Overdrawn Account,		5 10 11	
Income-Tax for year,		8 12 9	
By Balance,			1 19 4
		<hr/>	<hr/>
		£469 18 8	£469 18 8
		<hr/>	<hr/>

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 12 ; girls, none.
2. None. There are no such 'Foundationers;' there are boys and girls attending the day-school who belong to the town and neighbourhood.
3. Yes.
4. Every reasonable freedom and liberty, same as a child of the family. Six weeks' holidays in summer, and a week or ten days at Christmas. Parents can visit pupils at discretion.
5. Only the ordinary of a school or family ; corporal punishment seldom given. The Master, under the Trustees. No.
6. No.
7. They live in family with the Master and his wife and family, eat at the same table, and by day and night have that supervision which pupils and members of a family have. They are well attended to.
8. 21 feet long, 20 feet broad, 15 feet high, 525 feet (cubical)—twelve in this dormitory. 21 feet long, 10½ feet broad, 15 feet high, 550 feet (cubical)—six in this dormitory. Each pupil has separate bed.
9. The usual of pupils at schools. Yes. Including garden, about three acres.
10. Every provision. There are baths, and lavatories, and W.C's, and the whole sanitary arrangements are good.
11. None has died in the Institution during that period, or since it was opened in 1832.
12. Twenty-four hours' time-table and dietary scale for a week filed herewith, and follow :

TIME-TABLE (TWENTY-FOUR HOURS).

7-8.	8-9.	9-4.	4-6.	6-6.15.	6.15-8.	8-8.30.	8.30-9.	9-7.
Dressing and Revisal of Lessons.	Prayers, Breakfast, and Recreation.	As per Instruction Time-Table.	Recreation.	Supper.	Preparation of Lessons.	Recreation.	Prayers, and Preparation for Bed.	Sleep.

DIETARY SCALE FOR A WEEK.

Breakfast.

Porridge with Milk.

Dinner.

Soup or Broth with Butcher Meat, Bread or Potatoes, Vegetables when in season.

Afternoon.

Piece of Bread and Butter.

Supper.

Porridge with Milk, or Tea.

III. INSTRUCTION.

1. The Foundationers are 'indigent children of honest and respectable parents.' Four sons of widows,—one of a sailor, one of a baker, one of a mason, etc.
2. They are prepared for trade and mercantile pursuits.
3. Instruction time-table filed herewith. (See p. 755.)

INSTRUCTION TIME-TABLE.

MONDAY.	9-9.30.	Euclid and Junior Latin.	9.30-10.	Junior English. Senior Writing.	10-11.30.	Senior English. Junior Writing.	11.30-12.	Religious Knowledge.	12.10-1.	French. Mental Arithmetic. Bookkeeping.	Interval for Dinner.	2-3.	Arithmetic.	3-4.	Junior Classes. Senior Latin.	4-4.30.	...
	TUESDAY.	Euclid and Greek.	Do.	Do.	Do.	Do.	Do.	Chemistry and French.	Do.	Do.		Junior Classes. Drawing.	Drawing.		
WEDNESDAY.	Euclid and Junior Latin.	Do.	Do.	Do.	Do.	Do.	Do.	French. Mental Arithmetic. German.	Do.	Do.	Junior Classes. Senior Latin.	...	...	...
THURSDAY.	Euclid and Greek.	Do.	Do.	Do.	Do.	Do.	Do.	Dictation. History of English Language.	Do.	Do.	Junior Classes. Senior Latin.	...	...	...
FRIDAY.	Euclid and Junior Latin.	Do.	Do.	Do.	Do.	Do.	Do.	French, German, and Bookkeeping.	Do.	Do.	Junior Classes. Drawing.	Drawing.	...	...	

P.S.—Girls are instructed in Sewing, Knitting, Cutting out, Fancy Needlework, etc., by a dressmaker in Newton-Stewart.

4. English—Books of Milton, Dryden's Virgil, Scott's Lady of the Lake, have been analyzed, etc. British History (Collier's) to Anne has been learned, also history of English Literature. Physical Geography (Chambers') got up. Science—Chemistry (M'Adam's), Botany, and Animal Physiology (Chambers'); Euclid, six books. Algebra to Equations, inclusive. Arithmetic—Higher Rules, Mental Arithmetic, Book-keeping (Chambers'). Drawing (Freehand), etc. Languages: French—Molière, Mercantile Correspondence in French; Latin—first book of Virgil and first book of Cæsar; Greek—S.S.B.A., first book; German—Ahn's Course.

5. Selected books of Old and New Testament, and Shorter Catechism, are used. Sunday time-table filed herewith.

SUNDAY TIME-TABLE.

8-9.	9-11.	11-12.15.	12-2.	2-3.	3-5.	5-6.	6-8.30.	8.30-9.
Breakfast and Prayers.	Reading Religious Lessons for School.	Preparing for Church.	Church.	Dinner and Walking in Grounds.	Reading Religious Books.	Tea.	Church or Religious Instruction from Teacher, and Prayers.	Preparation for Bed.

6. Ten. Some of the lower classes are small, which reduces the average. Proficiency. Yes. By marks.

7. Two. 32 feet long, 22 feet broad, 15 feet high; the other is 21 feet long, 15 feet broad, and 8 feet high. 78 in former, and 25 in latter. No library; pupils have the use of a good library in town.

8. The Trustees. He instructs all the classes. Tenure of office permanent, as far as the Trustees can guarantee it. He exercises full control over assistants, whom he employs and pays.

9. Thomas Findlay, Head Master, salary £80, school fees £60. He is likewise supposed to have profits from boarders and foundationers. Emily Hinds, Drawing Teacher, paid by fees. Miss M. Good, Sewing Mistress, paid by Head Master.

10. No.

11. No.

12. The pupils are examined annually by the Trustees and all the clergymen of the district. The Trustees also visit the School occasionally, and note the progress of the pupils. They also infer, from its being the largest attended middle-class school in the locality, the pupils being almost all drawn from the town and neighbourhood, that the public are satisfied as to its efficiency.

13. No record has been kept of pupils who have gone to the University. Prior to 1870 there were few or no day-scholars for three or four years. At last Edinburgh University local examinations, senior candidates (boys), the first place was taken by a boy from this School.

14. Three foundationers have left during the last two years. Two are in the counting-house of a large mercantile firm in Edinburgh. They were selected after examination out of a large number of candidates, and the third is apprenticed to a draper in the town.

GENERAL.

(1.) Public intimation is given of vacancies on the foundations, and the most eligible boys are appointed. (2.) A limited number of boarders of a superior class are now admitted on payment. The Trustees are of opinion that these will have a tendency to improve and elevate the foundationers. (3.) The Trustees, primarily to benefit the district, but also that the foundationers may not be brought up to a monastic habit of life, admit day-scholars.

ALEXANDER WAUGH,
National Bank of Scotland, Newton-Stewart.

25th January 1873.

[*Mem.*—The answers under the head 'III. Instruction' are furnished by the Master of the School, as also the schedules filed herewith.]

BROOKLANDS INSTITUTION.

I. NATURE OF FOUNDATION.

1. George Charles Jones, Esq. of Brooklands. His trust-disposition and settlement is dated 31st May 1834, with codicils or relative writings attached, dated 31st March and 4th November 1834. He died on 7th November 1835.

2. The whole residue of his property, heritable and moveable, was, after his wife's death,—which has happened,—to go for the establishment and support of a 'charitable and religious institution,' as mentioned in the said settlement and relative writings. The terms of the founder's settlement are contained in a statement for the information of the official Trustees, prepared by Mr. Black of Wigtown, sometime agent for the Trustees, dated in October 1870, forwarded to Mr. Laurie, the Secretary, on 5th March 1873. The said trust-disposition and settlement and relative writings are recorded in the books of Council and Session on 10th March 1836. There are no statutes or ordinances on the subject.

3. He left the lands and estate now known as Brooklands, in the parish of Kirkpatrick-Durham and stewartry of Kirkcudbright, now rented at £253, 10s.; and the residue of his personal estate, after having expended £1096 in erecting a building for the purposes of the Institution and in the necessary furnishings, at present amounts to £379, 11s. 6d., of which £299 is invested in the debenture stock of the Glasgow and South-Western Railway Company, and £84, 18s. 6d. at credit of Trustees in account with the National Bank of Scotland at Castle-Douglas; but of this sum £4, 7s. is due to the factor. The net annual revenue is about £180.

4. The constitution of the trust is contained in the said trust-settlement and relative writings. The estate and funds are now held by the Rev. Andrew Laidlaw, minister of the parish of Kirkpatrick-Durham; John Fergusson of Kilquhamty; Mrs. Eliza Esther Murray Dunlop of Corsock; Mrs. Margaret M'Adam Gordon, wife of Samuel Gordon of Craigadam; Archibald Hume of Doonpark; Sir William Maxwell of Cardoness, Bart.; James Forrest, Esq. of Brockloch; Thomas Boyd Dick of Barncailzie; and James M'Queen of Crofts,—being the heritors within the said parish possessed of the yearly rental of £200 sterling; and James Thomson, joiner at Bridge of Urr, and Robert Carruthers of Crocketford, two elders of the parish,—being the minister and elders and heritors who have accepted the trust.

5. No.

6. They are appointed under the said trust-disposition and settlement.

7. They have unlimited control over the Institution and its whole management.

8. It was deemed expedient that the chapel indicated in the settlement should be dispensed with, there being no prospect of any advantage arising from the erection of such a chapel, there being several churches already in the parish, and the testator having given his Trustees extensive discretionary powers in dealing with the affairs of the Trust.

9. Boys, 8; all of whom are fatherless and motherless.
10. None.
11. At last election there were three applicants, who were admitted.
12. They are all fatherless and motherless children from Scotland.
13. Between seven and fourteen.
14. There is no condition but that of poverty, and the children being from England and Scotland, and willing to be admitted to a Protestant institution. There is no entrance examination, except by a medical man as to health.
15. This power is vested in the Trustees.
16. They are apprenticed, and helped when first setting out in life.
17. None.
18. There are twelve to fifteen day scholars, whose parents maintain them and pay fees to the Master. There is no table of fees, but the Teacher charges, it is understood, 3s. per quarter for each scholar, who are both boys and girls.
19. No.
20. Once a year generally by the Trustees at a general meeting.

INCOME.

Receipts from Rents,	£227 4 9
Receipts to assist in paying Outfits of Boys leaving Institution,	15 10 0
Rents received,	126 15 0
Interest,	6 6 9
Dividends on Debenture Stock,	11 15 8
	<hr/>
	£387 2 2

EXPENDITURE.

Expenses of Management of the Institution :—

1871.	
June 2. Paid the Rev. Donald Boyd Quarter's Salary, in advance, to 22d August 1871,	£12 10 0
And Quarter's Board of Nine Boys to same date, etc.,	32 10 0
School Books,	3 5 10 ¹ / ₂
Medical Account,	1 0 0
Aug. 21. Paid the Rev. Donald Boyd Quarter's Salary to 22d Nov. 1871,	12 10 0
And Quarter's Board of Nine Boys to same date,	29 5 0
Nov. 27. Paid the Rev. Donald Boyd Quarter's Salary to 22d Feb. 1872,	12 10 0
And Quarter's Board of Eight Boys for same date, £26, less £3, 5s., which falls to be deducted for Boy overpaid last time,	22 15 0
Dr. Macdonald's Account,	0 12 0
Sum authorized to be paid to Mr. Boyd at last General Meeting as in full of larger claim made by him,	1 0 0
1872.	
Feb. 3. Remitted to Thomson Leap Boys' Home, Dumfries, for Quarter's Board of boy Geddes, £1, 7s., and Bank Commission, 4d.,	1 7 4
„ 21. Paid the Rev. Donald Boyd for Quarter's Salary to 22d May 1872,	12 10 0
And for Board of Eight Boys to same date,	26 0 0
Sum erroneously deducted from last payment to him,	1 14 3
Account for Books supplied,	1 14 3
	<hr/>
	£171 3 8
Nov. 27. Deduct amount claimed by Mr. Boyd, for which £1, as above, was paid to him,	1 14 3
	<hr/>
	£169 9 5
May 20. Paid the Rev. Donald Boyd his Quarter's Salary to 22d Aug. 1872,	12 10 0
And for Board of Seven Boys to same period,	52 15 0
June 25. Remitted Thomson Leap Boys' Home, Dumfries, for Quarter's Board of boy Geddes, £1, 11s. 6d., and Bank Commission, 4d.,	1 11 10
Aug. 12. Paid the Rev. Donald Boyd his Quarter's Salary to 22d November 1872,	12 10 0
And for Quarter's Board of Seven Boys for same period,	22 15 0

Sept. 18.	Remitted Thomson Leap, Dumfries, for Board of boy Geddes, £1, 10s., and Bank Commission, 4d.,	1 10 4
Nov. 28.	Paid the Rev. Donald Boyd Quarter's Salary to 22d Feb. 1873, And for Board of Five Boys for same period,	12 10 0
	For Two extra Boys admitted 25th November 1872,	16 5 0
	Account for Books,	6 10 0
	Do. for Medicines,	1 18 5
	Do. for Copy Books,	0 5 4
1873.		0 2 2
Feb. 25.	Paid the Rev. Donald Boyd Quarter's Salary to 21d May 1873, And for Board of Eight Boys for same period,	12 10 0
		26 0 0
	Deduct for Absentees,	£319 2 6
		6 0 3
1871.		£313 2 3
April 10.	Expenscs of Outfit of Boys leaving Institution,	16 16 6
	Insurance against Fire,	1 14 6
	Annuities and Feu Duties,	20 7 1
	Public and Parochial Burdens,	23 0 10
	Interest,	10 0 0
	Miscellaneous,	2 9 7
	Expenses of General Management of the Trust,	20 14 8
	Total Expenditure,	£408 5 5

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 8.
3. No uniform, but clothed in tweeds.
4. The Institution is quite open to the pupils' friends. After school hours, or during play hours, they may pass beyond the limits. Last year they had five weeks' holidays, but these holidays were found to be prejudicial.
5. The Master punishes the boys when necessary, and no record is kept.
6. The senior pupils revise the lessons with the junior.
7. The Master takes a general charge.
8. There is one large dormitory, about 35 feet long and 18 feet broad. The ceiling is about 10 feet in height. Number of occupants, 8 boys. Two in each bed.
9. The amusements are those usual in parish schools, and they are left quite free to enjoy them, and there is plenty of space for the purpose.
10. There are baths provided, and the sanitary arrangements are good.
11. There has been only one death during the last five years, when the Institution was first set agoing.
12. (1.) Rise during winter and spring at 7.30 A.M.
Breakfast at 8.30 A.M.
Prayers at 9 A.M.
Public school at 10 A.M.—Bible Lesson and History, Grammar, British History, and English, Reading, Geography, and Writing.
Dinner at 1 P.M.
School resumed at 1.40 P.M.—Arithmetic and other exercises till 3.30 P.M.
The boys then get a slight refreshment, and the younger pupils repeat lessons to the senior best pupil from 4 till 5 P.M.
After supper, employ such of them as are able for any light work in the garden or about the place; and if there is nothing to employ them outside, they have liberty to play, with the exception of one hour, which must be devoted to preparing lessons.
Prayers at 8 P.M., and go to bed immediately thereafter.

(2.) DIETARY TABLE :—

	<i>Breakfast,</i> 8.30 A.M.	<i>Dinner,</i> 1 P.M.	<i>Supper,</i> 6 P.M.
SUNDAY,.....	Oatmeal porridge and milk.	Broth, meat, and potatoes.	Oatmeal porridge.
MONDAY,	Do.	Broth and potatoes.	Do.
TUESDAY,.....	Do.	Potatoes or rice soup, with pudding.	Do.
WEDNESDAY,...	Do.	Broth, and bread or potatoes.	Do.
THURSDAY,	Do.	Meat, and potatoes or vegetables.	Do.
FRIDAY,	Do.	Broth and potatoes.	Do.
SATURDAY,.....	Do.	Potatoes and milk.	Do.

Meat to be fresh mutton or beef, but occasionally pork.

About 4 o'clock each boy receives a piece of bread after school.

In summer.—Dinner—Bread and sweet milk, or rice or barley boiled with milk or baked in the oven, four times a week, butcher meat twice a week, and potatoes and milk once a week when potatoes are in season.

III. INSTRUCTION.

1. From paupers. Their fathers are dead, but they were labourers or tradesmen.
2. Specially instructed to be respectable tradesmen.
3. See answer to No. 12.
4. The three oldest boys were apprenticed last year. The present Foundationers are all very young, and being taught as specified in Answer No. 12.
5. The Foundationers attend the parish church with their Master on Sundays. Simple lessons from the Bible and Bible history are given.
6. The numbers are so small that the first part of this question does not require an answer. Prizes have been given hitherto by the minister of the parish, and awarded at a public examination from Teacher's marks.
7. There is a suitable class-room, about 16 feet by 16 feet, and the number of scholars about twenty. No library.
8. The Trustees appoint the Master, who takes charge of the whole school himself. He may be dismissed on six months' notice.
9. The Rev. Donald Boyd. Salary, £50 per annum, with a field containing nearly 6 acres of land. His whole school fees are about £7 per annum, derived from non-foundationers.
10. No.
11. No.
12. No.
14. Only four pupils have left and gone into situations since the opening of the Institution. Three are apprentice drapers, and one an apprentice printer.

GENERAL.

No.

W. H. LIDDERDALE, *Agent of Trustees,*
Castle-Douglas.

7th March 1873.

WOOD'S SCHOOL, NEWBURN, BY LARGO.

I. NATURE OF FOUNDATION.

1. 7th July 1659. John Wood.
2. (1.) For keeping up a school, payment of the schoolmaster's salary, and the lodging, maintenance, clothing, and education of poor scholars. (2.) No. (3.) Mr. John Flockhart, Rosebank, Largo, clerk and factor to the institution.
3. The lands of Orkie, still in possession of the Trustees. Gross revenue, per account, £407, 15s.; net revenue, deducting public burdens, etc., £318, 17s. 1d.
4. By will of the founder, the Trustees nominated are the proprietors of Balfour, Kineraig, and Drumeldry, with the Minister and Kirk-session of Drumeldry, now Newburn. The present Trustees are Admiral Bethune of Balfour; William Baird, Esq. of Elie and Drumeldry; Rev. W. E. C. A. Gourlay of Kineraig; Rev. Dr. Urquhart, Minister of Newburn; Mr. William Morgan, Coates, elder.
5. No.
6. By will of the founder.
7. Appointing the scholars, examining them yearly, inspecting their clothing, auditing the accounts, and otherwise taking charge of the property belonging to the Trust.
8. Yes.
9. Boys, 4; of whom 3 are fatherless; of whom 1, though not fatherless, is a child of a necessitous family.
10. None.
11. 2 and 12.
12. One the son of an officer deceased, mother in destitute circumstances, and the other the son of poor but deserving parents.
13. Enter from 6 to 8, and leave at 15, in terms of the will of the founder.
14. Father or mother of the surname of Wood, whom failing some poor scholar within the parish; and failing both, the Trustees may appoint any one they think fit. There are, however, always plenty of applicants of the surname of Wood. The Trustees examine the candidates as to their general intelligence.
15. Yes. Trustees.
16. Yes. At present the Schoolmaster receives £40 yearly for the maintenance, education, and clothing of each scholar; formerly he received a less sum. And when the Foundationers leave, they get a sum equivalent to the average amount the Schoolmaster received for their maintenance, etc., during the time they were in the institution. This sum is given in charge to a responsible party for their behoof. The maximum number of scholars in terms of the deed is 6, and when one leaves he receives the above sum, and there is a vacancy for the year. At present

there are only 4 scholars in the institution, in consequence of 2 getting the retiring allowance.

17. None.

18. None.

18. No non-foundationers.

20. Accounts audited yearly by the Trustees at their annual meeting.

STATE OF ACCOUNT between the Patrons of WOOD'S SCHOOL and JOHN FLOCKHART, their Factor, for Year ending 12th October 1872.

CHARGE.

I. The Factor charges himself with the rents of Orkie, Crop 1871—			
1. James Thomas, Tenant of Orkie, third rent, Crop 1871, lease			
19 years, money,			£400 0 0
Kain delivered to Mr. Lumsden,			0 0 0
Road Money paid by the Tenant,			0 0 0
			£400 0 0
2. Heirs of the late James Thomson, Grain payable from the lands of Orkie Miln for Crop 1871—			
Six bolls of Oats, at 17s. 4d. ⁷³⁹	£5 4 4	4 ³⁴	
One boll of Barley, at 24s. 6d. ²¹⁶	1 4 6	2 ¹⁶	
Half a Merk for each above Fife Fiars,	0 1 1	3 ³³	
			6 10 0
II. Miscellaneous Receipt—			
1871.			
Dec. 18. Received from Hugh Birrell, for two Trees sold to Andrew Thom,			1 5 0
III. Bank Account—			
1871.			
Nov. 9. Received from Commercial Bank, Colinsburgh,	£155 0 0		
1872.			
Sept. 6. Paid into Bank,	£100 0 0		
Oct. 5. Do. do.	38 6 6		
			138 6 6
			16 13 6
			£424 8 6

DISCHARGE.

I. Public Burdens—			
1871.			
Nov. 20. Paid Alexander Keddie, Kettle, School Salary for half-year to Martinmas, less Tax, 6d.,			£1 1 3
„ Paid Mrs. Keddie one year's Salary as Female Teacher, to Martinmas,			0 7 7
1872.			
Jan. 4. Paid William Duncan Land Tax for 1871-72,			2 5 7
„ 8. Paid do. do. Property Tax for Orkie, 1871-72,			9 12 6
Feb. 2. Paid Robert Kay, Kettle, Poor Rates for the year ending 11th November 1872,			7 10 4
Feb. 9. Paid Alexander Keddie, Kettle, Heritor's Assessment, imposed 3d February,			0 11 8
„ 29. Paid William Horsbrugh, Bridge Money, assessed May 1871,			0 4 2 ¹ / ₂
„ „ Paid do. do. County Rates for 1871-72,			4 14 6 ¹ / ₂
„ „ Paid do. do. half County Rates for School-house,			0 2 4 ¹ / ₂
March 4. Paid Rev. William Reid, Kettle, Stipend, Crop 1871—			
Barley, 13 B. 3 F. 1 P. 0 ¹ / ₂ L. at 24s. 6 ¹ / ₂ d.,	£16 18 10	3 ¹ / ₂	
Meal, 13 B. 0 F. 1 P. 3 ¹ / ₂ L., at 19s. 7 ¹ / ₂ d.,	12 17 2		
Money,	0 7 8		
			£30 3 8 ¹ / ₂
Deduct Income Tax, at 6d.,			0 15 1 ¹ / ₂
			29 8 7
May 7. Paid Property Tax on Orkie Miln, Teind Duty,			0 3 3
„ 15. Paid Alexander Keddie half year's School Salary to date, less Tax, 6d.,			1 1 3
			£57 3 1 ¹ / ₂
			Carry forward,

			Brought forward, £57 3 1½
II. Miscellaneous Payments—			
1871.			
Nov. 11.	Paid Hugh Birrell half expense of Repairs at School-house	£0 6 7	
1872.			
Jan. 24.	Paid Robert Melville half expense of repairing Pump, and putting up Roans at School-house,	2 11 2½	
May 7.	Paid John Honeyman half expense of repairing Roof of School-house,	0 17 11½	
May 15.	Paid James Ness half expense of Repairing School Windows,	0 7 0½	
" 28.	Paid James Thomas allowance for extra work on Orkie Steading, as per minute dated 30th October 1871,	5 0 0	
Aug. 6.	Paid James Ness, per F. R. Lumsden, half expense of Repairs on School-house,	1 15 0	
" 28.	Paid John Wood half increase on School and School-house to Lammas 1873,	0 4 0	
		<hr/>	11 1 9½
III. Expenses of General Management—			
1871.			
Nov. 20.	Paid Commission on P.O.O. remitting Mrs. Keddie's Salary,	£0 0 3	
1872.			
Jan. 4.	Paid do. do. remitting Taxes to William Duncan,	0 0 7	
Feb. 7.	Paid do. do. remitting Poor Rates to Robert Kay, Kettle,	0 6	
March 4.	Paid Commission on P.O.O. remitting Stipend to the Rev. William Reid,	0 0 7	
" "	Paid Messrs. Leburn, Henderson, & Wilson, for business connected with Kettle Augmentation,	0 10 4	
May 15.	Paid Commission remitting Salary to Alexander Keddie, Kettle,	0 0 3	
June 12.	Paid do. do. remitting Rev. D. Murray David Wood's Retiring Allowance,	0 0 6	
Oct. 1.	Paid Factor and Clerk's Salary, including Stamps, Stationery, Travelling Expenses, etc., for the year to Whitsunday 1872,	20 0 0	
		<hr/>	20 13 0
IV. Mr. T. R. Lumsden and Bursars—			
1871.			
Nov. 11.	Paid F. R. Lumsden half year's Salary to date, as Master of Wood's School,	£40 0 0	
Nov. 11.	Paid F. R. Lumsden half-year's Allowance for Maintenance, etc. of Bursars, p. receipt,	113 19 5	
1872.			
May 15.	Paid do. half-year's Salary to date, as Master of Wood's School,	40 0 0	
" "	Paid do. for Maintenance, etc. of three Bursars for six months, and one for 5¾ months, at £20,	79 11 3	
		<hr/>	273 10 8
V. Retiring Bursars—			
1871.			
Nov. 15.	Paid Rev. John Murray, Lindores, to account of David Wood's Retiring Allowance,	£5 0 0	
1872.			
June 12.	Paid do. in full do. do.	28 3 0	
		<hr/>	£33 3 0
Feb. 14.	Paid F. R. Lumsden farther to account of Alexander Wood's Retiring Allowance,	£5 0 0	
Oct. 5.	Paid do. balance of do. do.	23 16 11	
		<hr/>	28 16 11
			<hr/>
			61 19 11
			<hr/>
			£424 8 6

ABSTRACT of the foregoing Account.

CHARGE.

I. Rents and Grain payable for Crop 1871—		
James Thomas,		£400 0 0
Heirs of the late James Thomson,		6 10 0
		<hr/>
		£406 10 0
II. Miscellaneous Receipts,		1 5 0
III. Bank Account,		16 13 6
		<hr/>
		£424 8 6

DISCHARGE.

I. Public Burdens,		£57 3 1 $\frac{1}{2}$
II. Miscellaneous Payments,		11 1 9 $\frac{1}{2}$
III. Expenses of General Management,		20 13 0
IV. Mr. F. R. Lumsden and Bursars,		273 10 8
V. Retiring Bursars,		61 19 11
		<hr/>
		£424 8 6

BALANCE *Nil.*

Examined and found correct.

(Signed) CHAS. R. D. BETHUNE, *Chairman.*

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 6. Only 4 at present, as formerly explained.
 2. No outsiders.
 3. No.
 4. Entire liberty. Holidays same as school,—two months.
 5. (1.) Palmies, and that very rarely indeed. (2.) The Master. (3.) No.
 6. No.
 7. Paternal. The boys are treated as part and portion of the Master's family.
 8. (1.) 30 cubic yards; 420 cubic feet. (2.) Two. (3.) Two in one bed.
 9. Ordinary school games. Entirely free. Half an acre.
 10. Closets outside. The sanitary very good.
 11. None.
 12. (1.) Rise 7 A.M. winter, 6.30 summer.
 - Breakfast, 8.
 - School, 9 to 12.30, with 15 minutes' interval at 11.
 - Dinner, 12.30—1.
 - Afternoon school, 3.
 - Play to 5.
 - Tea, 5.
 - Lessons, 6—8.
 - Supper, 8.
 - Bed at 9 P.M.
 - (2.) Porridge and milk, breakfast.
 - Dinner—Broth, soup, rice, butcher meat, and vegetables, daily.
 - Tea—Bread and butter.
- There is no fixed dietary; they eat and sit at Master's table, and have changes regularly all the year round.

III.—INSTRUCTION.

1. No particular class. The occupation of the fathers of the six on the roll is and was as follows, viz. (1) farm servant; (2) retired officer; (3) boiler-maker; (4) fisherman; (5) fisherman; (6) no occupation when he died.

2. No.

3. The bursars attend the parish school, which opens at 9 with prayer, and after which a chapter is read.

4. There is no separate class, but they join the classes in the parish school; and in the first class the Advanced Reader of Scottish School Book Association is read, with meanings of words, roots, spellings, and parsing. Dictation daily; geography of Continents, Great Britain, Ireland, and Palestine; the Scottish School Association Grammar, with exercises. Arithmetic—compound rules, simple and compound proportion, vulgar and decimal fractions.

5. (1.) Worship daily in school; prayer and chapter read and explained; Shorter Catechism, with explanatory notes. (2.) Rise 8 A.M.; worship 9; Sabbath school, 10.30 to 12; church service, 12—2; dinner, 2.30; an hour's walk; tea, 6; read library books and prepare Sabbath lessons (hymns, etc.) till 8.30; 9, worship, and go to bed.

6. (1.) . (2.) Yes. (3.) Daily marks in parish school.

7. (1.) Yes. (2.) Breadth, 17 ft.; length, 28 ft.; height, 16 ft. (77). (3.) No.

8. Heritors of Newburn parish and Trustees conjointly. One master for all.

9. (1.) £80 for Master. (2.) Life; but liable to dismissal for misdemeanours. In addition, the Schoolmaster receives £50 per annum as salary from the heritors.

10. No.

11. Trustees examine the boys at their annual meeting.

12. No.

13. None gone direct to the University.

14. No list kept formerly, but since the present Teacher's appointment a list is being kept as the boys leave.

GENERAL.

About four years ago the Trustees took the opinion of the present Lord Justice-Clerk, then Dean of Faculty, and the present Dean, and have since been guided by it.

ALEXANDER URQUHART, D.D.,
Newburn Manse, Largo, Fife.

6th March 1873.

SPEYSIDE CHARITY SCHOOL.

I. NATURE OF FOUNDATION.

1. 1795. Dr. Gregory Grant.
2. 'For the reception, maintenance, clothing, and education of such orphan and other children, from the age of 7 till the age of 13, whose parent or parents may be unable to support them, as should be elected by the Trustees and Governors.' None. From the Secretary.
3. £4,368, 6s. 8d. In Bank of England 3 per cent. stock. Present annual revenue about £300.
4. Decree of the Court of Chancery. The Ministers for the time being of Cromdale, Abernethy, Duthil, Inverallan, and Knockando, along with five elected Trustees. The present re-elected Trustees are the Earl of Seafield, Viscount Reidhaven, James Edward, M.D., Donald Grant, Esq., and John Smith, Esq.
5. No.
6. Five are *ex-officio* Governors, who elect other five.
7. They appoint a Committee of Management out of their own number, who give counsel and advice to the Secretary when such are required.
8. Yes.
9. Boys, 12; girls, 10; of whom 12 are fatherless; of whom 10, though not fatherless, are children of decayed and necessitous families.
10. None.
11. Six.
12. All were elected in accordance with the founder's intention.
13. Enter at 7. Leave at 13.
14. No. No.
15. Yes. In the Governors.
16. No.
17. None.
18. None.
20. Accounts audited yearly by a committee of the Governors.

ACCOUNT OF INTROMISSIONS and DISBURSEMENTS OF FUNDS belonging to the SPEYSIDE CHARITY SCHOOL, for the Year ending 1st September 1872.

CHARGE.		DISCHARGE.	
I. Balance from last year's Account,	£133 12 6	I. Park and Garden,	£58 6 10
Interest on do.,	1 0 4	Price of Cow and two Calves sold,	£24 0 0
	£134 12 10	Price of Pig sold,	3 0 0
II. Interests received from Earl of Seafield,	147 5 7	Price of Milk, etc.,	5 10 0
III. Dividends on Bank of England Stock,	190 10 10		32 10 0
IV. Mr. Cave's Legacy,	99 0 0	Actual Expenditure,	£25 16 10
V. Miscellaneous Sums received,	32 10 0	II. Food—	
		Groceries,	£10 2 10½
		Bread,	18 12 3½
		Butcher Meat,	16 4 7
		Meal,	20 2 0
		Sundries,	2 7 1
		III. Clothing,	67 8 10
		IV. Fuel,	47 5 10
		V. Light,	13 7 2
		VI. Education,	1 8 6
		VII. Stationery,	16 4 3
		VIII. Furnishing and Repairs,	3 13 2
		IX. Miscellaneous Expenditure,	8 2 2
		X. Management,	10 8 3
		XI. Balance at Bank Account,	46 10 0
			331 4 3
	£608 19 3		£608 19 3

N.B.—The amount of the above account is £608, 19s. 3d. Deduct from this £331, 4s. 3d., the Balance remaining at the credit of the Institution in the National Bank; deduct also £32, the amount of Extraordinary Expenditure, and the Ordinary Expenditure for the year will be seen to be £245, 15s. This being divided by 20—the number of children receiving the benefits of the Charity for the past year—shows the outlay for each child to be £12, 0s. 9d.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Boys, 12 ; girls, 10.
3. Yes.
4. Varies according to circumstances, but there is generally great freedom. The children attend the public school along with other children, so that they are not confined to the grounds of the Institution.
5. Such punishments as are usual in families. The Matron punishes, except when the fault is of more than ordinary gravity. No.
6. No.
7. They are under the supervision of the Matron, and are treated very much as if they were children of one family.
8. The dormitories are $20\frac{1}{2}$ feet by 17 feet. Height 10 feet. The pupils sleep two in a bed.
9. The amusements common at school. Yes. Three-quarters of an acre.
10. Besides the ordinary bedroom provisions, there is a bath-room. Yes.
11. No death within the last ten years.
12. No time-table, as the children attend school. No fixed dietary scale. Porridge and milk the usual breakfast. Beef and broth four times a week for dinner in winter. Coffee, with bread and butter, for supper, when milk is scarce.

III. INSTRUCTION.

1. From the schoolmaster's children to those of the day labourer.
2. No.
3. No time-table.
4. Text-books used by the more advanced scholars are—the Advanced Reader, published by W. Collins, Sons, & Co., Anderson's Geography, Collins' English Grammar, Trotter's Arithmetic.
5. Such training as that given by God-fearing parents to their children. On Sunday the children attend the Parish Church and the Sunday School.
7. Sitting-room is $20\frac{1}{2}$ feet by 17 feet. No library.
8. No Governor. Matron appointed by the Trustees.
10. No.
12. No.
13. None.

GENERAL.

No.

H. D. MACQUEEN,
Manse of Inverallan, Grantown.

14th March 1873.

MUIRHEAD'S HOSPITAL, DUMFRIES.

I. NATURE OF FOUNDATION.

1. 1753. James and William Muirhead.

2. The maintenance, education, and guardianship of destitute orphans, the furnishing of an asylum to aged and helpless inhabitants of either sex when they fall into poverty; also pecuniary relief for a limited number of poor and elderly widows as out-door pensioners.

3. Rents,	£181	2	0
Interest of money,*	161	2	7
Donations and Subscriptions,	45	0	0
	<hr/>		
	£387	4	7

4. Eight of the Town Council of Dumfries; eight of the Kirk-session of Dumfries; eight of the community of Dumfries—the Provost, chairman.

5. No.

6. By the Town Council, Kirk-session, and subscribers.

7. The whole control, according to the will of the founders.

8. Yes.

9. Boys, 10; of whom all are fatherless.

10. None.

13. Boys 7 years, and leave at 14.

14. None excepting deserving poor.

15. Yes. In the Directors.

17. None.

18. None.

20. Accounts audited once a year by the Directors.

II. DOMESTIC ARRANGEMENTS AND DISCIPLINE.

1. Ten boys.

2. None.

3. No.

4. Every day.

5. None.

6. No.

7. By the Matron and servant, assisted by one of the male inmates.

9. Various. Large garden-ground and park adjoining the house.

10. Every provision. Sanitary arrangements good.

11. Two.

* Principally from money on bond to the town of Dumfries.

III. INSTRUCTION.

1. All orphans from the poorer classes.
2. No.
3. Educated at a school in the town, and paid for same as the other pupils.
5. Established Church and Sabbath schools.
7. Sufficient library for the wants of the inmates.
9. None.
10. No.
13. None.

GENERAL.

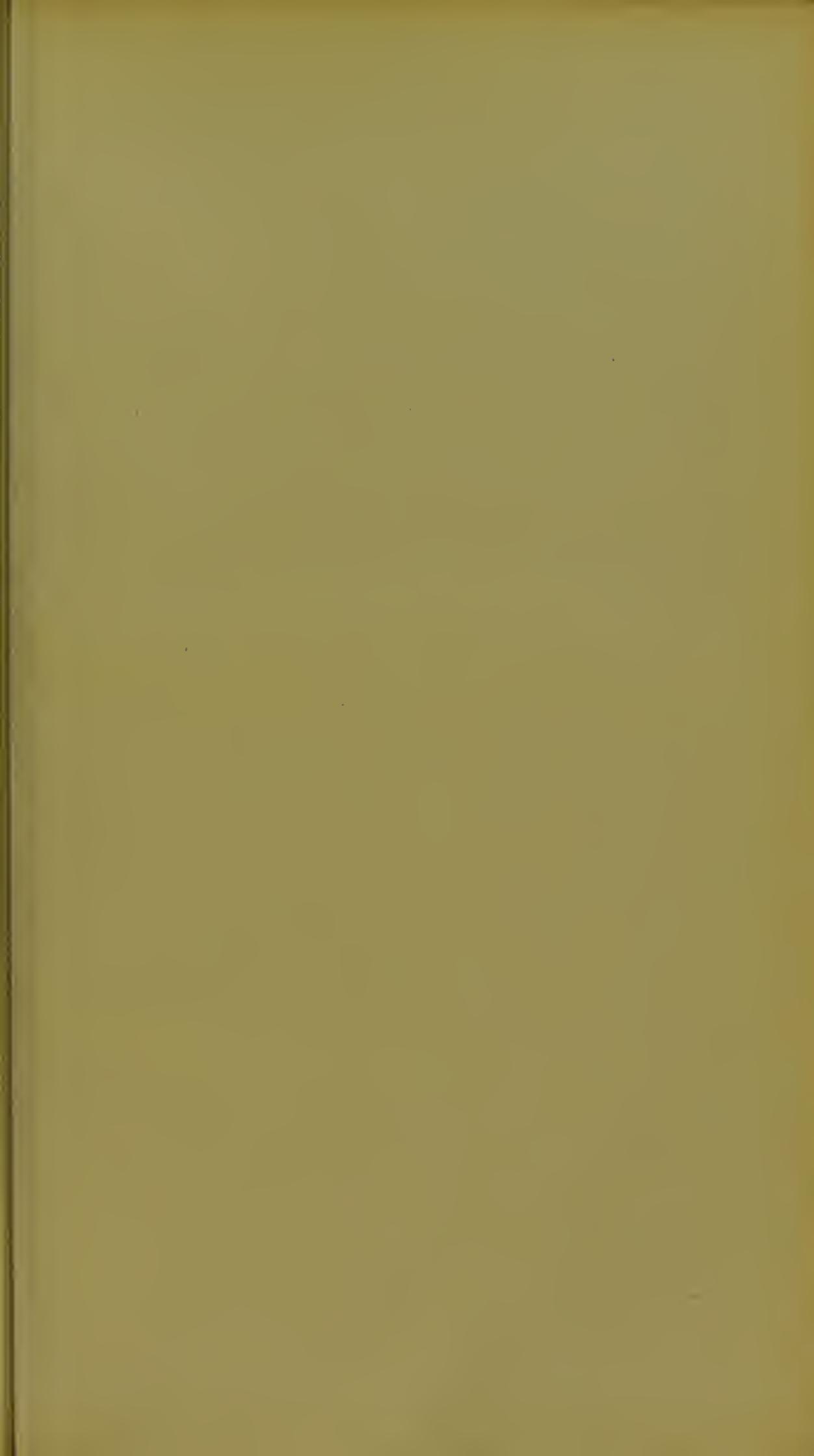
No.

ALEX. TIBBETTS, *Treasurer*,
Union Street, Dumfries.

15th February 1873.



MURRAY AND GIBB, EDINBURGH,
PRINTERS TO HER MAJESTY'S STATIONERY OFFICE.



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