THE REFORM

OF OUR

NATIONAL SCHOOLS,

AND

THE RECONSTITUTION

OF THE

CHURCH OF SCOTLAND.

"Hear, Land o' Cakes and brither Scots,
Frae Maidenkirk to John o' Groat's."

THE REFORM

OF OUR

NATIONAL SCHOOLS.

OPINIONS OF

THE SCOTTISH ENDOWED SCHOOLS COMMISSIONERS; THE AUTHORS OF THE EDUCATION ACT; THE EDUCATIONAL INSTITUTE OF SCOTLAND; THE GENERAL ASSEMBLY OF THE CHURCH OF SCOTLAND; MR. WHITELAW, M.P.; MR. MACLAREN, M.P.; MR. GRANT DUFF, M.P.; MR. J. MAITLAND, M.P.; PRINCIPAL SIR ALEXANDER GRANT, EDINBURGH; PRINCIPAL TULLOCH, ST. ANDREWS; PROFESSOR RAMSAY, GLASGOW; PROFESSOR HOLLOWAY, LONDON; DR. MACDONALD, AYR ACADEMY; DR. DONALDSON, HIGH SCHOOL, EDINBURGH; DR. MORRISON, GLASGOW ACADEMY; MR. LEITCH, NORMAL SCHOOL, GLASGOW; CARDINAL MANNING; THE ARCHBISHOP OF CANTERBURY; JOHN KNOX, AND OTHERS,

CITED AND COMMENTED ON:

And, incidentally,

THE RE-UNION OF OUR NATIONAL CHURCHES;

WITH SOME

REMARKS CONCERNING THE RECENT
RICCARTON CHURCH VACANCY.

BY JAMES MORTON, M.A., AND FELLOW OF THE
UNIVERSITY OF FRANCE.

GLASGOW: THOMAS MURRAY & SON, BUCHANAN STREET.
1876.
[ENTERED IN STATIONERS' HALL.]

GLASGOW:
PRINTED BY H. NISBET,
219 GEORGE STREET.

TO THE

Association for the Promotion of Secondary Education

in Scotland,

THIS WORK IS MOST RESPECTFULLY INSCRIBED BY

THE AUTHOR.

122 South Portland Street,
Glasgow, *25th Sept., 1876.*

O Thou who pour'dst the patriotic tide
That streamed through great, unhappy, Wallace' heart,
Who dared to nobly stem tyrannic pride,
Or nobly die, the second glorious part.
The patriot's God, peculiarly Thou art,
His friend, inspirer, guardian, and reward;
O never, never Scotia's realm desert,
But still the patriot, and the patriot-bard,
In bright succession raise — her ornament and guard!

—*Burns.*

"Hear, Land o' Cakes and Brither Scots,
Frae Maidenkirk to John o' Groat's."

ORIGIN OF THIS WORK.

FELLOW COUNTRYMEN,—Towards the close of the year 1874, I wrote to the Preceptor of Hutchesons' Hospital, Glasgow, a letter which, two or three months afterwards, when the Royal Commissioners' Third Report on the Endowed Schools and Hospitals of Scotland was published, I embodied in an appeal to the "Honourable the Provosts, Magistrates, and Councillors of the principal towns in Scotland, and to the Trustees and Directors of Endowed Schools throughout the country." My object was, in the letter, to persuade the patrons of Hutchesons' Hospital to establish *one* first-class Middle School or College for secondary instruction, instead of founding, in different parts of Glasgow, a number of a dubious kind of schools, such as seemed to be aimed at by the Rev. F. L. Robertson, one of the patrons; and, in the appeal, to induce our honourable Magistrates, and the respected Trustees and Directors of Endowed Schools to petition Parliament in favour of the appointment of the Executive Commission recommended by the Royal Commis-

sioners, with a view to the establishment of a proper national system of schools, intermediate between the Elementary Schools and the Universities. The occasion seemed to me to be peculiarly opportune, indeed, such a crisis as would for ever determine the rise or fall of Scotland in the scale of educated nations. Ample provision had been made for elementary education; the Universities were themselves evidently in search of reform: if a properly organized system of intermediate instruction could be placed between them, the means of supplying all our educational wants would be complete, and all branches of our national education would rise to the greatest possible height. On the other hand, if the Universities continued to compete with the Burgh and other Grammar Schools, and the latter with the Elementary Schools, and with each other,—ill organized, unequally endowed, and unequally equipped, our country would be more and more outstripped by more clear-sighted or less discordant nations. I remembered that Shakespeare says—

> "There is a tide in the affairs of men,
> Which, taken at the flood, leads on to fortune,
> Omitted, all the voyage of their life
> Is bound in shallows and in miseries";—

and suggested that such a period had arrived in the history of Scotland, and that her future fate depended in a great measure on the decision of

those honourable Magistrates and Endowed School Trustees. But no Town Council has been called upon to discuss the question of asking from Parliament the appointment of such an Executive Commission; no Board of Trustees has shown itself willing to act from a national point of view; they all seem to be shut up within the narrow limits of their own corporation or their own trust.

I now, therefore, feel constrained to appeal to the nation at large—to such, at least, as can appreciate higher motives than those of pride in the good administration of any private trust—to such as, without neglecting their own private concerns, take a deep interest in the prosperity of the free institutions of their country—to all those who feel a glow of admiration at the recital of the patriotic sacrifices of Wallace and Bruce, who admire the genius and the sympathetic soul of the ploughman bard, and homologate the sentiments of him who exclaimed—

> "O Caledonia! stern and wild,
> Meet nurse for a poetic child,
> Land of brown heath and shaggy wood,
> Land of the mountain and the flood,
> Land of my sires! what mortal hand
> Can e'er untie the filial band
> That knits me to thy rugged strand?"

and who would blush to see their country humiliated in the presence of any other. Finally, I appeal to all those who owe their civil and religious free-

dom to John Knox's work, and who would not shrink from some sacrifice of money, labour, and self-denial, to maintain and complete it. To all such I have this prayer to address, that they will not suffer this opportunity to pass without doing all that in them lies to secure for their country educational institutions in accordance with the civilisation of the age. Let no man say that it is none of his business to meddle with educational matters; every Scotchman is directly responsible for the rise or fall of his country.

Some persons may be disposed to remark that our educational institutions are already in a prosperous condition, and are advancing in a straight line towards perfection; that the Education Act of 1872, while amply providing for Elementary Education, encourages also Middle-class Education, recognises a certain number of Middle-class Schools, and indicates the means of establishing others; that the University Commission now sitting will procure for us all that is desirable with regard to the Highest Class of Education, and that there is therefore no need for another work on the subject.

To this I reply, that I have carefully followed the educational movement in Scotland during the last two years, have read the speeches and opinions of Members of Parliament, Professors, Ministers, Teachers, and others, and clearly see that, while many good ideas have been elicited, the most excellent way is still far from being generally known.

Important improvements are still required in all the three orders of education: to point them out, at least some of them, and to indicate the means of effecting them, is my present object. If I succeed in doing so, and in showing my fellow-countrymen that most excellent way, I shall expect to see it resolutely adopted, and that without delay.

> "O Douglas, for thy leading wand!
> Fierce Randolph, for thy speed!
> O for one hour of Wallace wight,
> Or well-skilled Bruce, to rule the fight!"

But before entering into the discussion of the different reforms which are required in each of the three orders of instruction—Elementary, Middle-class, and University—we shall do well to consider whether this is indeed a proper time for such a discussion. During a conversation which I, on one occasion, had the honour of holding with Provost Sturrock, of Kilmarnock, he remarked that my scheme was quite feasible, and would certainly very much raise the standard of education throughout Scotland, but that it would be well to wait some time, in order to give the Education Act of 1872 a fair trial. The remark appears plausible, but would lead into a grave error. The Education Act was made for elementary instruction, and was not intended for middle-class instruction. It is true that some of its clauses tend to encourage and promote the latter; but the fact that it makes no provision

for it, is a subject of pretty general complaint. To wait, therefore, for results from the Elementary Schools, in order to know how to reform the Secondary Schools, seems quite analogous to waiting for results from the Secondary Schools in order to know how to reform the Universities.

"It will probably be a long time," said Principal Sir Alexander Grant, at the opening of the University of Edinburgh in November, 1875," before junior classes can be dispensed with in the Scottish Universities." This probability rests upon the well-known inefficiency of secondary instruction in Scotland, a proof how necessary it is to reform it speedily.

A deputation, of the highest standing, from the Association for the Promotion of Secondary Education in Scotland, recently waited upon the Home Secretary to urge upon him the necessity of giving effect to the recommendations of the Royal Commissioners with respect to Secondary Education in Scotland. In his reply, the Home Secretary frankly admitted that the subject was ripe to be dealt with, and that the sooner it was dealt with the better. The very existence of such an association, which owes its origin, I believe, to the initiative of Alexander Craig Sellar, Esq., ought to convince us of the pressing need there is for some improvement. The Home Secretary's reply should lead us diligently to inquire into the nature of the ameliorations aimed at, in order that, when the question

comes to be discussed, we may obtain exactly what we need, and not something else in its stead, as unfortunately happened to our forefathers in the days of John Knox.

The necessity for vigilance will be still further enforced upon us if we consider the position and proceedings of some of our Scottish endowed hospitals and schools, especially Heriot's and Hutchesons'. The Commissioners appointed by Her Majesty to inquire into these institutions, recommended certain changes and improvements, and especially the appointment of an Executive Commission, which should promptly procure the establishment, in an amicable, equitable, and inexpensive manner, of as great a number as possible of good Secondary Schools. Neither Heriot's nor Hutchesons' has ever thought, apparently, of petitioning Parliament in favour of that Commission. On the contrary, the wise men of the east, headed, I believe, by the Lord Provost and Mr. Maclaren, M.P., held an indignation meeting, to protest against any change in their time-honoured institutions.

"The teeth of time may gnaw Tantallan,
But *they 're* for ever."

A Heriot Defence Committee, at the head of which Dr. Begg seems to stand, has also been formed, and appears to feel itself strong enough, not only to defend the capital, but also to extend its protecting shield over the whole country. They

would have done better not to spurn from them this very simple reflection, which has found its way into some heads much less wise than their own, that the altered conditions of educational matters, introduced by the Education Act of 1872, do really call for some change, and impose on them the necessity of advancing. It seems to me that, on the day of that indignation meeting, the people of Edinburgh resembled those of Ephesus of old, who rejected the glad tidings of salvation, and "all with one voice, about the space of two hours, cried out: Great is Diana of the Ephesians," and that they there and then renounced all title to the educational supremacy of Scotland.

As to Hutchesons' Hospital, Glasgow, very decided efforts to advance have been made: whether all the measures which have been adopted are the most judicious and the most enlightened possible, remains to be seen. In any case, the movement of this institution, and the time chosen for it, are so important for the West of Scotland, and indeed, for the whole of Scotland, that a brief sketch of it will be both interesting and useful.

At a meeting of the Patrons of Hutchesons' Hospital, held towards the close of the year 1874, the Rev. F. L. Robertson gave intimation of his intention to consult his fellow Patrons at the next statutory meeting, as to the propriety of establishing, in different parts of the town, besides the school in Crown Street, one or more schools for

instruction in the higher branches. Fearing, from the notice of the matter which appeared in the newspapers, that the reverend gentleman's views might not be sufficiently elevated, I wrote to the Preceptor a letter on the subject, advising the establishment of a college or school for purely secondary instruction. Mr. Macdonald thanked me for the information the letter contained, told me his views were somewhat similar to mine, and that some of the Patrons intended going to Edinburgh to visit the schools there. At the meeting of the Patrons in the spring of 1875, Mr. Robertson kept his promise, and rendered the deliberation more solemn by declaring that the resolution taken that day would fix the condition of the Hospital for a long time to come. He obtained the appointment of a Committee to consider and report in how far it might be expedient to introduce the teaching of the higher branches into the Hutcheson School, and to establish, in different parts of the city, one or more schools for higher instruction.

In the meantime, the Commissioners appointed by Her Majesty to inquire into the Endowed Schools and Hospitals of Scotland issued their Third Report. The Commissioners, after a very full inquiry, the details of which are contained in the report itself, made, amongst others, the following recommendations:—That Heriot's Hospital, Edinburgh, should found a Practical College, after the model of the German Realschulen; that John

Watson's Hospital, Edinburgh, should found a Collegiate Institution for Girls; and that Hutchesons' Hospital, Glasgow, should liberally endow the High School of Glasgow. They also recommended the appointment, by Parliament, of a temporary Executive Commission, authorised to confer with the Managers of various Trusts, "with reference to the educational wants of the different localities in which the various institutions were placed." That report brought to light the abundant riches of our endowed schools and hospitals, and completely confirmed my views of the kind of secondary schools required in Scotland, as the following passage sufficiently proves: "What we require in Scotland is a supply, adequate to the wants of the country, of thoroughly equipped Secondary Schools, with clearly defined limits between the Elementary Schools on the one hand and the Universities on the other, giving a really high class of secondary instruction at reasonable fees, organised on the best principle, and managed and taught by an efficient staff of well-paid teachers." I thereupon published my letter in the form of a pamphlet, in which I endeavoured to show in a very succinct manner that Heriot's and Hutchesons' Hospitals alone, with the aid of £500 a-year from the Ferguson Bequest, might be able to endow twenty such colleges as I had at first projected. Some months afterwards, Mr. Meiklejohn, who had been Assistant Commissioner in the Endowed

Schools and Hospitals Commission, an Edinburgh gentleman, I believe, who has lived some time in London, published, and probably also wrote, "by request," a letter which he addressed to Archibald Gray Macdonald, Esq., Preceptor of the Royal Incorporation of Hutchesons' Hospital in the City of Glasgow, on the subject of Secondary Education in Glasgow. In that letter he counsels the Preceptor and Patrons of Hutchesons' Hospital to establish, in different parts of the city, with bursaries, scholarships, and foundations attached to them, a number of schools in which the following subjects should be taught, namely, English, Writing, Geography, History, Literature, Arithmetic, Latin and Greek (for a few pupils only), French and German, Mathematics (not above a certain standard, good pupils to be sent to the High School), Chemistry, and Botany, Drawing, Singing, and Drill. The girls should learn neither Latin, Greek, nor Mathematics. We thus see that the schools therein recommended were not purely secondary schools, such as those desiderated by the Royal Commission, but just such as the Rev. F. L. Robertson seems to have aimed at, and which the *Glasgow Herald*, out of deference for Dr. Macdonald, of Ayr, has since designated as Semi-Secondary Schools.

About the end of October, 1875, intimation was given in the *Glasgow Herald* that the Committee appointed to consider the Rev. F. L. Robertson's

project was unanimously favourable to the first part of it, the introduction of higher class instruction into the Hutcheson School. This elicited a letter of great warmth from Mr. Meiklejohn, who expressed his gratification at the step taken by the Patrons, and urged upon them the importance of giving effect also to the second part of the Rev. F. L. Robertson's project, that of establishing, in different parts of Glasgow, one or more schools for higher instruction. That letter is interesting on more grounds than one—it was published in the *Glasgow Herald* on the 23rd of November, 1875—it may be useful to reproduce it here:—

"London, 11 Orme Square,
"20th November, 1875.

"My dear Sir,—I have read with great interest the minute and report of the Hutchesons' Committee for extending the benefits of this noble institution, and I earnestly hope that their deliberations may be fruitful in large benefits to the City of Glasgow.

"I trust that the second part of the Rev. F. Lockhart Robertson's motion will not be allowed to fall to the ground, but will be taken up with vigour and earnestness.

"I beg respectfully to point to what has been done for the City of Edinburgh by the Merchant Company; and, if the Hutchesons' Incorporation will keep that example before them, it is certain that they can surpass it, if they only enter upon

their educational campaign with the vigour and large-heartedness for which Glasgow men are everywhere famous.

"The Merchant Company of Edinburgh has now under its care five large schools—two for boys, two for girls, and one mixed. Some of these schools have more than 1000 pupils; and the gross income in some is over £4500. In proportion to the population, there might be in Glasgow from 10 to 15 such schools; and it would not be impossible to create vigorous schools of this kind, each of which might bring into the Hutchesons' treasury a sum of at least £3000 a-year, and I believe that in five years you might see under your care a number of institutions giving instruction to an average of ten thousand pupils. With the fees from these, and the funds accruing from your own property, you would be in possession of an actual income which would enable you to control the whole secondary education of Glasgow, and thus to regulate, at the same time, the standard of secondary education for the whole of Scotland.

"It is true that the Edinburgh Merchant Company is in possession of magnificent buildings, and that parents bring their children from all parts of England and Scotland to be educated in these schools. But it must not be forgotten, on the one hand, that Glasgow is the second city in the three kingdoms, and has a permanent population of 600,000—a population which by the end of the

century may reach a million; and, on the other hand, that the prosperity of a school depends chiefly, and almost entirely, on the teachers, and that your Incorporation, by holding out adequate inducements, may secure a supply of the best teachers in the country.

"Your Committee is well aware of the state of destitution in which Scotland at present lies in regard to the supply of secondary education. That destitution it would be difficult to exaggerate. England itself is far ahead of us; Holland, Switzerland, and Germany immeasurably in front. We have no such schools as exist in Zurich—schools for teaching the sciences, engineering, mining, commerce, and other subjects, as well as for teaching literature and the ancient languages. But nothing is impossible to the enterprise of Glasgow men; and, if you once will it, you will make up OUR leeway in a few years.

"As regards the will and intention of the founders, that is a subject of high importance.

"I have myself never sympathised in the smallest degree with *Lord Lyttelton and his Paper S*, but have repudiated such doctrines both publicly and privately. But it seems to me that your course is clear. You have only to follow the indications of the Brothers Hutcheson, and to carry out their will to the fullest extent under the altered circumstances in which you find yourselves.

"When the Hutchesons lived, Glasgow was a

town of about 20,000 inhabitants, with the Clyde flowing sweet and clear between grassy banks and under pleasant trees; you have now the care of more than half a million people, and your river is black and thick with the dirt of a thousand factories. The Hutchesons have been built out, by Act of Parliament, of the ground of elementary education; and there is no ground left for them to occupy except the ground of secondary education, and that invigorating influence upon elementary education which a thoroughly good secondary education will and must exert.

"It appears to me that you have been placed by Providence in the position of the guardians of the secondary education of Glasgow, and I beg most respectfully and most earnestly to urge upon your thoughts this view of the case.

"It may be said that by the late Act of Parliament secondary education, as well as elementary, is now placed in the keeping of the School Board. But the reply to this is, that the School Board has no power whatever to found any new schools, nor to raise a single penny to provide for secondary education. But you, by your forethought and liberal care, have obtained for yourselves an Act of Parliament; and you have drawn that Act in so large a spirit, and on lines so well adapted to the increasing growth of your great city, that your hands are not tied in any way, nor your will straitened, nor your scope narrowed; but you are absolutely free

to do the best that can be done for the interests of the rising generation. I most earnestly trust that you will not pause or hesitate in carrying out the provisions, and in exercising the power which your Act has placed in your hands, but that you will come at once to the help of Glasgow and of Scotland, and make yourselves what I hope to see you at an early day, the first educational incorporation in Scotland.—I am, &c.,

"J. M. D. MEIKLEJOHN."

It will be observed that the letter is dated London, 20th November, 1875. On the 22nd the Patrons of Hutchesons' Hospital met and appointed a special Committee to draw up a statement of the details of the working out of the scheme, and of its probable cost; and also to consider and report on the second part of the Rev. F. L. Robertson's project. My hope of the establishment of a proper system of national middle-class schools was now greatly lessened; but still yielding to a strong impulse of duty, I addressed the following letter to the Patrons of Hutchesons' Hospital, and the Public generally, through the obliging columns of the *Glasgow Herald*:—

"122 South Portland Street,
"Glasgow, 7th December, 1875.

"SIR,—I have read with great interest the pamphlet and the letter which Mr. Meiklejohn has written on the subject of secondary education in Glasgow in connection with Hutchesons' Hospital,

and I respectfully ask your permission to lay before the Patrons of that Institution and the general public, through your columns, a few observations on the same subject. Mr. Meiklejohn has given in the pamphlet a model of what he considers would be a good secondary school. The following are the branches he would have taught in it:—The ordinary English subjects, Latin and Greek, French and German, Mathematics, Chemistry and Botany, Drawing and Singing, Drill and Gymnastics. He expects that only a few of the scholars would study Latin and Greek, and recommends the sending to the High School of pupils having a peculiar aptness for mathematics. He has left out mechanics and the all-important subject of physics. As, therefore, this model school does not supply a knowledge of all the subjects of secondary education, and as the scholars are not required to study all the subjects which it does supply, it seems to me to be a very defective model indeed. In fact, Mr. Meiklejohn does not appear to have risen at all to the conception of a purely secondary school, which, according to the Royal Commissioners on Endowed Schools and Hospitals in Scotland, is a 'school which begins the instruction of its pupils where the elementary school ends, and prepares them for the higher class of Civil Service appointments and for the Universities;' whereas, in the description of his model school, he insists much more on elementary than on secondary instruction. And in his

recent letter to the Preceptor of Hutchesons' Hospital he quotes as model schools those of the Merchant Company of Edinburgh, which are more elementary than secondary institutions. Besides, as he makes no mention of the Glasgow Academy, nor of the numerous excellent schools in Glasgow in which secondary instruction is imparted; and as he appears to have had constantly before his mind's eye the elementary schools of Edinburgh, it seems to me that, instead of 'Secondary Education in Glasgow,' he would have done better to style his pamphlet 'Elementary Education in Edinburgh.'

"But, seriously, have the people of Glasgow of the present day any need to go to Edinburgh in search of models, either for elementary or for secondary education? By no means. Is it not evident to everybody that if the Glasgow School Board go on as they have begun they will speedily secure to this great city an elementary education second to that of no other city in the world. And as to secondary education, it seems to me more reasonable to listen to Principal Caird speaking of the Progressiveness of the Sciences than to Principal Grant declaring that if all the other towns in Scotland had educational institutions like those of Edinburgh they would have reason to be contented. Are we to imitate the people of Edinburgh, who reject with indignation the counsel of the most competent authorities, to the effect that in order to raise the standard of education in Scotland, and in

their own town, they would do well to found one or two institutions after the model of those of the best educated nations? No; a thousand times no! Let us rather leave them to the admiration of their noble but somewhat antiquated educational establishments, and endeavour to found for ourselves institutions in strict accordance with the requirements of modern science and civilisation.

"And we are perhaps not very far from realising this desirable object. A Committee of the Patrons of Hutchesons' Hospital has pronounced in favour of raising the standard of their school—firstly, by admitting into the elementary school a superior class of pupils paying fees; secondly, by founding a secondary school; and thirdly, by requiring the studies of the highest Latin class to be such as qualify for admission into the University. If this scheme be carried out in the same generous spirit in which it seems to have been conceived, the elementary school may become at once a school in which some pupils will complete their elementary education, and others will prepare themselves for entrance into the secondary school. The latter, on the other hand, instead of being, as Mr. Meiklejohn recommends, a kind of nursery to the High School, may become a model for the whole of Scotland of a purely secondary school. In such a school, which would be equal, and, if well organised, superior to the German Gymnasium, it appears to me that it would be indispensable to teach the following

subjects:—Chemistry and Physics (including Zoology, Botany, and Geology); Mechanics and Mathematics (including Algebra, Geometry, Engineering, and Navigation); Jurisprudence, Political Economy, and Moral Philosophy (including Morals, Logic, and Metaphysics); History and Geography, Latin and Greek, French and German; Drawing, Painting, and Caligraphy; Music (vocal and instrumental); Gymnastics; and for girls, Domestic Economy, Sewing, &c. It is evident that all those subjects could not be taught in the exhaustive manner in which they are taught in the Universities, but the pupils could learn at least the fundamental and general principles of each, and they would thus acquire a sum of general knowledge which would be of the utmost use to them in their subsequent pursuits. Such a school might require a yearly expenditure of £1500. The Patrons of Hutchesons' Hospital might induce the Managers of the High School and of the Glasgow Academy to follow their example by offering them for each of those schools a yearly endowment of £1000. Glasgow would thus possess three excellent secondary schools, which might easily become colleges, affiliated with the University. Nor is this all. I would venture to affirm that if the Patrons of Hutchesons' Hospital would confer with the Directors of the Andersonian University, the Trades' House, and the Mechanics' Institution, and would offer them a yearly endowment for each of those

institutions of about £500, they would be quite willing to take up the scheme proposed by the Royal Commissioners to the Governors of Heriot's Hospital, and to enrich us further with three technical colleges every whit as good as the German Gewerbeschulen.—I am, &c.,

JAMES MORTON, M.A.,

"And Fellow of the University of France."

Mr. Meiklejohn's inconsistency in expecting from these semi-secondary schools such wonderful benefits to the secondary schools of Glasgow and of Scotland, needs no particular notice here,—others have fallen into the same error. But he may well provoke a smile, or rather a hearty laugh, when, at the same time that he is exclaiming "it would be difficult to exaggerate the destitution in which Scotland at present lies in regard to the supply of secondary education; England itself is far ahead of us; Holland, Switzerland, and Germany, immeasurably in front; we have no such schools as exist in Zurich" . . . . he counsels the Patrons of Hutchesons' Hospital to found in Glasgow from 10 to 15 schools in strict imitation of the Edinburgh Merchant Company's Schools, which he knows are so much inferior! And Glasgow men, "to whose enterprise nothing is impossible," proud perhaps of the compliment, make haste to put into practice the precious advice. Why does he not adopt the principle laid down by Lord Bacon, who says that antiquity deserves this respect, that men should

carefully observe the point to which it has progressed, and then start from that point in order to make further progress? Why should we not begin at the point of progress in educational matters which has been reached by the most highly educated nations, and, rejecting all their imperfections and useless machinery, adopt nothing but their excellences, add to them new ones of our own, and, steadfast and untrammeled, go forward to perfection?

At a meeting of the Patrons of Hutchesons' Hospital, held on the 10th of March, 1876, the special Committee appointed at the former meeting recommended the following plan for the proposed Secondary or Grammar School: subjects to be taught—English, Mathematics, Classics, Modern Languages, &c. Teachers' salaries—Rector, £500; English Master, £200; Mathematical Master, £200; Classical Master, £200; Modern Languages, £150; four Assistant Masters, £310, &c.* Bursaries, &c.—80 Scholarships (20 to be competed for, each of 4 years); 40 Bursaries (10 each year, value, 1st year £5, 2nd £10, 3rd and 4th £15); 12 University

* Two objections may be urged to this plan—first, that it is incomplete, a number of secondary subjects being excluded; second, that it is unequal, great discrepancies existing between the different masters. Besides, the modern languages are still sacrificed to the ancient, as they were 100 years ago. Glasgow needed institutions superior in organisation to the High School and the Glasgow Academy,—these new schools are inferior.

Bursaries (3 each year, value £20, £25, and £30).* The recommendation was adopted, although several members expressed a desire to have more time to reflect on it.

At a subsequent meeting of the Patrons, held on the 8th of June, 1876, the purchase and transference to Hutchesons' Hospital of the Gorbals Youths' School was approved of. Great satisfaction was expressed with that acquisition, which would enable the Patrons to found a high-class school for girls also. At that meeting the Preceptor announced the intention of the Patrons to found similar institutions in the other quarters of the city, east, north, and west. At subsequent periods the following advertisements appeared in the newspapers:—

HUTCHESONS' GRAMMAR SCHOOL,
Crown Street.
THOMAS MENZIES, Rector.

This School provides for BOYS an ELEMENTARY EDUCATION, as in ordinary schools, and also SECONDARY EDUCATION, as in the High School and Academy, both at extremely moderate Fees. It will be re-opened on the 1st of August.

---

* Nothing in the Patrons' deliberations shows that the Scholarships and Bursaries are intended for none but the children of those who cannot afford to pay for secondary education; the contrary seems to be indicated. If that is the case, the Patrons are simply taking from the poor to give to the rich, who, once admitted as semi-paupers, will soon lose respect for their own and their country's independence.

HUTCHESONS' GIRLS' SCHOOL,

Elgin Street.

JAMES LOCHHEAD, Head-Master.

This School provides for GIRLS, also at extremely moderate Fees, both an ELEMENTARY and SECONDARY EDUCATION, such as is to be had in the higher class Institutions of the City. It will be opened on the 1st of August.

Prospectuses containing full information respecting Fees, School Bursaries, and University Bursaries, may be had at the Schools, and from Messrs. MacLehose, Bryce, Hopkins, MacKinlay, Niven, and other Booksellers.

HILL, DAVIDSON & HOGGAN, Chamberlains.
106 Ingram Street, Glasgow, July, 1876.

To these may be added the following advertisement of the Edinburgh Merchant Company: it will help to show how closely the Patrons of Hutchesons' Hospital have followed the example of their Edinburgh brethren:—

EDINBURGH MERCHANT COY. SCHOOLS.

I. FOR YOUNG LADIES.

1. The EDINBURGH EDUCATIONAL INSTITUTION, LADIES' COLLEGE.
2. GEORGE WATSON'S COLLEGE SCHOOLS.

The course of study, as hitherto, embraces all the branches usually taught in the principal Institutions and Boarding Schools for Young Ladies.

Fees for the entire Course, from 12s. 6d. to £3 per Quarter.

II. FOR BOYS.

3. George Watson's College Schools.

4. Daniel Stewart's Institution.

These Schools provide Boys with a Liberal Education, qualifying them for Commercial or Professional Life, the Civil Service, the Universities, &c. Fees for the entire Course, from 12s. 6d. to £2 per Quarter.

III. FOR BOYS AND GIRLS.

5. James Gillespie's Schools.

These are Primary Schools, and provide Children with a superior education. Fees, from 3s. 6d. to 6s. per Quarter.

Nos. 1, 2, 3, and 4 of the above Schools will reassemble after the holidays on Monday, 2nd October next, and No. 5 on Monday, 11th September.

At the end of next Session (July, 1877) the Awards to Pupils who are qualified as to age, &c., will be as follow, viz.:—9 Presentations to the Foundations, 152 School Bursaries, and 4 Bursaries of £25 a-year, tenable for four years.

Parents and Guardians intending to send Children to these Institutions, *which are open to all from whatever place they may come*, should put themselves in early communication with the Head-Masters, who will be in attendance at the respective Schools daily (Saturdays excepted) between Three and Four o'clock afternoon, until 28th July, 1876, when the

first roll of new pupils will be made up. Applications for admission to the Schools after 28th July, 1876, to be addressed to the Head-Masters, at the Merchant Company offices, as undernoted.

Prospectuses, containing full details, may be had at the Schools and from the principal Booksellers in town; or they will be sent on application being made to Mr. A. Kirk Mackie, S.S.C., Secretary, Merchant Company Offices, 57 Hanover Street, Edinburgh.

Alongside of these I place an advertisement of the University College, Bristol: it will help to show that if Glasgow people do not yet understand the educational wants of the age, Bristol people do; the former will perhaps be imitating the latter 50 or 100 years hence, provided always that a similar institution, sanctioned by the Heriot Defence Committee, has previously been tried in Edinburgh!

UNIVERSITY COLLEGE, BRISTOL.

The Council are about to appoint the following Professors and Lecturers:—

1. PROFESSOR of CHEMISTRY.
2. PROFESSOR of MODERN HISTORY and LITERATURE.
3. LECTURER in MATHEMATICS and APPLIED MECHANICS.
4. LECTURER in EXPERIMENTAL PHYSICS.
5. LECTURER in POLITICAL ECONOMY.

6. LECTURER in CLASSICAL HISTORY and LITERATURE.

The Stipend of the two Professors will be £300 per annum each, with a proportion of Students' Fees. The Council guarantee a minimum emolument of £400 per annum.

The appointment of Lecturers is temporary, the engagement lasting only from October, 1876, until the end of April, 1877. Each Lecturer will receive an honorarium of £150 and half the Students' Fees.

The latest day for sending in applications is June 23.

Further particulars may be obtained from the Secretary.

EDWARD STOCK, M.R.C.S., Eng., Secy.

Temporary Office,
Shannon Court, June 1, 1876.

Upon the whole, it must be confessed that the Hutcheson School has taken a considerable step in advance; from being merely a good elementary school, it has become a higher class school, as the term is commonly understood in Scotland. But that is not to be compared to what it might have become if, realising the importance of the trust which Providence has confided to them, and fully comprehending the educational wants of their country at the epoch in which we live, the Patrons had been willing to extend their views to the whole of Scotland, and to throw the weight of their rich

and powerful incorporation into a general movement for the establishment of a system of national colleges affiliated with the Universities. All hope is not yet lost perhaps; the second part of the Rev. F. L. Robertson's scheme is not yet carried into effect; some of the Patrons seem to wish to reconnoitre the road along which they are being hurried; the Association for the Promotion of Secondary Education in Scotland is at work; one of the functions of the Government University Commission is to inquire into the conditions of the recognition of extra-mural teaching; the Home Secretary has declared that the Government does not intend to let the question of secondary education in Scotland rest in its present state: perhaps the Directors of Heriot's Hospital, Edinburgh, of Hutchesons' Hospital, Glasgow, and of the various endowed schools throughout the country, recognising at length that they are Scotchmen as well as members of semi-private trusts, will give the precedence to their country's cause. In the meantime, the Rev. F. L. Robertson displays no small amount of activity. Did he not, at a late meeting of the Patrons of Hutchesons' Hospital, propose to borrow money, in order at once to carry out his project? Is he afraid lest there should be something left to go into a general fund for the institution of a national system of middle class schools? Has he taken a leaf out of the book of the "great red dragon" mentioned in the Revelation as "having great

wrath because he knoweth that he hath but a short time?" What is wanted in Glasgow at the present time for secondary instruction is not "magnificent buildings," but rather the elevation, reorganisation, and union of its existing educational institutions. Is it not high time that those for whose benefit hospitals were founded and schools endowed were bestirring themselves to prevent their rights from being usurped by others? Is it not high time that those who wish for their children good, practical, efficient instruction were rescuing them from a long series of unprofitable studies, and procuring for them an education befitting the civilisation of the nineteenth century?

"Sir Bartle Frere (Scotch Endowed Schools Comm. Third Report), in a lecture on the East Coast of Africa, delivered in Edinburgh, declared that nothing in his mission had struck him so much as the way in which the Germans were encroaching on our commerce. The remark elicited a unanimous expression of feeling in the press confirming the fact, and ascribing it solely to the superior education obtained by the mercantile classes in Germany." The dull trade, lock-outs, and strikes, which we have of late years experienced, will certainly not help us in any way. Let us remember the Poles, whose internal dissension called into their country foreign aid and foreign power, and who have learned in exile the value of unity. If it is not yet time to awake from our lethargy, to put

a stop to our internal jealousy and discord, and to unite as brethren in a generous effort to establish national schools which will place us in the front rank of civilisation, it will perhaps be time when our commerce is gone and our pockets empty.

The Scotch are a proud, independent, and jealous race, capable individually of great actions, but often unable to appreciate the advantages of unity. The great national hero Wallace is said to have been worried and frustrated by the jealousy of barons prouder and richer, but not nobler and abler than himself; the grand educational scheme of John Knox was hampered and stunted by the selfishness of a greedy nobility. In our own day, the discord that reigns in the country is chiefly remarkable among the churches. Three great Presbyterian bodies, united in all the essentials of religious belief, are yet separated by certain considerations of mere temporalities. The Established Church holds that its sustenance should come from the people through the Government; the Free Church holds the same, and besides, that the Annual General Assembly should not be contaminated by the presence of any Royal livery; while the United Presbyterian Church holds that its sustenance should come directly from the people. To a stranger it would appear a very easy task to reconcile parties whose differences are so trifling, yet a serious and long-continued effort has been made to do so, and has completely failed. They prefer discussing, arguing, sneering, calum-

niating each other, with the result of inundating the country with Separatists, Episcopalians, and Roman Catholics, to making anything like an earnest attempt at self-denial. They remind one of two "meetings" which held forth in a certain town in England (Bradford, I think), and which were presided over respectively by Brother John and Brother William. Both were very zealous to point out the way of life to their fellow-townsfolk, wishing to render them all as happy as they felt themselves, and appeared to be bound together by the ties of the most tender affection. Unfortunately, a violent dispute arose between them about some new doctrine—the unfermented wine question, if I mistake not, and they forgot all their former love and esteem, and broke forth against each other into such invectives as "deluded, vain, and presumptuous creatures," "wilful, selfish, and unfeeling pagans," so that many went back and followed them no more. However, the spirit of charity and pacification was not yet extinct in the bosoms of some of the lesser members of either "meeting," and they prevailed on their brethren to hold a conference with a view to reconciliation. Many good words were spoken at that conference, of their former happiness and of the ill-feeling which now embittered their lives, of the danger to which they were exposing the brethren, and of the stumbling-block they were laying in the way of the simple. Yet neither party would confess they were wrong,

and they parted nearly as they had met. Next morning, Brother William called upon Brother John, and spoke to him thus: My dear brother, I have been sorely exercised all night about our unfortunate dispute; I am now convinced that when it is past we shall love each other more tenderly than before; I have therefore come to beseech you to give in, for *we can't.*

Sincerely desirous that the whole multitude of our Scottish congregations should not be any longer exposed to the laughter and derision of their Christian brethren throughout the world, and convinced that a properly constituted and united National Church would powerfully aid in establishing and upholding a proper system of National Schools, I have thought of the following plan for procuring the former. It seems to me quite practicable, in its general outlines at least, and fitted to satisfy the reasonable demands of all parties:—The Churches would keep the property which they now possess—churches, manses, glebes, &c. A general sustentation fund would be established by voluntary offerings on the one hand, and, on the other, by an equitable arrangement with the heritors for payment, say in five years, of the whole capital represented by the yearly stipends. The whole amount of these offerings, and of that capital, would be invested in the public funds or in heritable property or otherwise, so as to produce a sure and perpetual revenue. The seat-rents of the churches

would form the other great source of revenue,—heritors and farmers being freed from all contributions of teinds, would pay for their seats like the other members of the congregation. I base my calculations on the supposition that a number of the more generous members of the different Churches would join together in one grand effort to secure for the religion of their forefathers a stable and permanent domicile in the country. The building of the temple at Jerusalem, and of St. Peter's at Rome, are perhaps the greatest single events in the respective histories of the Jewish and of the Romish Church. But what I now propose would be the greatest ecclesiastical event in the history of the world, and would mark to all ages the patriotism, piety, and generosity of the Scottish nation. I do not suppose that any other Scotchman will ever be able to equal the munificence of the late James Baird, of Cambusdoon, who presented to the Church of Scotland the magnificent sum of £500,000. A number of the richest, however, might together bestow an equal sum. Perhaps a hundred could be found who could afford to give £50,000 each, while a thousand others might be able and willing to contribute £5000 each. The great heritors in Scotland would not, I believe, be unwilling to pay up the capital, the interest of which is at present paid to the parish ministers under the name of stipends. They might be disburdened in the following manner—during five years the farmers would continue

to pay their usual yearly contribution of teinds, while the landlords would furnish a sum equal to four times that furnished by the farmers, all of which could be reckoned as equivalent to a twenty years' purchase. After the expiry of the five years, the farmers would annually pay to their landlords, in addition to their ordinary rent, a sum equal to one-half of their average yearly contribution of teinds; they would require the other half to pay their seat-rents in the church.

The revenue to be derived from sittings in the churches might be calculated at the average rate of eight shillings per sitting per annum. I suppose it is generally understood that sittings are let only for the ordinary meetings of the church, and that for extraordinary meetings they are all free. Besides that, it seems to me most advisable that there should be, at the ordinary meetings, a permanent reserve of a certain proportion of sittings, say a twentieth, in different parts of the church, for the use of the poor and of strangers.

An idea may be formed of the whole scheme from an inspection of the following table:—

The Baird Fund, augmented

By subscriptions of more than £50,000,	= £1,000,000
100 subscriptions at £50,000, ...	= 5,000,000
1000 subscriptions at £5,000, ...	= 5,000,000
Stipends, say 1000 at £250 × 20 value of capital, ...	= 5,000,000
Total, ...	£16,000,000

At 4½ per cent. ...	= £720,000	yearly.
3000 churches of 600 sittings at 8s. ...	= 720,000	„
Total, ...	£1,440,000	„
Each of 3000 churches, ...	£480	„

The minister's salary might be fixed at £400; the precentor's at £50; and the session-clerk's at £20; the remaining £10 could be added to the income derived from glebe lands and other property, which would form a fund for building, repairs, &c. In fixing the precentor's salary at £50, I presume that an excellent professional vocalist could be obtained, capable not only of leading the psalmody and forming a special choir, but also of making a choir of the whole congregation, and so exercising them in sacred music that they would be able from time to time to give festivals of music, surpassing the splendour of those of the Episcopalian or of the Romish Church. In the above calculation, I have not taken into account the unexhausted teinds. The Government, I understand, derives from that source a yearly revenue sufficient to justify it in dealing liberally both with our church and our school system.

I now approach the great question of the day: What are the best means for preparing our boys and girls for filling all the important posts of middle and upper class society? What kind of schools shall we place between the Elementary Schools and the Universities? Let us first of all

listen to those who have studied the subject. There are, in the first place, those who wish to keep the schools that exist among us nearly as they are, introducing into them only such improvements as circumstances may permit,—such may be said to belong to the old school. In the second place, those who desiderate a special class of schools, encroaching on the province neither of the Elementary Schools nor of the Universities,—these may be said to form the new school. And in the third place, those who take the schools of Edinburgh as models,—these belong to the Edinburgh school.

Belonging to the old school, we have in the front rank the authors of the Education Act of 1872. To some it may seem that an Act which instituted school boards, school rates, &c., is surely something new; but inasmuch as it provides elementary education for all, and only a certain amount of higher education for some, it may, I think, fairly enough come under the above definition. This Act has a very broad basis: "Whereas, it is desirable . . . that the means of procuring efficient education for their children may be furnished and made available to the whole people of Scotland." It makes provision for schools in every parish and burgh in Scotland, for their management by school boards elected by the rate-payers, and for their support by fees, local rates, and Government grants. But these are mere elementary schools, for which a curriculum of six standards is issued by the Educa-

tion Department. If any Board wish to establish a higher class school, it must itself fix the standard of education to be given therein, and the school must rely on its own resources, having no share in the local rates, nor in the Government grants. Strictly speaking, therefore, the Education Act provides only an elementary education for the children of the "whole people of Scotland," and it would be more correct to insert the word "elementary" in the preamble between the words "efficient" and "education"—"an efficient elementary education." Many complaints have been made against this Act by teachers, professors, and others, as having lowered the standard of education in Scotland, although in the 67th Section it is promised that "Due care shall be taken by the Scotch Education Department . . . that the standard of education which now exists in the public schools shall not be lowered." Though still requiring amelioration, it may, however, be accepted as very good so far as elementary instruction is concerned: it has raised the standard of excellence in this respect. What, then, is there in it that has principally contributed to lower the standard of education? The liberal encouragement given to excellence in elementary subjects, and the scanty encouragement accorded to higher subjects. To remedy this, various improvements have been proposed.

In addressing his constituents in the City Hall, Glasgow, in the month of January, 1876, Mr.

Whitelaw, M.P., gave expression to his views on the subject as follows:—

"I would pass for a little to a subject which during the past year or two has occupied a good deal of attention—I mean the teaching of the higher branches of education. And, first, I would remark that good elementary education is in a fair way of being provided and secured, and why not secondary? We have means at work to secure excellence in the former; we have nothing but trifling influence at work for excellence in the latter. Education is really governed by the Code, including all its conditions, its inspection, and its conditional payments. Very little importance is given in the Code to the higher branches, and I can conceive that inspectors may make it less by occasionally falling into the error of discouraging the prosecution of the teaching Code."

Mr. Whitelaw here confirms my view of the Education Act, that it is sufficient for elementary and quite insufficient for secondary education.

"The Code sets little store by the higher branches, and there may be subjects on which inspectors do not care to have the trouble of examining. This might occur in connection with the teaching of some of the subjects known in the Code as the extra subjects. These extra subjects form in the Code all we have as yet for the extension of the range of subject or for the keeping up of the standard of teaching in our schools, and nothing but continued

degradation of the higher class schools and teaching can be expected while there is only so meagre and insufficient a recognition of the higher branches."

This bears out the complaints that have been made as to the lowering of the standard of education in Scotland.

"The simplest, and, as I think, the best, movement towards the solution of the felt want in the matter of promoting secondary education is to extend the standards of the Code to the point of full preparedness for the University, and to offer inspection in accordance therewith, coupled with greatly increased grants for passes in the subjects of these standards. Until this is done the Government fails to fulfil the direction provided in the Education (Scotland) Act, to the effect that in the construction of the Code the standard of education shall not be lowered, and that as far as possible as high a standard shall be maintained in all public schools inspected by the Department."

Mr. Whitelaw does not forget that the great bulk of the scholars in an elementary school do not require to be prepared for the University, for a little further on he says: "Establish complete standards and sufficient grants, and school managers will not be slow to designate schools, where the higher branches will be taught by competent teachers, and that in localities accessible to all." This looks like advocating—though Mr. Whitelaw is not quite explicit—the establishment of separate schools for

higher class instruction. Would it be just to support such schools with local rates and Government grants? I think not: it is surely not right to tax the many for the exclusive benefit of the few. Besides, the middle and upper classes are both able and willing to pay for the education of their children. Universities, endowed by Government, fall under a different head.

"Let us have standards elaborated and made part of the Code, these standards starting from Standard VI., and running upwards to Standards VII., VIII., IX., and X., respectively applicable to the advancing years and stages of a youth's career. Let passes in these standards be rewarded with much higher payments than are now offered for passes in the extra subjects—payments high enough to restore the teachers' and the school managers' interest in the higher branches to a fair and proper level as compared with their interest in the lower. With matters thus arranged, I am confident we would soon find our schools offering all that is wanted, discovering talent and developing it throughout the land in town and in country."

This looks as if Mr. Whitelaw wished to introduce the four additional standards into all Board schools without exception, and does not agree with what is said above. He is perfectly right with regard to the advantages of elaborated standards.

"Many strong suggestions have been made as to the duty of people to found bursaries and otherwise

support the higher education. But what security is ever offered that any gifts for that end will be wisely or well used? None. It is assumed that such gifts are safe in the hands of those who happen to be directing such higher education. This is not sufficiently trusted to warrant the expectation of much support."

Benevolent men who are prudent will wait till our secondary schools be properly organised.

"Then, as to transferring funds from endowed schools and hospitals. Has it been established that these funds are now being made a bad use of, or that they are being perverted from the pious designs of the founder in respect either of place or purpose? I believe not. Then, if not, observe, in passing, the bearing the suggested transference or diversion of the funds from the original and present uses would have on the minds of those who may be looked to for voluntary support. Most of the funds aimed at are being used for elementary education. Those who urge the transference of the funds allege that, the rates being now made liable to supply all shortcomings in elementary education, the funds are no longer necessary for that purpose to which they are now applied. But is not this rather a specious way of commending this demand to the country? People are surely not blind enough not to see that to abstract funds from elementary education simply means the imposing on the rates of an equivalent. It would be more honest to go straight to the point, and

demand rates directly in support of secondary education. And, at the same time, if this scheme has any pretensions to be national, it would necessarily mean perversion of the pious founders' designs in respect of place, while it would generally also be a perversion of their designs in respect of uses. And, then, who would be charged with the application of the transferred funds? If the purpose be national, and if transfer there were to be, why not transfer to the nation? What practical security is offered that the funds would be wisely and successfully administered? Can it be satisfactorily accomplished without the intervention to some extent of the State."

It is proposed to apply to secondary instruction a part of the funds of endowed schools and hospitals, not because hitherto a bad use has been made of them, that is not the question, but because the Education Act of 1872 has completely changed the condition of education in the country. Those who wish to make this transfer of funds believe that it would be much more in accordance with the instructions of the pious founders, than continuing to apply them to elementary education, inasmuch as the founders wished the foundationers to enjoy a privilege which they could not otherwise attain. Elementary education is, at the present day, attainable by all; it is no privilege, but good secondary education is one, and ought, therefore, to be given to deserving youths who cannot otherwise attain it.

However, this diversion of funds is asked for only after the original intention of the benefactor has received complete satisfaction. There would be no change of trustees, if my advice were followed, and there would necessarily be Government inspection in all secondary schools. The truth is, that these funds are generally administered by magistrates, ministers, and merchants, and are thus already semi-public, as Mr. A. Craig Sellar has happily styled them; hence the right of the public to speak of them.

Dr. Macdonald, Rector of Ayr Academy, delivered an address on Secondary Education at a conference of teachers, held in Glasgow at the end of December, 1875. He has since published it as a pamphlet, adding to it a number of valuable appendices. In one of these, after alluding to Mr. Whitelaw's proposal "to extend the standards of the Code to the point of full preparedness for the University," he thus reasons (App. E):—

"There must, however, be a large number of schools where it would be impossible to carry out this plan to any extent. With the prospect of an entrance examination for the Universities, the teachers in all the elementary schools would require to be University men—good classical scholars as well as mathematicians. Besides, the Universities are not the only avenues by which appointments are now-a-days to be reached by deserving young men. Latin, Greek, and Mathematics are no

longer the sum and substance of secondary education. Other subjects, such as French, German, and Drawing, are coming to be of more and more importance. Is the burden of giving instruction to a few, in many cases a very few, pupils at different stages in all these branches to be laid on one man, who has already quite enough to occupy him, or is there to be a staff of teachers in every school capable of teaching thoroughly all these branches? Possibly Mr. Whitelaw means no more than that in every school encouragement ought to be given to the higher subjects, and that, wherever the demand for them is considerable, it is the duty of the State to afford the people all reasonable facilities, as far as consistent with due economy and efficiency, for supplying it. If so, the proposal differs little from that made in the text, except that I should wish to see some system introduced, by all schools being arranged into three classes named according to their position in the educational scale. Those under one teacher, attended by pupils among whom there was almost no demand for instruction beyond Standard V. or VI., might be called Primary Schools; those under one or more teachers, in which there were classes carrying on boys to within one or more years of the standard to be fixed for entrance to the University, might be designated Semi-Secondary or Semi-Higher; while for those that had a complete series of higher classes, distinct from their preparatory section and leading directly

to the University, might be reserved the name Secondary or Higher Schools. A boy at a Semi-Secondary, or even a Primary School, might be prepared for the University, if the managers and teacher thought it advisable to do so; but the school would be entitled to rank only according to the completeness of its ordinary curriculum. With a system of small scholarships or bursaries linking the different classes of schools together, clever boys in the smaller country schools and in the more elementary schools in large towns would be sought out and carried forward, after having had an opportunity of carrying on their studies, as far as practicable, under the care of their first teacher.

"The *Progymnasien* and the *Höhere Burgherschulen* of Germany and the *Colléges Municipaux* of France correspond in many respects to the suggested Semi-Secondary Schools. 'The Progymnasiums,' says Mr. Arnold, 'are merely gymnasiums without their higher classes. Most progymnasiums have the lower and middle divisions of a gymnasium . . .; some have only the lower division and half the middle . . .; some, again, have all the classes except *prima* (the highest). The progymnasium follows, so far as it has the same classes, the *Lehrplan* of the gymnasium. In small towns where it is not possible to maintain at once a progymnasium and a *Realschule*, the progymnasium has often parallel classes for classical and for non-classical studies.' The *Höhere Burgherschule* stands to the *Realschule*

in the same relation in which the *Progymnasien* stand to the *Gymnasien*.

"In France, besides the Lyceums which are entirely supported by the government, there is another kind of secondary school, generally established in large 'chefs-lieux d' arrondissement,' the Lyceums being in the 'chefs-lieux de département.' These are the *Colléges Municipaux*. Financially they are under the management of the municipalities; hence their name. But the masters are University men, appointed by the Minister of Public Instruction; and the schools themselves, like the Lyceums, are under the superintendence of the Inspecteurs d' Académie and Inspecteurs généraux. Some of them have a complete course of studies; in most of them, however, boys get only the elements of Latin and Mathematics, so as to obtain the 'diplôme de grammaire,' and to enter the higher classes of a Lyceum."

We have already seen that Mr. Whitelaw is not very explicit on the point, but he does not appear to have thought of any other kind of school than those required by the Education Act, namely, the elementary school and the higher class school. With this difference, however, that he claims increased Government grants for the higher subjects. The merit, therefore, if there is any, of recommending semi-secondary schools is due to Dr. Macdonald alone. But I am not at all convinced that he has shown any good reason why such a class of schools should

be established. He proves clearly enough that such a class of schools does exist in Germany and in France, but do they exist in Italy or in America? Their existence in Germany and France may be owing, and no doubt is owing, to peculiar circumstances; in Germany, to the existence formerly of numerous small independent states; and in France, to the keen rivalry that exists between the lay and clerical schools. That order of things is about to be changed. Are we to be satisfied with picking up the cast-off clothes of our respectable neighbours? Under M. Jules Simon a great effort was made to reform Secondary Instruction in France. That effort was foiled by the influence of M. Dupanloup, bishop of Orleans, and others of the reactionary party; it has been resumed by M. Waddington, the present Minister of Public Instruction in France, and, though it has received a temporary check in the Upper House, must at last be crowned with success, to the honour of common sense and to the comfort and joy of all good patriots. At page 36 of his pamphlet, Dr. Macdonald supposes that the teaching of the higher subjects in the primary schools will be very much weakened, and he asks: "What then, is to become of the clever boys whose parents cannot or will not send them, while still young, to a distance?" I would refer him for an answer to his own pamphlet, page 35, where he says: "Internally, the organisation of our schools (secondary) ought to be accommodated to the func-

tions imposed upon them by the Act and by any future action of the Universities, by being divided into a preparatory school for pupils between the ages of six and ten, and a higher school proper for those above ten or eleven on entering it. The latter should have a distinct succession of five or six classes or forms, the highest fully qualifying for the present examinations for a University course of three sessions. No school that falls short of doing this for its pupils ought to be permitted to rank as secondary."

The answer is evidently this: If their parents *will* and *can* not, send them at the age of eleven years, by means of scholarships or bursaries, to the nearest secondary school; if their parents *can* and *will* not, leave them at home. It is true that he afterwards declares that "no system of scholarships linking the present primary to the present secondary schools, will fully meet their case." And why not? That is surely begging the question. Does Dr. Macdonald really mean to say that a *clever* boy of eleven years of age, who has learned all he can at the primary school, will not be able to join the *lowest* class of the upper division of his secondary school? Surely not. He has doubtless created the dilemma with a view to the creation of his semi-secondary schools.

But indeed semi-secondary schools already exist in Scotland, for the schools which go by the name of secondary, such as the Ayr Academy, the

Dumfries Academy, &c., deserve no better title. It is only out of deference for existing institutions that the Education Act bestows on them the name of secondary, because "the education given (in them) does not consist chiefly of elementary instruction." Dr. Macdonald makes the following quotation on secondary education from two distinguished French authors, Messrs. Demogeot and Montucci: "On ne doit pas perdre de vue le fait qu'en Ecosse comme en Angleterre une partie de l'instruction que nous appelons *secondaire*, est réservée à l'Université." The Scotch Endowed Schools Commissioners, after quoting as follows from the same two French anthors: "Il n'y a pas en Ecosse une ligne de démarcation bien tranchée entre l'instruction primaire et l'enseignement secondaire," make the following remark: "The Universities encroach upon the ground which, under a well-ordered system, would be occupied by what are now called 'The Higher-Class Schools.' The Higher-Class Schools are thus pushed off their own ground, and encroach upon the Elementary Schools; and the Elementary Schools, in their turn, encroach upon the Infant Schools."

To this fine pedagogic confusion Dr. Macdonald wishes to add another element, and render it perpetual!

Mr. John Hutchison, M.A., Classical Master in the High School, Glasgow, has also published in a pamphlet form an address which he delivered at a

meeting of the Glasgow University Council, held on the 27th of October, 1875. His principal aim is to lay down rules as to the educational conditions on which students should be admitted to University classes. He is in favour of extending the requirements of entrance examinations, and would demand a knowledge of English, Modern Languages, History, and Physics, as well as of Latin, Greek, and Mathematics. For this expression of his desire of a reform so very necessary, the public owe him thanks; he has not given any development to his idea, but it is no doubt a very just one. He thinks that all would go well if the University examinations were up to the standard of the highest class of the secondary schools; and affirms that, after 50 years' struggle, the German secondary schools (gymnasiums) were allowed to fix the standard for entrance to the German Universities. In another place he says, "An authoritative code might be issued by the Education Department for the secondary, as is already done for the elementary, schools." That, I believe, is what is wanted, only it should come, not from the Education Department, but from the Legislature. And indeed, Dr. D. Morrison, of the Glasgow Academy, in bounding over Germany in search of the secrets of its educational greatness, seems to have lighted upon the truth on this subject; he says (Prospectus for 1875-76, p. 8):—"The Lehrplan (programme) or time-table of these schools, in its main features, is fixed by the

authority of Government, and is the same in all schools of the same class throughout the country. Not only is this fixed by authority, but the same authority recommends also the time to be given in private study at home to each particular subject. I found in every class-room a copy of the Lehrplan for that class, and a table showing the work to be done out of school." This is exactly what Mr. Hutchison desiderates, and even a little more. In another part of his report (p. 5) Dr. Morrison gives the following account of the standard set up to qualify for admission to the Universities, to civil or military employments, or even to industrial or commercial pursuits:—

"Even a boy educated privately—and the Germans seldom adopt such a method of education—must present himself at a Gymnasium, and must pass the Abiturienten-examen or leaving-examination to the satisfaction of the examiners before he can be enrolled as a public student in any of the Faculties of a German University. The examinations are conducted chiefly by the Director or Rector and the Professors or Masters who teach the highest class in that Gymnasium. Until about 1832 the test for entering a University was applied by the University authorities, but it was found that admission was made too easy, and now the certificate of competency is granted by the authorities after this examination in presence of a Government commissioner. Without reaching this point in school

education, and passing it successfully, there is no admission to the University—no admission, therefore, to Divinity, Medicine, Law, or Teaching in any of the higher schools: not only so, but no admission even to the Civil or Military service of the State, or to special schools instituted for the training of Engineers, Architects, &c., such as the Gewerbe Institut or Bau-akademie."

Whether we believe with Mr. Hutchison that the standard of examination for entrance to the Universities should be fixed by the higher-class teachers, or, with Professor Ramsay, that it should be fixed by the Universities, we here see that every step in secondary instruction in Prussia, including also the parting examination, is regulated by Government authority. We ought to imitate this good example; we might even improve upon it, by allowing students who failed in the month of July or August, in two or three subjects only, to be re-examined in these subjects in the month of October or November, so as to save them a year's additional study of the subjects in which they were already proficient. Let us adopt this modern machinery, which is excellent for commanding and indicating results, but let us not render ourselves ridiculous by continuing to enforce such a study of ancient subjects as is no longer required, though it may have been useful fifteen or even five hundred years ago. The indiscriminating desire of copying German institutions seems to have led the directors of the Mechanics'

Institution, Glasgow, into a sort of misunderstanding. Mr. Sanderson and his friends wish to endow the institution with a series of model workshops, or, as they call them, technical colleges, and, to begin, are expending about £3000 on a weaving shop. Mr. Rowan and his friends wish the Institution to pay off its debts, and to go on as it has been doing, "until a better plan be matured." The technical college which is required in Glasgow is an ample staff of highly-qualified and highly-paid professors, to give theoretical teaching in the Mechanics' Institution or elsewhere, and practical teaching in the workshops of all kinds which abound in the city. A college, generally speaking, is meant for the education of masters and managers; a workshop, for that of workmen and apprentices.

A mistake of a similar kind appears to have led to the rejection of Mr. John Burns's excellent scheme for the establishment of training-ships. It is practically impossible to train a number of men sufficient to man our navy and merchant service, but it is quite possible to train a sufficient number of lieutenants and under officers. The ordinary ship is the workshop; the training-ship is the college.

The following advice, given quite recently by Lord Hatherley to some school boys at Reading, seems to me as suitable for boys at the present age as satin slippers would have been to Roderic Dhu: "Lord Hatherley observed that too much could not be said of the great impetus which had been given

to sound instruction by the Board, which had been instituted for the purposes of examinations on the part of the Universities. It was of great importance to his mind that in all places of early instruction a boy should ask himself before leaving, 'Am I a good classical scholar? Am I acquainted with good classical literature? Can I take up any book, either in Latin or Greek, and enjoy the reading of it, because I thoroughly understand it, and have entered with heart and soul and spirit into the genius of the author?' A boy was never able to do this unless he was thoroughly grounded in Grammar, and made his footsteps perfectly sure in acquiring such a knowledge, not merely in school as a task, but as a joy and a recreation. It might be said that he never had the time, but do not let him give up too soon. 'Never say die' was a good old maxim, and useful for a boy both in his studies and his amusements. 'Multum ille se profecisse sciat, cui Cicero valde placebit.' That was the test to which he would have every boy bring his ultimate aspirations. He should be able to read a page of Aristotle, Thucydides, or Homer with the same joy with which he would take up any modern author. In conclusion, his Lordship urged them to be guarded against readily accepting novel and fantastic theories and doctrines which might from time to time be propounded, adopt through life a staid and steady course, and follow out the Apostolic injunction—'Prove all things,' but not forget the

latter part of the sentence, 'Hold fast to that which is good.'"

If any of those who read this still believe in the transmigration of souls they will be delighted with this nice bit of advice, for they will at once recognise the spirit of Quintilian. But, if Lord Hatherley and the old Universities will insist on such studies, they ought to invent some use for them. Perhaps the best would be to institute in London a kind of theatre for Greek and Latin performances. British senators and representatives might have a relish for grave debates conducted by the shades of Homer and Virgil, and might learn eloquence from the very lips of Demosthenes and Cicero. If no better title were found for such an institution it might be styled the Quintiliano-Hatherley Extravaganza.

It is possible that Lord Hatherley gave utterance to the above-cited sentiments in order to warn the rising generation against the seductions of such men as Mr. Lowe, M.P., who, only a few days previously at a distribution of prizes in London, had said that "he was sorry that the mode of education in this country in too many cases was not regulated by the opinion or the wants of the existing generation," and had urged the desirability of teaching the rudiments of science in all schools. He had also made an assault on the teaching of the dead languages, into the merits of which I will not, at present, inquire.

I may place at the head of the New School the Royal Commissioners appointed to inquire into

Endowed Schools and Hospitals in Scotland. In their report published in the spring of last year, they say (p. 97): "Secondary Schools, in the proper sense of that term, *i.e.*, schools which begin the instruction of their pupils where the Elementary Schools end, and prepare them for the higher class of Civil Service appointments and for the Universities, can scarcely be said to have any place in the educational economy of Scotland"; and (p 105): "What we require in Scotland is a supply, adequate to the wants of the country, of thoroughly-equipped Secondary Schools, with clearly defined limits between the Elementary Schools on the one hand and the Universities on the other, giving a really high class of Secondary instruction at reasonable fees, organised on the best principle, and managed and taught by an efficient staff of well-paid teachers."

They afterwards proceed to point out that the Education Act has done something for Secondary Education by recommending the separation of elementary from secondary teaching, the payment of teachers of the higher branches out of a common fund, and the annual inspection of secondary schools. They show, at the same time, that the schools recognised by the Education Act as secondary cannot become first-class schools without greatly increased endowments.

It has already been shown that the Education Act has had the effect of raising the standard of elementary, and lowering that of middle-class in-

struction. It must therefore be with the hope that increased endowments will flow into the secondary schools, so as to enable them to be self-supporting and to rid themselves by degrees altogether of the incubus of elementary instruction, that the Royal Commissioners expect from the Education Act any good to middle-class instruction. The evils arising from the competition of the different teachers in the same establishment have been ably pointed out by the Royal Commissioners, who also inform us that the remedy, namely, the payment of all the teachers out of one common fund, has already been applied to the High Schools of Edinburgh and Glasgow. The Rector of the High School of Edinburgh (Dr. Donaldson) says on this subject (Third Report, p. 108): "The entire fees and the amount from endowment to be assigned for salaries were thrown into a common fund. Definite sums were proposed as fixed salaries for all the ordinary masters. If the funds permitted these sums were to be paid in full. If they fell short all the masters were to lose in proportion to the salaries proposed; and if they were more than enough the balance was to be divided amongst the masters in the same proportion, or spent upon additional masters. This scheme at once puts an end to rivalry among individual masters for special pupils, and stimulates all to increase the entire number attending the school." But there still remain the questions: Have the salaries been equitably arranged? Are the teachers

all of equal rank? Have they all the same number of hours' labour weekly? Does the teacher of Physics and Chemistry receive as much as the teacher of Latin and Greek, or the teacher of French as much as the teacher of Mathematics? Every teacher appointed to a secondary school should be the holder of a superior University degree, M.A., at least, as every teacher of an elementary school should have the B.A. degree; and as every University professor should be a Doctor, or, if that title be considered more applicable to physicians and clergymen, let success in a special examination be rewarded with a diploma of Professor, *Regius vel Literatus;* that would be the simplest and best way of settling the question of the preparation of teachers. And, being of the same rank, the teachers should have the same number of hours' labour, for it is just as easy to teach, for instance, a class of Latin or Greek as a class of French or German. The inspection of schools at least once a-year, by properly qualified persons appointed by Government, and having power to recommend the payment of parliamentary grants for excellence in results, is much praised, and seems to act as a powerful stimulus both on the teachers and scholars of the elementary schools. The fixing of standards of examination and of yearly promotion, is of no less importance, and at all times supplies the inspector with a ready means of forming his judgment: in middle-class schools

where no Government grants are allowed, it is far more important than inspection itself.

The Royal Commissioners have not confined their solicitude for the educational wants of Scotland to an adequate supply of so-called secondary schools, they have wished to secure something better, and have recommended the founding of two superior schools, one for boys and one for girls, in the following terms (Third Report, p. 52):—"We are of opinion that Heriot's foundation offers an opportunity for establishing a school somewhat after the model of the Realschulen—one in which the basis of education shall be mathematical and practical to the same degree that in our ordinary secondary schools the basis is classical. Indeed, we should be disposed to recommend the exclusion of classics, believing that where a classical education is given, it is apt, as being the more fashionable, to oust or starve the modern instruction that may be given alongside of it. Some degree of acquaintance with Latin, however, would seem to be necessary. But we do not think it necessary to lay down any detailed plan for the course of instruction. It is enough here to say that we think it desirable to give to mathematics, modern languages, drawing, and the sciences bearing upon manufactures—or so much of them as could be taught to lads—the greatest prominence in the school curriculum. The details of organisation should be left to an Executive body co-operating with the governors, or to

the governors themselves, assisted by the best special opinions on the subject which the country can afford. We cannot doubt that scientific men, and those who have made education in its various forms their study, and have considered and observed the working of technical and commercial schools abroad, would give their best assistance to carry out the proposal." (p. 58): "The Hospital School might then be converted into an Upper School for the higher instruction of girls, open to qualified foundationers gratuitously, and to all who chose to take advantage of it at a reasonable fee. We would propose to throw open places on the foundation to be competed for by girls desiring higher instruction.

"Were this done, and were the work of the school so organised as to carry the education of girls further than has yet been proposed in any public school in Scotland, an important addition would be made to the educational institutions of the country. As a place where girls would be thoroughly prepared for the duties of governesses and of mistresses of Upper Schools, it would be of great public utility. The John Watson Fund, having been already diverted, may be said to be in some respects a Parliamentary fund, to be disposed of in such a way as the Legislature may consider most beneficial to the community in present circumstances."

In another place (p. 50), anxious to put our manufactures and commercial men on their guard, and to keep them up to the civilisation of the present

day, they quote the following note of warning from Dr. Lyon Playfair: "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.

"So that the Swiss artisan is immeasurably superior to the English artisan?—Very greatly, in point of scientific and artistic skill and knowledge.

"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."

What they say at page 52 of the two special schools at Lausanne and Zurich ought to put us all to the blush, and (for we are quite able) to call forth a speedy remedy: "In Switzerland, again, there are two elaborate special schools, but they are designed only for grown-up artisans who have approved themselves singularly skilful in their trades,—the Industrial School of Lausanne, and the Swiss Federal Polytechnic School at Zurich. But such schools form the superstructure of an edifice whose foundations have yet to be laid in this country."

Schools of the same nature, if not of the same extent, exist in Prussia to the number of 25. We find at p. 51 that "the subjects taught in them comprise elementary geometry and part of descriptive geometry, algebra to equations of the second degree, trigonometry, the applications of geometry to land-surveying, the cutting of stone, the study of the fundamental notions of mechanics, mechanical technology, the details of various constructions, the elements of physics and of chemistry, with manipulations, &c. The drawings are varied and numerous, and nearly all of a practical tendency."

There is nothing on earth but apathy and want of national unity to hinder us in Scotland from establishing five such schools—two in Glasgow, one in Edinburgh, one in Dundee, and one in Aberdeen. I have already indicated one means of doing so in Glasgow, in my letter to the Editor of the *Glasgow Herald.*

What has resulted from the Royal Commissioners' very modest and patriotic appeal to the Governors of Heriot's Hospital? The indignation meeting and the Heriot Defence Committee. What has resulted from my appeal to the people of Glasgow? Nothing but isolated efforts on the part of Hutchesons' Hospital, the High School, the Glasgow Academy, the Andersonian University, and the Mechanics' Institution, together with the dissolution of the Trades' House School, which has, however, founded a number of school and university bursaries,

and contributed, I believe, upwards of £1000 to the funds of the Western Infirmary. Of all the incorporations in Glasgow, the Trades' House might have been expected to be the first to institute a Technical College. Such an institution would have been of the greatest use to themselves, their sons and successors; and, in connection with their numerous workshops, might have become one of the most celebrated schools in the world. The proud, crabbed, independent Presbyterians of Scotland will perhaps at length seek for national unity when their public spirit has been tested, eclipsed, and contemned by the Irish, their learning extinguished by the English, their trade taken over by the Americans, the French, and the Germans, their land swallowed up by the Episcopalians, and their people by the Roman Catholics!

The Royal Commissioners invite persons acquainted with the organisation of schools at home and abroad to give their opinions about the proposal to establish in Edinburgh an institution after the model of the German Realschulen. According to Dr. Morrison (his account is not rigorously methodical), the subjects taught in the German Gymnasiums are: Latin, Greek, German, Singing, Gymnastics, Drawing, English, French, Writing, Arithmetic, Mathematics, Natural History, Physics, Chemistry, History. And in the Realschulen: Latin, French, English, Natural History, Physics, Chemistry, Drawing, Singing, Gymnastics, Arith-

metic, Geometry, Mathematics. This account agrees in general with others, and shows that the Germans have two orders of schools which are pretty much alike. I see no advantage in imitating them in this respect, but rather a source of weakness. The kind of institutions which I have recommended to the Patrons of Hutchesons' Hospital would be greatly superior to either. In them there would be taught the following subjects: Chemistry and Physics (including zoology, botany, and geology); Mechanics and Mathematics (including algebra, geometry, engineering, and navigation); Jurisprudence, Political Economy, and Philosophy (including morals, logic, and metaphysics); History and Geography; Latin and Greek; French and German; Drawing, Painting, and Caligraphy; Music (vocal and instrumental); Gymnastics; and for girls, Domestic Economy, Sewing, &c. Forty such institutions, well organised and equipped, furnished with class-programmes and inspected by Government, directed by our Magistrates and the Trustees of existing endowed schools, and connected, on the one hand, with the Elementary Schools, and, on the other, with the Universities, by systems of bursaries, examinations, and certificates, would be a provision adequate to the want of middle-class education in Scotland, and would in a few years make of us the most educated nation in the world. All pupils (boys and girls), after having gone through the full curriculum of these institutions, should, on

examination, obtain the degree of B.A., and would then be fit for the Universities, Special Schools, Civil Service appointments, industrial and commercial pursuits. Our present educational endowments are sufficient to carry out this scheme; if any more were required, they would readily be supplied by the liberality of private benefactors and the corporations of our principal towns. All we want is unity of aim and of action. The Executive Commission recommended by the Royal Commissioners would, it seems to me, be the readiest and surest means of carrying our wishes into practical effect.

The Royal Commissioners, in asking aid for middle-class education from the wealthy foundations of the country, recommend no system of spoliation; before asking anything from them, they wish to give satisfaction to the intentions of the founders. At page 110 of their Third Report, they express their opinion on this subject as follows: "Where it can be shown that the reasonable objects of a founder can be obtained, without expending the whole present revenue, it seems to be a legitimate appropriation of the remainder to apply it in promoting the secondary instruction of poor boys in schools beyond the locality in which the endowment primarily applies."

Mr. Grant Duff, M.P., in a speech delivered at Elgin, on the 15th of February last, has treated this subject more at large. The following extract, in which he expresses just and enlightened views,

will be found interesting and useful to our present purpose :—

"Many of you are probably aware that the late Government appointed a Royal Commission to inquire into a large number of endowments applied or applicable to education. That Commission made a report which I have no hesitation in describing as the most weighty document connected specially with Scotland which has been laid before Parliament for a considerable time. The Commissioners arrived at the conclusion that we have a considerable amount of money either applied or applicable to education, that this money is to a great extent running to waste, and that it is to the last degree desirable that this waste should come to an end. What, then, is the nature of the waste? It is of two kinds. Waste arising from unwise application of funds which *are* now applied to education, and waste arising from the devotion to useless or mischievous purposes of funds which *might* be made applicable to that good purpose. I will speak of the last first. Experience in all countries has proved that dole charities, small gifts of money, or money's worth given without exacting anything in return except residence in a particular place, bearing a particular name, and the like, are not a good but an evil to the persons intended to be benefited. A misdirected charity is one of the greatest calamities that can befall a neighbourhood, and a large amount of misdirected charity up and down the

land is a terrible evil to any nation. What is true of dole charities is true in a lesser degree of nearly all charities in which the stimulative element is weak, while the pauperising element is strong; and of these we have too many. Well, then, what is to be done? Is the State to allow funds meant to do good to do palpable and ever-increasing mischief? Must there not be somewhere a power to step in from time to time and say, This is no longer wanted, this was never wanted at all? There can be but one answer to such questions made by men of honesty and intelligence who have considered the subject. The pity is that so few do consider it. Parliament in this country, and whatever is the ultimate power in other countries, must have the right from time to time of revising foundations, and neglects its duty if it does not exercise that right. Let us apply this common sense conclusion to the matter in hand. The Commissioners found that there is a good deal of money in Scotland which was left to be given in various ways to the poor before we had any public and regular provision for preventing absolute want in this part of the island. Surely it stands to reason that now, when we have an absolute provision against want, when the first mortgage, so to speak, on every man's estate is a provision for the poor, and when it can be shown that many endowments are doing not good but evil, we should cast about for some way in which this money can be applied so as best to assist

the classes for whom it was intended; and there is surely no way in which the poor can be assisted with so much resultant good, and so little resultant evil, as by helping them wisely to educate their children. It seems, therefore, clear that the best thing to do with such charities as are in their present form inefficient or mischievous, is to devote them to education. But, side by side with the money left for miscellaneous charities, there is another and larger sum left distinctly for education, some of which is, as I have said, unwisely applied. The question arises, to what sort of education should it be applied? It is clear that since the sums of which I speak were left a vast change has passed over the country. The late Government succeeded in doing what previous Governments had tried in vain to do, that is, in covering the country with a network of elementary schools, supported out of the property of the country. Can it, then, be supposed for a moment that the men, for the most part good and sensible men, who left in past times money for elementary education, would have left it precisely in the same way, and with precisely the same limitations, when the State has at length done perfectly what they helped to do imperfectly? Such a contention is absurd. We may be quite certain that these men, if they could have been taken into council, would have come to pretty much the same conclusions as the best men would do now, and the Commission, selected as it was out of persons of different kinds,

all possessing the confidence of large bodies of their countrymen, represented, it appears to me, extremely well the opinions of the best men in Scotland. In the view, then—the unanimous view of the Commissioners—the things most wanted in Scotland are better secondary schools, technical schools, and a means by which deserving boys of the very poorest class can rise step by step, so as to have, if their abilities, application, and good conduct make them worthy of it, the very best education that their country affords. I know we need more money, but, at the same time, it should not be forgotten that we have more money applicable strictly to secondary education in Scotland than our neighbours beyond the Tweed. What a prodigious step forward we should make if we could only apply wisely the funds which are being unwisely applied in most of the great hospitals around Edinburgh. But we should soon get the additional money we wanted. Wealth is ceasing more and more to be able to buy direct political power. It is becoming more and more difficult for a new man, however rich, to buy up great tracts of country, and so obtain indirect political power. Further, there is less and less to be done in the way of getting distinction by any amount of collecting. Lastly, wealth taken by itself has wholly ceased to buy social success. How, then, is the new wealth of the country to find an outlet? How is it to buy that distinction for its possessors of which they are

naturally and rightly ambitious? How, except by enabling them to sustain the part of great citizens, by enabling them to be conspicuous for the things they have done for their country at large? Supposing a man devoted his money to doing some great deed which would catch the eye of the whole country, as to which all the best men in the country would say this was the very thing which should have been done. It is the power to do such things as this that makes vast wealth a blessing to its possessor. The way to attract gifts and bequests of this kind is to do the very best with the bequests we have got. You often hear people say 'Oh, Parliament must not meddle with endowments, because, if it does, people will not leave their money for public purposes.' There is no greater mistake. A man who presumes to foresee the best way of disposing of his money for uncounted generations after him is either a religious fanatic, who believes that his particular church or sect is in the possession of all wisdom, or he is a presumptuous fool. Do not understand me to say that education is the only great public good to which money might be devoted by any one who has the noble ambition of being a great citizen. But it is chiefly by the superior education of its humbler classes that Scotland has hitherto prospered, *In hoc signo vicimus*. And I think that, in wishing in this manner to stand on the old paths, to give to Scotland the best nineteenth century education, as the men of the

Reformation period wished to give it the best sixteenth century education, I deserve the sympathy as well of enlightened Conservatives as of all real Liberals. That enlightened Conservatives are not out of sympathy with these views results from the address lately delivered by Lord Derby in the University of Edinburgh. He remarked—'I cannot follow the reasoning of those who say that the State has no right to divert endowments from one purpose to another. . . . To my mind, so far as right is concerned, the Legislature may do what it chooses in regard to any endowment, without injustice, provided only that the rights of living individuals are respected. How far it is politic to use that power is another matter. Push its exercise too far, and you kill the bird that lays the golden eggs. . . . Unless intending benefactors have a reasonable security that the general purpose for which they leave their money will be respected, the stream will soon dry up. More than that, I consider, they ought not to ask. Respect the founder's object, but use your own discretion as to the means; if you do not do the first, you will have no new endowments; if you neglect the last, those which you have will be of no use.' I do not myself go at all further than that, and I do not know any sensible Liberal who does; but if you once go as far as that, you have the power to do all that the Commissioners have proposed to do; that is, you have the power to make such educational endow-

ments as we have in Scotland wholly useful instead of half useful."

Sir William Stirling-Maxwell, the present Chancellor of Glasgow University, has expressed similar views. In speaking, in his inaugural address, of secondary education in Scotland, he said that "The needed funds, if they were to be provided at all, must be derived from voluntary effort. But at the same time he maintained it was the duty of Government at once to provide for the proper application of the educational endowments of Scotland, presently either misemployed or directed to purposes embraced by recent legislation; and until this question was dealt with, Scotch Members of Parliament, in his view, would not be doing their duty to their constituents if they were to consent to any fresh application of Imperial funds or of local rates to educational purposes."

Alexander Craig Sellar, Esq., Advocate, one of the Scotch Endowed Schools Commissioners, in an address, delivered at Oban in November, 1875, has proved, not so much the expediency as the justice and necessity of a reform in the administration of these funds. I here quote from that address (p. 17) the following paragraph:—

"And now let us consider a little more closely what is the character of these our Scottish endowments. The more important of them were bequeathed for the purposes of education upwards of two hundred years ago, when the country was

emerging from a state of semi-barbarism; when the tradition of monastic habits still clung about the land; when communication from one place to another was so difficult and dangerous as to be impracticable, except for armed men; and when no adequate provision was made by law either for the maintenance of the poor or for the education of the masses. The intentions of the testator were expressed in the legal phraseology of the time; and, speaking generally, the main objects of the bequests were for the maintenance and education of certain poor children in certain localities, preference being given in favour of certain names, founder's kin, or particular classes of society, such as children of burgesses or members of a guildry. The selection of the recipients of these benefactions was generally left to trustees, who were usually public bodies, such as magistrates and town councils, or ministers, or some recognised functionaries. The original sum bequeathed has in almost every case increased enormously with the increasing wealth of the country, and, in not a few cases, the present annual income equals or exceeds the original sum. Such is the general character of these old endowments, subject to modifications in detail, in every instance. Now it is manifest that bequests of this kind must contain conditions which, though they may have been consonant with the circumstances of the time when they were bequeathed, are not in harmony with the altered conditions of society. It is no less

manifest that the natural increment which has grown up around them has made them to be many times more than sufficient for the purposes of the bequest as contemplated by the bequeathers. The funds of Hutchesons' Hospital, in Glasgow, for instance, were left for the purpose of founding an almshouse for eleven aged and decrepid men, and a school for twelve boys. The almshouse was abandoned more than 150 years ago, and the net annual revenues of the charity amounted in 1873 to £10,240—a sum large enough to support many more than eleven old men in comparative comfort, and to give a liberal education to many more than a dozen boys. Where, then, these two conditions co-exist,—where the provisions contained in the bequest are out of harmony with the present state of society, and the endowment has increased so as greatly to exceed its original purposes—it does not seem unreasonable to sanction a departure from the original terms of the bequest by some competent authority, if by means of that departure the bequest may be adapted to modern times, and its beneficial influences more widely extended."

The *Glasgow Herald* has all along taken a deep interest in the question of middle-class education, has opened its columns to numerous reports and speeches on the subject, and both in its leading articles and otherwise has furnished much valuable information, which I here beg respectfully to acknowledge. On the subject which at present

occupies our attention, the following remarks are taken from one of its leading articles: "According to the best qualified observers one result of the recent Education Act is to restrict more and more the scope of the parish or public schools to mere elementary instruction. The whole weight and pressure of the new system are directed to making primary education universal. The rewards for the teachers are promised for success in this object, and their time is too much taken up with it to enable them, as previously, to train special lads for the Universities. Moreover, of late years the nature and extent of the studies found proper for University students have become more and more enlarged and complicated, insomuch that the old parish school system, even if it had been retained, could hardly have turned out lads sufficiently well prepared to take advantage of a University course. There is thus a widening gap between the primary schools and the Universities, and the question for Scotchmen is whether this gap is to be resolutely filled up by secondary or intermediate schools. . . . But it is not upon the propriety of having a proper system of advanced schools, if they could be got, that doubts arise. The difficulty rather is, how they are to be supplied. It is pitiful to see such matters treated in the so-called Modern Athens as party questions. It is sadder still to have them considered as questions of class legislation, as if money destined for the poor was to be applied for

the richer classes of society. . . . Most of them (the hospitals) are of very considerable age. The funds have generally been enormously increased since the testator's death. After fulfilling almost literally the things he desired, there is enough and to spare for educational objects at least similar to those favoured by the founder, and more suited to the wants of the time. . . The Baird Trust does not exhaust the chances for honourable and grateful remembrance open to benefactors of the present time. For a rich man to connect his name with well organised and endowed secondary schools, is at least as certain to meet its reward as to build churches and pay for evangelical sermonising and visiting."

In reference to the endowments required for the new middle-class schools, I published, in a small work on School and University Reform, a calculation which still seems to me to offer a just and sure means of providing them. I reproduce it here (p. 15): "We must not forget that for the transformation of the most of these institutions and the erection of one or two new ones, as well as for the providing of all with physical, chemical, and mechanical apparatus, and with libraries for the teachers, a considerable amount of money would be required. I shall set it down on an average, at £15,000 for each college—in all, £300,000. For such an important national interest, recourse might be had to the Government, who would probably

grant the amount, or to the corporations of the towns in which the colleges are proposed to be built. They are doubtless wealthy and patriotic enough to be willing to raise the money. But I should prefer applying to the rich treasury revealed by the Royal Commissioners. It appears from Table VIII. of their Third Report that the hospital and school endowments of Scotland have an annual value of £174,532, of which £42,979 are for elementary education. Now the Commissioners, considering that the Education Act sufficiently provides for elementary education, are of opinion that endowments originally intended for that purpose should, as much as possible, be applied to the support of secondary education. Let us then suppose one-half of the £42,979, or £21,489 10s., and one-third of the remaining £131,553, or £43,851, to be made available, the Executive Commission would annually have at their disposal for transformation purposes the sum of £65,340 10s. With one year's income on hand to begin with, they might safely undertake the transformation of four establishments yearly, and would thus accomplish this great work in five years. Should those £65,340 remain as a permanent income for the support in Scotland of secondary education, thus organised, they would supply the means of obtaining results far greater than those which I have here anticipated."

If the scheme were extended to 40 colleges in-

stead of 20, I should think there would be a supply adequate to the wants of "the whole people of Scotland." It would seem also advisable to extend the time of the curriculum to four years, together with a two years' preparatory course. The scheme could be brought into full operation in less than ten years, inasmuch as many of the establishments to be transformed would require little alteration, and in the meantime they could go on with their present organisation. Once in full operation, the colleges would be self-supporting, and the £65,340 could be applied to college and University bursaries, say one-half, or £32,670 to each kind. £32,670 would enable the colleges to offer a much larger number of bursaries than would be required, and three times the number of scholarships might be considered equivalent to the interest of the money spent on transformation purposes. Divided among 40 colleges, there would be £816 15s. yearly for each, and that, after supplying 30 bursaries of £20 each, or £600, would leave a surplus of £216 15s. Thirty bursaries and ninety scholarships for each college, or 1200 bursaries and 3600 scholarships for the whole of Scotland would be an ample provision for all the meritorious children whose parents might be unable to bear the burden themselves. Exclusive of this system of bursaries and scholarships, the ordinary income and expenditure for the upper division of each of the 40 colleges might be, in round numbers:—

INCOME.	
Fees of 320 pupils, at £10, ...	£3200
EXPENDITURE.	
Director's salary, ...	£500
Six Masters, at £400, ...	2400
Supplementary Teachers, ...	300
	£3200

The preparatory department, at £5 per scholar per annum, would be at least self-supporting. Though these middle-class schools would thus be amply provided for and independent, it might be advisable to adopt the approved system of Government inspection and grants for *passes* in the different branches. £50 a-year might thus be added to the salaries of each of the masters in the elementary and in the middle-class schools. I am sufficiently acquainted with teaching and teachers to know that they would prefer salaries of £200 and £400 respectively, with £50 for passes, to salaries of £150 and £350 respectively, with £100 each for passes. The philosophy of the system of rewards for extraordinary efforts is perfectly sound, but it seems to me to be somewhat analogous to the practice of making asses follow carts loaded with hay in order to make them go quicker. I may here indicate the towns in or near which the 40 colleges could be situated: Aberdeen, Arbroath, Ayr, Banff, Bathgate, Berwick, Coatbridge, Crieff, Dalkeith, Dollar, Dumbarton, Dumfries, Dundee, Dunfermline, Edinburgh (2), Elgin, Galashiels, Glasgow (3), Greenock,

Haddington, Hamilton, Hawick, Inverness, Irvine, Kelso, Kilmarnock, Leith, Montrose, Newton-Stewart, Oban, Paisley, Peebles, Perth, Rothesay, St. Andrews, Stirling, Wick. As to the Universities, £32,670 would supply 1306 bursaries of £25 each. If we suppose a University course of four years, there would be 326 bursaries yearly, or 81 for each of the four Universities. The privilege of nominating to all these College and University bursaries and scholarships would, of course, belong to the trusts which furnished the funds, and that in proportion to the amount furnished. As I have just been on the subject of salaries, I may here say a few words about those of the University professors. They might be derived from three sources —endowments, examinations, and students' fees, as under :—

YEARLY SALARY OF A UNIVERSITY PROFESSOR.

Endowment, from Government or from private source, ...	£500
Examination and diploma fees of 1000 candidates for the re-established B.A. degree at £5 each, divided among 20 professors, each, ...	250
Fees of 50 students, at £5, ...	250
	£1000

They might gain something additional by passes in the M.A. degree and in the Doctorship. The University professors should have courses and standards fixed, like those of other teachers, by Government; they should not have more than say

three hours' teaching daily: they would thus have ample leisure for research. Apparatus, books, instruments, and substances of all kinds should be placed at their disposal. The public also should have access to the same at stated times. This, it seems to me, would be a much surer and more prolific means of discoveries and inventions than the appointment of a few special searchers however learned.

We may take as representatives of the Edinburgh School, Sir Alexander Grant, Principal of the University of Edinburgh, Mr. Maclaren, M.P. for Edinburgh, and Mr. J. M. D. Meiklejohn, M.A., late Assistant Commissioner Endowed Schools and Hospitals Commission. In his inaugural address at the opening of Edinburgh University last year, Principal Grant expressed himself as follows: "What we want in Scotland is public day schools for the middle classes, beginning where the parish schools leave off at Standard V. or Standard VI. of the code, and preparing the pupils for the Universities by laying in them the foundations of a learned or scientific education. We want, in short, a multiplication through the country of the High School of Edinburgh. It is curious to find that in almost all countries this class of schools seems to be the most difficult to provide, and the last to be provided. And the cause of this I take to be that the middle classes are not sufficiently alive to their own educational interests In Prussia, where

everything is settled from above by a Bureau of Education, the *gymnasia* or high schools are models of excellence."

In saying that the middle-class schools should lay "the foundations of a learned *or* scientific education," the learned principal does not seem to have formed a proper idea of middle-class education. Not remembering at present any better definition of primary, secondary, and superior education than that which appeared in my pamphlet on School Reform, I think it useful to cite it here (p. 5): "The object of primary education is to teach children their mother tongue and arithmetic, reading, writing, and counting. Secondary education consists in a knowledge of language in general, obtained through a comparison of one's own language with one or more foreign ones, and in the knowledge of the elements of science. Having a great variety of objects, its use is rather to explain well the fundamental principles of each than to teach any of them in a complete manner. Superior education may be said to consist in a philosophical knowledge of language, and in a thorough knowledge of one or more sciences." If that definition is correct, and I believe it is, the learned principal ought to have said "a learned *and* scientific education." The difference between secondary and superior education, or between middle-class and University education, may be illustrated by the ideas of breadth and depth: middle-class education is breadth with-

out much depth, and superior education is depth without much breadth. According to this definition, therefore, middle-class schools should teach the fundamental principles of the whole breadth of human knowledge, and Universities should teach thoroughly the important branches of that knowledge; the test of proficiency in the former should be the B.A. degree, and in the latter the M.A. degree as a proximate and the Doctorship as an ultimate test. Can, then, the High School of Edinburgh be taken as a model for middle-class schools? By no means, for, on the one hand, by maintaining a *classical side* and a *modern side*, as they call them, they allow a great number of their scholars to be ignorant of certain essential branches of education; and, on the other hand, by requiring a profound study of Latin and Greek, they encroach on the province of the University. Why are middle-class schools the last to be provided in almost all countries? Not surely "because the middle-classes are not sufficiently alive to their own educational interests;" but rather because elementary education, being absolutely necessary, has, except in the most barbarous ages, always been sought after; while the Universities, having generally been founded before the development of sciences, have hitherto in a great measure been unwilling to adapt themselves to the altered circumstances of civilisation. In our own country, but for the University of London, those of Oxford and Cambridge would still, at the

present day, probably be as old-fashioned and as impractical as ever; and now that the University of London has got a footing in Scotland, if the Scottish Universities know not how to compete with it and to surpass it in liberality and practical usefulness, their doom is sealed. As the Prussian Gymnasiums deserve the same reproach as the High School of Edinburgh with regard to the teaching of Latin and Greek, it is to be hoped, if we must imitate them at all, that we will imitate only their excellences.

In the following part of his address, the learned principal shows the superiority of the schools of Edinburgh over those of the rest of Scotland: "It cannot be denied that of late years there has been some movement in the direction of expanding and improving the means of secondary instruction in Scotland. The enlightened action of the Merchant Company has done great things for the city of Edinburgh. Fettes College is now joined with the Edinburgh Academy in offering first rate classical education for the upper ranks. Several excellent adventure schools have arisen here; and if all Scotland were like Edinburgh, there would be little to desiderate, indeed only one thing — namely, more links of connection between the elementary and the higher schools, means afforded to select children of the poorer classes to continue their studies, exhibitions to carry on the most deserving pupils of parish schools to seminaries of liberal

culture and of science. But all Scotland is by no means like Edinburgh, and if we cast our eyes over the breadth of the land, we might almost echo the words of Heinsius; or, if we did not go so far as to exclaim that in the condition of the higher schools of the country there was "a worm gnawing at our root," we might at all events say that these schools, with only some exceptions, were drouthy planting-grounds, in which the saplings for the garden of the Universites were but scantily nourished. The Education Act for Scotland does nothing for the secondary schools, except one very important thing — that it recognises their existence. The Act, indeed, creates a limited number of so called "higher-class schools," standing on a different footing from ordinary parish or even burgh schools, and it gives powers for creating more. The position assigned to these schools by the Act is honourable, but it is like rank without wealth—a position sometimes difficult to be properly maintained. The chief distinction given to the higher-class schools is, that they are to receive no aid from local rates and no grants from the Government. They are left to support themselves on such endowments as they may possess, and on the fees of their scholars. Well, the Education Act has brought twelve of these schools into existence. They stand out clearly by themselves, and we have official returns about them, so that we can tell in a moment, and with certainty, what they are like. At the head

of them is the High School of Edinburgh, but I consider this school so superior to the other eleven 'higher class schools' that it would only confuse the statistics to reckon it amongst them. The High School of Edinburgh would be doubtless the better of some more funds, but its teaching is almost all that could be desired. I leave it out of question, therefore, and examining the returns about the other eleven schools, I find that their total income last year from endowments was only about £3000, while their total income from fees was £14,815. The scholars attending them were just about 3000 in number; thus about £1 per head towards the education of these scholars was contributed out of endowments, which is less by one-half than the amount contributed out of rates and Government grants towards the education of scholars in elementary schools. And yet secondary instruction is, of course, far more costly than elementary instruction, and £1 per head goes such a little way towards paying for it that the higher-class schools of Scotland may be regarded as virtually self-supporting. They are placed in the same position as adventure academies, except that they are under the control of school boards. They cannot venture to charge a high rate of fees, and thus their teachers are poorly paid, and their whole resources straitened. So much for their pecuniary position. As to the studies pursued in them, we find that out of their 3000 scholars only 1141 are learning Latin, only 225 are

learning Greek, only 351 are learning mathematics, only 81 are learning any branch of natural or physical science, only 804 are learning French, and only 120 are learning German. At least half the pupils in these schools are evidently engaged merely with the elementary subjects of English, arithmetic, writing, geography, and a little bookkeeping. And yet these are called the higher-class schools of the country."

Poverty has prevented the secondary schools in the other parts of Scotland from developing themselves to the same extent as the High School of Edinburgh, but that is not a great evil: there will only be less difficulty in bringing them to a proper organisation.

About the beginning of last year, Mr. Maclaren, M.P., moved for a return concerning the number of high-class scholars in daily attendance at the secondary schools in Scotland. The *Glasgow Herald* of 5th February contains the following remarks on this subject: "Perhaps, however, the return will serve its turn, or at least that of Mr. M'Laren, on whose motion it was made. That gentleman is exceedingly—characteristically, perhaps, we should say—opposed to any proposal to utilise the Heriot money for endowing the higher education of Scotland; and with his return, such as it is, he will certainly be able to show that to appearance Edinburgh is amply supplied with the appliances of secondary education. That it will do much else we

fail to see; and in all probability it was not intended to do more."

The *Herald* has acted judiciously in inserting the words "to appearance," for the secondary schools in Edinburgh have the same defects in their organisation as the other secondary schools throughout Scotland, namely, those of encroaching on the province of the University, and at the same time of imparting to a great number of their scholars an imperfect secondary education. It is in vain for Mr. Maclaren to boast of the superiority of Edinburgh over the rest of Scotland with regard to middle-class instruction, when we find in the "Endowed Schools Commissioners' Third Report" the following passages respecting Heriot's Hospital: "All receive Latin lessons for five hours weekly, from the third section upwards, till they reach the fifth section, when seven and a half hours are given to the subject. The more 'hopeful' scholars seem to begin Greek in the sixth section, and when they reach the seventh they devote nine and a half hours weekly to Greek and Latin taken together." What results from all this labour? "Heriot's Hospital has yielded, taking an average of ten years, only two boys per annum considered worthy of being sent with hospital bursaries to the University of Edinburgh." If such is the state of this study in Heriot's Hospital, despite every "appearance," we may address it in the language of the Revelation: "Thou sayest, I am rich and increased with goods,

and have need of nothing; and knowest not that thou art wretched, and miserable, and poor, and blind, and naked." Mr. Maclaren's statistics are pretty similar to those of Principal Grant, as we find in the following extract from the same article of the *Glasgow Herald:* "Mr. Maclaren's return gives the number of pupils on the rolls of the secondary schools under the school board as 3265, that of the Board of Education at 3343. Nor does the distribution of figures in the one differ in a very material way from that in the other. The 3265 are represented as studying in the following proportions —Latin, 1238; Greek, 287; mathematics, 689; and modern languages, 1161. For the 3343, the figures are—Latin, 1395; Greek, 305; mathematics, 475; and modern languages, 1237. Here the chief difference between the two returns lies in the list of mathematical pupils, but that may be accounted for by some special circumstances of the year of which we are ignorant. Supposing, then, the returns as to the burgh schools proper to be accurate, they disclose a condition of things which is quite in accordance with the fears of educational pessimists."

If Mr. Meiklejohn had judged it prudent, instead of writing a long pamphlet on Secondary Education in Glasgow, he might simply have advised the patrons of Hutchesons' Hospital to imitate the Edinburgh Merchant Company's Schools. He came to that at last, after all, in the following terms:—

"I beg respectfully to point to what has been done for the City of Edinburgh by the Merchant Company; and, if the Hutchesons' Incorporation will keep that example before them, it is certain that they can surpass it, if they only enter upon their educational campaign with the vigour and large-heartedness for which Glasgow men are everywhere famous.

"The Merchant Company of Edinburgh has now under its care five large schools—two for boys, two for girls, and one mixed. Some of these schools have more than 1000 pupils; and the gross income in some is over £4500. In proportion to the population, there might be in Glasgow from 10 to 15 such schools; and it would not be impossible to create vigorous schools of this kind, each of which might bring into the Hutchesons' treasury a sum of at least £3000 a-year, and I believe that in five years you might see under your care a number of institutions giving instruction to an average of ten thousand pupils. With the fees from these, and the funds accruing from your own property, you would be in possession of an actual income which would enable you to control the whole secondary education of Glasgow, and thus to regulate, at the same time, the standard of secondary education for the whole of Scotland.

"It is true that the Edinburgh Merchant Company is in possession of magnificent buildings, and that parents bring their children from all parts of

England and Scotland to be educated in these schools. But it must not be forgotten, on the one hand, that Glasgow is the second city in the three kingdoms, and has a permanent population of 600,000—a population which by the end of the century may reach a million; and, on the other hand, that the prosperity of a school depends chiefly, and almost entirely, on the teachers, and that your Incorporation, by holding out adequate inducements, may secure a supply of the best teachers in the country."

The patrons of Hutchesons' Hospital are to take these schools as models, they may surpass them, in numbers at least; instead of five, they may have from 10 to 15, each of which may "bring into the Hutchesons' treasury a sum of at least £3000 a-year." None of the Glasgow schools, perhaps, will be able to reach the greatness and magnificence of the Edinburgh schools: the gross income in some of the latter is over £4500 a-year, and the Edinburgh Merchant Company is in possession of "magnificent buildings." But they may surpass them in number, for Glasgow is bigger than Edinburgh. In like manner, in recommending the patrons of Hutchesons' Hospital to endow the High School of Glasgow with £200 yearly for a Rector, and from £50 to £100 for each of the other masters, Mr. Meiklejohn does so because the High School is "the Central Secondary School of the City," "*the* school of the City," and under certain circumstances

"destined to be the model of Secondary Education for the whole of Glasgow." He does not seem to have imagined that the High School of Glasgow might ever come to surpass in any respect whatever the High School of Edinburgh, nor even that the principal defects of the one are identical with those of the other, namely, the confounding of the orders of instruction—primary, secondary, and superior—the comparative neglect of some subjects, and the laborious culture of others. Glasgow High School may provide a good enough middle-class education for the commercial and industrial classes; Edinburgh High School must continue to provide the best middle-class education for the professional and aristocratical classes.

However, the Patrons of Hutchesons' Hospital seem to have been predisposed to imitate the Edinburgh Merchant Company's Schools; some of them, I believe, visited Edinburgh for the purpose of collecting information on the subject, and, if we may judge from the following sentence of the Preceptor's address, delivered on the occasion of the opening of the schools on the 1st of August, he is tolerably well pleased with the reorganised schools: "It is to be hoped that in a few years it will come to be a reproach to any parent who fails to avail himself of the precious privileges now held out of educating every member of his family, boys and girls, in the higher branches of knowledge in the excellent schools of the Hutchesons' Incorporation."

It seems to me that in instituting these schools the Hutcheson Incorporation has done well, but that it has missed an excellent opportunity of doing much better. They would, for instance, have shown more elevation of aim, if they had tried to imitate such an institution as the University College, Bristol, to which reference has already been made. They would, however, as I think, have shown infinitely more wisdom if they had moved for the Executive Commission recommended by the Scottish Endowed Schools Commission, and given to that Commission their powerful aid to establish throughout Scotland a proper system of purely secondary schools. When the report of the Scottish University Commission comes out they will probably still have another opportunity of doing so, and of proving that their hearts can expand beyond the narrow limits which Mr. Meiklejohn has prescribed to them.

Besides the three classes or schools, whose views we have already examined, there are other eminent men, such as Professor Ramsay of Glasgow University and Principal Tulloch of St. Andrews, who take a deep interest in the elevation of intellectual culture in Scotland, and whose opinions must not be overlooked. Professor Ramsay, besides the influence he has exercised in his private and his official capacities, has publicly explained and defended the Scotch University system in the *Pall Mall Gazette*, the *Glasgow Herald*, the *Spectator*, and *Fraser's Magazine*. I shall cite here only his

conclusions with respect to the reforms required in the University and in the Secondary School systems. To the *Spectator* he writes: "Lord Derby has just promised a new Royal Commission to the Universities, and I venture, with some confidence, to make the following predictions: (1) That the art faculties will be proved to be doing, with slender means and poor materials, much excellent work; (2) that the principal needs inside the Universities will be found to be more teaching-power, and the establishment of fresh degrees, with alternative courses of study; (3) that the principal evil under which they labour will be proved to be the extremely defective character of secondary education in Scotland; and (4) that the last things which the Commissioners will be likely to recommend, after a full hearing of the evidence, is what I understand you to mean by competition among teachers." The following paragraph is from the *Glasgow Herald* of 31st March, 1876: "Professor Ramsay, of Glasgow University, has an article on Secondary Education in Scotland in the April number of *Fraser*. He advocates the institution of an entrance examination at the Universities, the organisation of secondary schools under a properly qualified and well paid single head master who shall be responsible for everything, promotion by merit instead of by seniority, more masters in proportion to the number taught, and better salaries to such masters, and more efficient inspection and examination. All this, he says, will

require a considerable increase in expenditure, which cannot be met by a general raising of fees, and he proposes to suggest in another article the sources from which more money can be had."

The four predictions which Professor Ramsay has ventured to make with regard to University reform are likely enough to be fulfilled: the new law concerning the Universities of Oxford and Cambridge will do away with some of the abuses of the tutorial system, and confer new dignity on the professorship. Professor Ramsay has, I believe, every reason to count on the realisation of his first prediction: a candid comparison has shown that, in proportion to the supply of *means* and *materials*, much higher results have been obtained in the Scottish than in the English Universities. The two needs mentioned in the second prediction are so pressing that nobody, I presume, will seek to controvert it. There are, however, two ways of understanding the expression "teaching-power;" it can mean either more highly-qualified teachers, or, a greater number of them. If the professors have to teach more advanced students, they will require to be more highly qualified, and the rule which I have above elaborated will then find its application, namely, that all University professors will require to possess a special diploma; liberal allowance, of course, being made for vested interests and for the present state of education in the country. On the other hand, if the B.A. degree be re-established, which seems

indispensable, and be made the test of entrance into the University, which also seems indispensable, no greater number of professors will be required, as the students will be less numerous. If, however, "alternative courses of study" and "fresh degrees" be instituted, new professors will be required. The requirements of modern society seem to render this innovation altogether inevitable. How absurd, how ridiculous, how incredible it is, that our University degrees should remain nearly as they were five hundred years ago, when society was still inorganised, communications with foreign countries difficult and perilous, the arts and sciences unknown, modern discoveries and inventions unthought of, and our very nobles illiterate! University teaching should henceforth only prepare for Masterships and Doctorships, which ought to be varied and multiplied to suit our present and future wants; middle-class teaching should prepare for the Bachelorship which ought to serve as an introduction to all kinds of learning. We should thus find ourselves, with respect to middle-class education, in a position analogous to that of France and Germany, for our B.A. degree would be an equivalent (and more than an equivalent) to the B.L. or the B.Sc. degree of the former, and to the Abiturientenexamen of the latter. We should also at the same time fulfil the conditions of age laid down by Professor Ramsay, who says, in a letter to the editor of the *Glasgow Herald*, "With a view to the practical

needs of life, a student ought to be able to take his degree by the time he is 21 or 22 years old;" for, if a youth took, as I have supposed, the B.A. degree at the age of 17 (which is the reglementary age in France) he would take, after a four years' course, the M.A. degree at the age of 21. With reference to the third prediction, it is to be hoped that the evil complained of shall be made to disappear as soon as it is manifested.

As to the reforms in secondary instruction proposed by Professor Ramsay, we have already, I believe, more or less discussed them all, and shall therefore pass over them more briefly. Which is the better plan, to have a Head Master who, besides the duties of the management, has also those of a teacher, such as the Rector of the High School of Edinburgh; or one who has only the management, such as the Rector of the Glasgow Academy? Perhaps the best way would be to steer a middle course, and to have a Rector whose duties as a teacher would be very light. Far too much, it seems to me, is at present asked from the Head Master; if all the teachers in the middle-class schools had the M.A. degree, as I have proposed, they would all be efficient masters in their own departments. When I hear a great noise about a Head Master, while little is said about the others, I am reminded of the American proposition of neutral flags covering cargoes, and feel disposed to search for contraband. The introduction of standards into

the middle-class schools would effectually regulate all questions about inspection, examination, and promotion. In primary schools the classes should not be large, but in middle-class schools, where the pupils are all equally or nearly equally advanced, and are already accustomed to school discipline, large classes cause less inconvenience. It seems to me that the normal annual salaries of principal teachers should be £200 in an elementary school and £400 in a middle-class school. The fees for the curriculum in the High School of Glasgow vary from £9 to £16 a-year, and in the High School of Edinburgh from £10 to £15: other schools, with inferior staffs of teachers, pretend that they give an equally good education at lower rates. I have endeavoured to show that by the new organisation a superior education might be obtained at a uniform fee of £10 yearly in the upper division, and £5 yearly in the preparatory division of the middle-class schools. At those rates, taken in connection with a system of scholarships and bursaries, for the meritorious indigent, kept up by funds which could be spared from the endowments of schools and hospitals already existing, the middle-class schools would be self-supporting. I cannot suppose that Christian families in easy circumstances, who know that "the labourer is worthy of his hire," would grudge those fees to procure to their children a first-class education. They would surely prefer paying the just value of their children's education to pauperising

them; for, disguise it as people may, those who accept of benefits which have been intended for the poor, are more or less paupers. It sometimes happens, also, that charity school directors begin by receiving pupils at low fees, and afterwards, if their schools acquire some renown, they charge higher rates than those of the best organised public schools.

Mr. J. Maitland, M.P., has spoken out on the subject of the misappropriation of funds destined for the poor. The following extract is from his speech delivered at Castle-Douglas, at the beginning of this year: "There was one matter in which he took considerable interest during the last session. It was in connection with the proposals of the Scotch Endowed Schools Commissioners, to many parts of whose report he was thoroughly opposed. The Commissioners' recommendations seemed to him to aim a blow at the old Scotch system of managing endowed schools. The Commissioners seemed to him to desire to introduce into this country two principles. In the first place, they seemed to desire to take away from the Town Councils and other representative bodies the power which they had over the endowed schools, and to entrust the work to a set of persons who were to be answerable to nobody. Now, that was a proposal he could not submit to. The reason, in his opinion, why the Scotch endowed schools had been hitherto well managed was this, that the managers were

accountable to public opinion. They were bound to consult the general good of the community; but when it was proposed to entrust the work to persons of a totally different character—to persons who might know nothing of the true interests of the community, and who, at all events, would not be required to do the bidding of the community—what check had the community over them, or guarantee that they would attend to their interest? The second ground on which he felt it his duty to oppose the Commissioners was of a different kind; and if he were to give a text or motto to the report of the Schools Commissioners, it would be such as this—'To him that hath shall be given, and to him that hath not shall be taken away even that which he hath.' That statement, he thought, had been remarkably exemplified in the conduct of the Commissioners towards the charitable institutions of Edinburgh. In Edinburgh there were two institutions which were in the hands of different classes. One was called the Fettes College, where the sons of gentlemen, and gentlemen alone, could be educated. That institution, the Commissioners proposed, should remain in the hands of the same parties as were now in possession of it. But when they came to the other institution, in which the poor, and the poor alone, were interested, the Commissioners proposed to divert the funds from their present uses altogether; and this they proposed to do by repealing an Act of Parliament carried in

[illegible] to give better effect to the wishes of the [illegible]—a proceeding, he believed, which was without parallel in Parliamentary legislation. It was true that they had before had diversion of Trust funds, but never in a case such as this, where the funds were being spent on an object which was admittedly good, and in a case where there were no objections made whatever. He had been successful in the opposition as yet, and so long as he sat in Parliament as their representative he would do his utmost to prevent the carrying out of the proposals which had been made by the Scotch Endowed Institutions Commissioners."

Mr. Haldane will, I believe, readily homologate the views enunciated in this work, namely, that the governors of the new middle-class schools should be chosen from members of present Trusts and members of Town Councils, and that the funds destined for [illegible] should be bestowed exclusively on the [illegible].

The high position of Principal Tulloch as a member of the Board of Education in Edinburgh and Professor in the University of St. Andrews, gives [illegible] to any utterance he may make on the subject of education. The following remarks made at Dundee in the month of December last, I found interesting and opportune: "Before concluding my lecture on this occasion it is right, I think, to say, on the part of the University of St. Andrews, that the success of the University

lectures has been to me a subject of great gratification. There had been so much talk for years as to the desirableness of a connection betwixt this large community of Dundee and the University of St. Andrews that it appeared imperative to some of us that this talk should at length take a practical shape of some kind. And the lectures now in course of delivery have been the result. The experiment has been, so far, entirely successful, more so than perhaps the most sanguine anticipated. It may be said that, after all, the result is not an academic result. The lectures, if not altogether popular, do not furnish such a course as a professor gives in one of our Universities, and the persons who attend them are not *alumni* in the proper sense of the word. Admitting so much, and supposing, for a moment, that the movement were not to extend further than at present, I cannot but think that even thus far there is great good in the movement. It is no slight good that St. Andrews and Dundee should be brought together, that we should give of our superfluity of teaching power to you, and that the citizens of this large and growing community should kindly receive what we have to give, and show, by their enthusiasm and interest, that they appreciate the gift. But the scientific lectures now being delivered here, while not constituting what is called a University course, are systematic lectures in definite branches of instruction, and may therefore form a genuine intellectual discipline to

those who give their attention to them. And the classes which have been formed are real classes, containing not a few students resolved to work. At the same time I need hardly say that we look upon the present course of lectures as merely the commencement of a movement destined to end in some definite extension of University privileges to Dundee. What form this extension may ultimately take it is not for me here to anticipate. I do not know indeed that any one is in a position to venture on such an anticipation. But of this I am sure, that the best way of our coming to a mutual understanding—you of your needs and we of our powers to help you to the supply of these needs—is that you should first know something of us as a University, and that we should know something of you. The extension of an ancient institution like the University of St. Andrews, still firmly rooted in its old home, and which has done its share—a not undistinguished share—of the educational work of Scotland now for nearly 500 years, is a task not to be undertaken without deliberation. Nor any more is our object so very important for the future of this great community as the foundation of University classes amongst you, to be successfully and usefully achieved without much discussion and inquiry. For myself, I entertain no doubt that the movement which has begun so auspiciously this winter, and into which three of our professors have thrown themselves so cordially and not without

some self-sacrifice, will go on to a successful issue, which will be creditable both to you and us. I feel sure that we will come to a satisfactory mutual understanding of the University work that is best to be done here, and, further, that so soon as a practicable and worthy aim is clearly apprehended, the means will not be wanting for carrying it out, and that the final result will be a real extension of our University here, and a new academic future opened up both for us and you. I do not think that from the first talk of the movement I have ever entertained any serious doubt of this, relying on your public spirit and liberality, and on my knowledge of my colleagues in St. Andrews, and their earnest wishes to further the interests of academic culture in this part of Scotland, I may be pardoned for saying, in conclusion, that if I can do anything personally to promote this end it will be on many accounts a special gratification to me. Mere personal thoughts in such a matter as this are of little moment; but I cannot but recollect my old connection with the town, and it could hardly be felt anything else by me than a special honour that my name should be associated with the formal extension of University education to Dundee. For my colleagues as well as myself I may say, in a single sentence, that while we think that there remains appropriate and valuable work for St. Andrews University to do on its old historic site, we believe we have the power of assisting you to constitute

and endow such chairs here as will plant amongst you a staff of University professors, give your citizens the benefits of University culture, and prepare in this large community a new and ever-increasing crop of students to become integral members of the University—fresh *alumni* to gather around our old *Alma Mater*, and to confer upon her new distinction and honour."

I understand that some time ago the people of Dundee wished to have a University of their own, and that the learned Principal and the Government opposed the scheme: however, something has now been done for that important town, and something more is promised. The learned Principal frankly admits that the result of the literary and scientific lectures delivered in Dundee by some of the professors of St. Andrew's University, cannot be an academic result; it can, in fact, only be similar to that of the lectures delivered in the City Hall by some of the professors of the University of Glasgow: those lectures cannot, therefore, take the place of a University course. But the prospect is then held out of extending University privileges to Dundee, of there instituting a branch establishment of St. Andrews University, much after the manner in which the Universities of Oxford and Cambridge are beginning to extend themselves. The latter have been forced to move by the University of London, which has now got a footing in Scotland also. Will Dundee be satisfied to be dependent on St.

Andrews for University privileges? Will they not rather choose what would probably be much less expensive and much more efficient to turn their High School into a college as I have again and again suggested? What, indeed, is there to hinder them from having a College for boys (the High School), a College for girls (the Morgan Institution), and a Technical College as proposed in this work? Would not the University of St. Andrews, that venerable *alma mater*, instead of lavishing all her tenderness on a single daughter at Dundee, have much more dignity by continuing to inhabit her ancient seat, and by sending out eight or nine of her charming *almæ filiæ* to nourish, instruct, and delight the regions about Montrose, Arbroath, Dundee, Perth, Crieff, Dollar, and Dunfermline? I have heard of a conference of the St. Andrews University Court, at which complaints being made of the lowering of the standard of education in Scotland, Principal Shairp and the professors generally blamed the Education Act for it, while Principal Tulloch blamed the Normal Schools. Having since reflected on the subject, I am convinced that both opinions are correct, for, as has been already demonstrated, the Education Act, by encouraging the teaching of the elementary branches, discourages that of the higher branches; and at the same time it is self evident that a two years' course at a Normal School is a study not so difficult, nor so much worth, as a four years' course, crowned with

an honorary degree at a University. Both evils can easily be remedied, by abolishing the teaching of the higher branches in the elementary schools, by founding special secondary schools, and by abolishing the Normal Schools, with all the preceding drudgery of pupil teachership. In their stead would come the much more simple and effectual plan of requiring from an elementary teacher the B.A. degree, and from a middle-class teacher the M.A. degree.

Since writing my little work on School and University Reform, my attention has been repeatedly drawn to the great Scottish Reformer, John Knox, the founder of the parish school system. I have consulted various books, especially the Woodrow Society's edition of John Knox's works, and Dr. J. A. Wylie's new edition of the Scots Worthies, and find that there is much analogy between John Knox's system and my own. Nor is this to be wondered at; Knox had travelled and resided much on the Continent, and it seems to me impossible for an educationist who loves his country to do so without wishing to spread among his countrymen those means of elevation and culture which in some parts of the Continent are so abundant. It appears from the "Book of Discipline" in the Woodrow Society's edition, 1848, that Knox wished every church to have attached to it a school, in which grammar and the Latin tongue should be taught. This is the origin of the parish schools, which have now become

the public elementary schools. Then, besides the three Universities of Aberdeen, St. Andrews, and Glasgow, he thought there should be founded in every notable town a College in which there should be taught the arts, especially logic and rhetoric, and the learned languages. This part of Knox's scheme has never been properly carried out, and it remains to be seen whether the present generation has intelligence and public spirit enough to do so, adapting it to our present circumstances. The same view is confirmed by Dr. J. A. Wylie, in his new edition of the "Scots Worthies," from which is extracted the following passage, page 47 :—

"The commission to prepare a code of discipline was given by the Privy Council of Scotland, 29th April, 1560. The 'Book of Discipline' was presented to the Council 20th May following, and it received their sanction 27th January, 1561. It was drawn up mainly by Knox; and it affords ample evidence throughout of his sagacious and enlarged ideas as a practical reformer. In proof of this, we may simply refer to his plan of a national education, secular and religious, supported from the ecclesiastical revenues, as laid down in that masterly document. According to this plan, wherever there was a church, a school, in which grammar and the Latin tongue were to be taught, was to be attached to it; and, besides the Universities, every notable town was to have a college, in which the knowledge of the arts, at least logic and rhetoric, together with the learned languages, might be acquired.

"Knox powerfully advocated the adoption of this scheme by the Council and Parliament, and though, from the avarice of the nobility, it was long before it received pecuniary aid from the State, yet, by the efforts of the Church, it was carried out to a large extent in Scotland. For this scheme alone, had Knox done nothing more for his country, he would have been entitled to everlasting honour and gratitude."

At page 57 the same author says: "A not less enlightened measure than any of these was his scheme of education, which, crippled and starved though it was, has yet resulted in vast benefits to our country, which would have been augmented a hundred fold had that measure been carried out in the spirit in which Knox devised it."

The neglect of public provision for the education of girls is so universal, that I presume I shall expose myself to a charge of eccentricity when I say that this appears to me altogether unfair and unreasonable. Girls have in general the same educational wants as boys, and why should so much attention be paid to the latter and so little to the former? Girls are in general exempted from the study of Latin and Greek—what inference is that to lead us to? That their intellect is so much weaker? Is it not rather because the present exaggerated study of these dead languages is such a waste of time as woman, with her practical sense, would never submit to? Reason and experience

alike testify that the educational talents of girls are equal to those of boys. Viewed practically and in relation to the family, a good secondary education is more necessary to women than men, as the mother has in general more intercourse with the children during school years than the father. And closely connected with this view is the following, that if the education of ladies were more general and elevated, the whole of society would be more elevated, and conversation would turn less frequently on food, clothing, and lodging.

The following facts, taken from a paper read by Miss Sherriff at the Social Science Congress held in Glasgow in the month of October last year, vividly illustrate the neglect of the middle-class education of females in England and Wales:—"There are 225,000 girls needing a higher than an elementary education—the endowments for their education do not amount to more than £3000 a-year, while £277,000 are yearly given to the boys. To remedy this state of matters, a Girls' Public Day School Company has been started."

This destitution has attracted the attention of Professor Holloway of London, who has most nobly founded, for the higher education of girls, a college of which the following notice appeared some time ago in the newspapers: "Professor Holloway's college for women is making rapid progress towards completion, and, meantime, the founder has drawn up the trust deed defining its objects and scheme of

management. The total sum gifted is something like £350,000, and this is to be devoted to educating unmarried women over seventeen years of age, so as to qualify them to pass the entrance examination of the Universities; the study of classics will be optional. There will be no religious test, and no student will be obliged to attend any religious teaching that may be given. Four years' residence will be the limit, except in special cases, and the twenty scholarships of £40 each will not be tenable for more than two years. At each annual examination for founders' gifts, £50 each will be awarded. Mr. Holloway intends, of course, that the college should have the best teaching power which can be obtained, and consequently most of the professors or teachers will be of the male sex, at least to begin with. But it is specially provided that no male person shall reside within the college or on any part of the estate belonging to it, and to make this rule all the stricter, the lady superintendent and all females employed in household work must be unmarried."

This college differs in two points from the model which I have recommended. First, "The study of classics will be optional." Now, it appears to me that no middle-class education can be complete without some knowledge of classics; there should be nothing optional in middle-class nor in elementary education: that silly system of turning out half-men and quarter-women is a fruitful source of national

weakness. Second, "Women over seventeen years of age." If my calculations are well founded, young ladies should at that age be taking the B.A. degree: a thorough simplification of standards, analogous to that already introduced into elementary instruction, would enable them to do so. In this way pupils would spend six years in the elementary school, from the age of five till eleven, and six in the middle-class school, from 11 till 17. As to the University education of ladies, that is a question which I leave entirely open, my private opinion being, that in ordinary circumstances no restriction should be laid upon them. The London University Convocation has passed a very decided resolution on this subject, as appears from the following newspaper paragraph: "At the convocation of the London University last night (18th Jan., 1876) Dr. Storer presiding, the motion of Mr. Hensman was discussed—'That it is desirable that a new charter should be granted to the University, and that such charter should enable the University to grant degrees in arts to women.' This was seconded by Mr. Holroyd Chaplin, and an amendment was moved virtually leaving the matter in the hands of the Senate, which body, in 1874, ignored a similar resolution passed by Convocation. On a division the amendment was rejected by 33 to 26, and by a subsequent amendment the words "in arts" in the original motion were struck out, Convocation thus affirming the principle of granting degrees in all

faculties, including law and medicine, to women. It was, however, pointed out that there was small probability of the Senate, as at present constituted, carrying out the resolution, and Mr. R. H. Hutton urged the graduates to turn their attention to the election in that body of medical members, especially whose views are in accordance with those of the majority of Convocation."

That not only there is no danger, but even advantages of various kinds, in training boys in the same classes as girls, appears perfectly established by the following passage, which has already appeared in the *Glasgow Herald*, extracted from the recently published work on Practical Educationists by Mr. Leitch, Principal of the Established Church Normal School of Glasgow: "My own experience is that boys become less rude in language and in manner, and more careful in dress and personal habits, while the minds of the girls derive equal advantages from competition with the boys. Girls, for instance, do not naturally take to arithmetic as a branch of study, but, in consequence of the stimulating presence of the boys in the same class, they come to equal them, and often to excel them in calculation. Girls, too, are naturally inclined to read in too low and feeble tones were it not that the louder and bolder style of the boys effects a cure. In teaching vocal music, again, the two sexes are almost indispensable. In this system, of course, there is a happy medium, as in everything else. While the schools above referred

to are mixed, each sex has a playground for itself; the girls and boys of the same class sit on separate benches, and do not interchange places in the work of the class; and a mistress is associated with the master in each department. At the present time, when the attention of the country is being turned, through the operation of the Education Acts of 1870 and 1872, to the best methods of school organisation, it is most important that school boards should study the question fairly, and consider whether in places where existing accommodation is deficient they should erect large boys' schools or girls' schools, or adopt the principle so strongly recommended by Mr. Stow. The general practice in Scotch elementary schools, from the days of Knox till now, has been that boys and girls should be taught together; and, on the authority of Mr. Stow, 'the Scots are the most moral people on the face of the earth.' The model of the family circle, where brothers and sisters are brought up together; that of the social circle, where men and women mix freely in friendly intercourse, should be the basis on which the consideration of the system is made to rest. It is generally admitted that boys who have no sisters are less cultivated and refined than those who have; and why should an atmosphere that has been proved to be so healthy at home be considered hurtful at school? If boys and girls, young men and women, may dance, and sing, and play, and amuse themselves together with advantage,

is there any special danger to be apprehended if they should also study together? The system has been tested in America and found to succeed admirably."

According to the foregoing principles and deductions, each of the forty colleges spoken of would be organised nearly as follows:—

INCOME.

Endowment, derived from funds of Schools and Hospitals at present endowed, ...	£816	15	0
Diminished by £350 retained by bursars, ...	£466	15	0
360 pupils at £10 yearly (upper division),	3600	0	0
180 „ at £5 „ (lower division),	900	0	0
	£4966	15	0

EXPENDITURE.

Director's Salary, ...	£500	0	0
6 Masters (Chemistry and Physics, Mechanics and Mathematics, Philosophy, Jurisprudence and Political Economy, History and Geography, Latin and Greek, French and German) at £400, ...	2400	0	0
Drawing, £140; Music, £100; Gymnastics, £100, ...	340	0	0
2 Lady Teachers at £100 each, ...	200	0	0
Then for Lower Division—			
4 Masters (English, Writing, Natural Science, Mathematics) at £250, ...	1000	0	0
Lady Teacher, £80; Porter, £40; Miscellaneous, £406 15s., ...	528	15	0
	£4966	15	0

Allowance is here made for 90 scholarships (15 in each class), and 30 bursaries (5 in each class). The Rector, besides having the general management, could give four hours' teaching weekly in literature or science. The first four masters would give six hours weekly to each of the four classes of the upper division. The language masters would give four hours weekly to each of the six classes. The drawing master would give two hours to each of the four classes of the upper division. The music and the gymnastic masters would each give two hours to each of the first two classes, and one hour to each of the second two (highest) classes of the upper division. Each of the ladies would give at least two hours' teaching daily. In the lower division, the classes could be arranged as at present in well organised semi-secondary schools. This division could serve at once as a finishing school for some of the scholars, and a preparatory school for others. There should be a strict entrance examination, and an examination and an inspection at the end of every year. The examination at the end of the course would be one for the B.A. degree, and should be conducted by University professors, and bear on all the matters of the curriculum. Students failing in two or three subjects only, should be re-admitted to examination in these subjects at the beginning of the following year. The 40 colleges would thus send out yearly 100 bachelors each, 4000 in all, a result which indeed has never yet

been obtained in any country, but which, with a simplified programme and no more than a reasonable dose of Latin and Greek, should be as easily obtained as the passes in the elementary schools. Why should there be more failures in the training of young men and women than in the rearing of horses, cows, and sheep? Some people will say these figures look very well on paper, but are altogether unattainable in practice. I simply answer, more difficult things are practised every day in every country in the world.

Having thus pointed out the changes that ought to be made in our middle-class and University education, in order to adapt them to our present circumstances, I might here stop. But as there are still important reforms required in our elementary school system, it would be wrong not to advert to them in a work of this kind.

The Western Branch of the Educational Institute of Scotland, having deliberated on a report laid before them by a sub-committee, about the end of November, 1875, adopted the following as "the amendments which ought to be made on the Education Act." "(1) That the Board of Education for Scotland be made permanent, either as at present or with such additional members as may be thought necessary to enable it more effectually to discharge the increased duties which ought to be delegated to it. (2) That the board thus made permanent shall be final arbiter in all disputes be-

tween school boards, the members of school boards, and school boards and teachers. (3) That the board shall be a court of appeal for teachers in cases of dismissal with or without reason assigned. (4) That the board shall have the oversight of secondary education in Scotland, shall have power to frame conditions on which masters shall be certificated as fit secondary schoolmasters, to appoint inspectors of secondary schools, subject to the approval of the Committee of Council, to inspect and report on the state of education in these schools, and shall, with the view of making the standard of secondary education as nearly as possible uniform throughout the country, have power to approve of schemes of secondary education proposed by the managers of such schools, and its report of all its proceedings in these matters shall be annually laid before Parliament. (5) That the Board shall have the power of initiation in several cases in which at present it has none, such as in the rearranging of school districts and in the suggestion of proper centres for primary schools. (6) That section 5 of the Education Act be restored to the form in which it left the House of Lords—viz., that the Board of Education shall frame the code under which Parliamentary grants shall be distributed in Scotland. (7) That the Board shall have power to require any school board to show how every child of school age in its district is accounted for, with the view of securing the full and uniform working of the com-

pulsory Act. (8) That the expense of prosecutions under the compulsory clause be cheapened. (9) That the school boards shall have power to pay or arrange for payment of fees for those parents who, not being paupers in receipt of parochial allowances, are unable to pay full or any fees. (10) It would seem almost necessary, if the very lowest are to be reached and taught, that in some localities, subject to the approval and inspection of the Board of Education, school boards be allowed to give, or arrange that others give, to foodless children one meal a day. (11) And considering how many children are beyond parental control during school hours, as, for instance, where there is but a single parent, who has to go out all day to work, or where one or both parents are infirm or absent, power ought to be given to school boards to deal directly with such children under the Industrial School Act. (12) Whether the present system of collecting the school-rate fulfils the object of the Legislature as to saving expense in collecting it, is a subject well worthy of careful consideration. (13) And, finally, section 61 ought to be altered so as to give every teacher a right to a retiring allowance after a certain number of years' service."

The most of these amendments, it seems to me, are just and necessary, and worthy of the consideration of the Lords of the Council. I shall make remarks on a few of them only:—(3) Teachers should insist on their appointments being *ad vitam*

aut culpam. (4) What concerns legislation in this amendment should be left to Parliament, and what concerns administration to the Board of Education. The best certificate for elementary schoolmasters would be the re-established and properly modified B.A. degree; and for secondary schoolmasters, the M.A. degree. During the last two years of the middle-class school curriculum, pupils intending to become elementary teachers should receive some practical training in the nearest elementary schools; and during, say, the last year of the University M.A. curriculum, students intending to become middle-class teachers should receive some practical training in the nearest secondary schools. The standards of the three orders of instruction should all be fixed by law, the general capacities of pupils being nearly equal, whoever be the teachers, whoever the administrators, whoever the legislators. (6) As Parliamentary grants must be controlled by Parliament, I see no reason why section 5 of the Education Act should be changed. (13) The subject of pensions is of very great importance, not only to teachers, but to all public functionaries, and even to all members of the State. Public functionaries, having limited salaries, cannot in general aspire to fortunes, such as frequently fall to the lot of men engaged in commercial or industrial pursuits, and it is therefore quite natural in them to endeavour to secure a continuance of the little they have. Since the fall of Napoleon III., the subject

has been mooted in France, and has given rise to very serious discussions among teachers of all grades. I took an humble share in some of these discussions, and arrived at certain conclusions which seem to me pretty near the truth. It appears to me, then, that if the State would, in many cases, give higher salaries, it would enable those functionaries to make sufficient provision for themselves. On the other hand, it does not appear consistent with sound political economy that, with the present constitution of States, they should pay for anything more than actual services, dealing of course, in the most liberal manner with those who have rendered eminent services, or with such as have met with misfortunes. The relation between one generation of administrators and their successors is somewhat analagous to that which subsists between parents and children: it is honourable in both to leave their estates prosperous and amplified; it is honourable in neither to leave them burdened and reduced. From that principle this inference may be drawn, that administrators who leave to their successors a multitude of pensioners are no more to be esteemed than parents who leave debts to their children. In short, the principle of State pensions, as it is generally practised, seems to be altogether unsound, and to lead to many evil consequences which I may not now investigate. It is however not the less true that some provision ought to be made for the old age of teachers, and of all other

public functionaries. Nor is the manner of making that provision difficult to discover. Life Insurance Companies are now so well developed among us that they combine the nicest calculations with the greatest security: the State has only to organise, or to authorise, control, and guarantee the organisation of a grand Life Insurance Department for all its servants, civil and military, giving to all equal duties, equal rights and privileges. The care of providing for themselves would render them foreseeing, economical, and independent; reliance on State support, which often fails them, makes them thriftless, extravagant, and servile.

Section 28 of the Code contains the six standards of examination which, if not overstrained, may be gone through successfully in six years by children of ordinary intelligence. But I suspect, from a note which is to be found at the bottom of the page, that there is already a tendency to overstrain the work and cram the children. I quote that part of the note to which I refer: "Reading will be tested in the ordinary class-books, if approved by the inspector; but those books must be of reasonable length and difficulty, and unmarked. . . . Every class ought to have two or three sets of reading books." It seems to me that it would be better to insert in the first sentence, "No more than," "Of no more than reasonable length and difficulty;" and in place of the second the following: "A prize shall be given annually to the scholar of each class who

has taken best care of his or her single set of books." Or does the note mean that two or three sets of the books used by each class, should be kept in the school for the use of the inspector and other visitors? If so, the sense might have been expressed more clearly. It occurs to me that a new and lasting pleasure might be introduced into families in connection with the children's school books. It would be to keep a shelf for all the old school books of each particular child, and not to let them depart from under the paternal roof, until their respective owners had acquired homes of their own.

School books, in my opinion, should be as few, short, and simple as possible; they ought to be such as would enable children to read with understanding the columns of our daily newspapers. What advantage is there in forcing parents to buy for their children books which, or the greater part of which, they never use? Though it is a considerable time since I had any connection with primary instruction, I shall here endeavour to make a list of the books which would be sufficient for the six standards; if it is not perfect, it will be easily amended: First year, four little reading-books of 25 pages, 3d. each—1s. Second year, 2 ditto of 100 pages, at 9d. each—1s. 6d. Third year, 2 ditto of 100 pages, at 9d. each—1s. 6d. An Arithmetic would also be required for these three years of say 50 pages, at 6d. Total cost for the three years,

4s. 6d. Fourth year, a reading-book of 200 pages, 2s.; a History, 100 pages, 1s.; a Geography, 50 pages, 6d.—3s. 6d. Fifth and Sixth years, same reading-book as fourth year; a History, 200 pages, 2s.; a Geography, 100 pages, 1s.—3s. For the fourth, fifth, and sixth years, an Arithmetic at 1s. 6d. Total cost for the last three years, 8s.; and for the six years, 12s. 6d. Care ought to be taken to introduce into the reading-book of the last three years, besides narratives, useful fables and descriptions, a number of short and easy lessons in natural science; but it should not be forgot that the primary school is not the place for regular courses of science or literature. In drawing up standard 5, the Department seems to have forgotten that Ireland is a part of the United Kingdom, and also that the Geography should correspond to the History. These branches should form a part of the regular curriculum, as well as lineal Drawing and Music, that is, simply hymns and national songs. As part of the gymnastics to be taught in our national schools, I think it will be useful and even necessary to teach the boys the use of the hammer, the saw, the axe, the spade, &c., and the girls, sewing and domestic economy.

As has been already hinted at, teachers should have a fixed salary, which should depend neither on the Inspector nor on the School Board, but on an Act of Parliament, the principle of adding to it according to attendance and results being however still retained. The Code gives the inspector too

much power perhaps with regard to the Government grants for passes; it might be well if he had as assessor one of the members of the school board; so far as finance is concerned, the inspector represents only the grant, whereas the board represents both the local rate and the fees. And as it is quite as easy for masters to teach standard 6 as standard 1, the fees should be uniform, no more being charged for pupils of 11 years than for those of 5, and every scholar being bound to learn all the branches. Six years being quite sufficient to complete the elementary education of ordinary children, infant schools might be abolished altogether, or only maintained as nurseries for exceptional cases: the bonds of family union will, I fear, be sadly loosened and diminished if parents get into the habit of separating themselves from their children too soon and too long.

Precise regulations concerning all the subjects of which I have just spoken should have been embodied in the Education Act; they should be so now, in a permanent, not an annual code, for children's capacities do not change with the changes of Government, and we have surely now enough of experience to enable us to regulate the whole scale of education. The same may be said of persons eligible as members of school boards; it is surely wonderfully incongruous to have the rule for electors in the Act, and the rule for eligibility in an appendix or a schedule! Should not both be resident in the

locality? And as members of school boards may have important educational problems to solve, should they not be subjected to some educational test? These incongruities may arise from the Scotch Act being in a great measure a copy of the English Act, which itself is no doubt a reproduction of some other Act or Acts passed long ago. It would greatly increase the intelligibility of our Acts of Parliament if they were dressed in the plain but not inelegant garb of modern English, instead of being muffled up in the musty fustian of obsolete technicalities.

One of the greatest curiosities in the Education Act is the pupil-teacher system: the regular course of apprenticeship to the teaching-trade is as follows:—A boy, say of 14, brings a certificate of good health and conduct, passes an examination of ability, and begins his career. He has so many lessons to give and so many to receive every week, and at the end of the year he must obtain another certificate and pass another examination. This process must be repeated for five years; then the young man enters a training college, and spends two years there passing through a number of examinations. He is then submitted to a probation in practical teaching for at least fifteen months, when at last he receives a schoolmaster's certificate of no higher than the second class. A certificate obtained with so much labour and difficulty might be expected to be valid for at

least the teacher's brief time of sojourn on this earth. But such is not the case, for in the words of the Code, article 69, "Certificates may, at any time, be recalled, suspended, or reduced, if the certificate and report under articles 67 and 68 are not satisfactory." Does not this remind us of the man spoken of by Sir Walter Scott, who was found with a collar round his neck, on which was inscribed, "Born thrall of Cedric the Saxon?" Something more dignified might be found among the Russian boors, or the modern Kaffirs! It is contrary to all analogy in literary or scientific labour. Nobody has ever thought of depriving of his degree for one or two or even many failures, a doctor of arts, or science, or law, or medicine, or divinity. And are teachers to be excepted? Are they more likely to lose their wits than other men? A clerk, a workman, a ploughman who has been ten years in an employment seeks and obtains advancement at the very time that a teacher is supposed to be losing his faculties! It is possible, however, that the teacher would be satisfied with this condition, if the School Board, the Inspector, the Board of Education, and the Education Department, were subjected to similar conditions. If otherwise, why should he? But after all it may be urged that the process of teacher-making, and the daily turmoil of school-keeping, are more wasting and brutalising than anything else. If so it is high time to reform and improve them. No

rules are laid down in the Education Act with reference to discipline, and yet teachers are bound to observe some rules. If they do not, they may lose their authority, displease parents, or be dragged before the judge, and accused of assault! Such an important matter ought not to be left to the caprice of teachers or inspectors. The "Department" should hasten to give them proper laws on the subject, for "where there is no law, there is no transgression."

The only important question, I think, that remains to be discussed is that of the teaching of religion in the elementary schools. The Education Act tolerates, but does not encourage it; use and wont sanctions and demands it. The parish schools were originally founded by the Church, and have always up till very recent years been connected with her; it is not, therefore, wonderful that she should seek to maintain her dominion. On the other hand, as the primary public schools are supported by local rates and Government grants, it is but just that the ratepayers should control them. It belongs, then, to the ratepayers to decide whether or not they will have religion taught in the public schools. Few of them will object to the mere reading of the Bible, but the question is whether the doctrines of a certain sect, or of certain sects, should be inculcated by the public teacher. On what grounds should they decide? As ratepayers and citizens of one common country, or as members of particular religious de-

nominations? Logic declares for the former; the churches for the latter. The arguments for logic are these: The education, like the clothing of children, is a natural parental duty; as a wise parent does not ask shoes from a tailor, nor clothes from a shoemaker, so he will not delegate religious teaching to a schoolmaster, nor secular teaching to a clergyman. The teaching of religion takes up the time which should be devoted to the teaching of the secular branches; ordinary teachers are not qualified to teach religion; there is a class of men specially set apart and well paid to teach religion: it is just that they should do the work, seeing that they receive the pay. There is, however, a certain moral teaching and training which can be imparted to children alike by parents, teachers, and ministers. Let us now listen to the churches. We find the following in the report for 1876 of the Educational Committee of the Church of Scotland:—

"*Inspection of Religious Instruction.*—Thirty-four boards have during the past year felt the advantage, if not the need, of the assistance which the committee offered to all under this head; and in addition to the public schools managed by these boards, Assembly, society, public works, sessional, and other schools have sought and received the services of the inspector. The amount of work which had to be done during the past year was more than the inspector, Mr. Macquarrie, could overtake, and the committee accordingly gave him the assistance for

three months of Mr. A. S. Allan, M.A. The number of schools affiliated in May, 1875, was 429, and the number actually visited and reported on was as follows:—Public, 51; sessional, 55; Assembly, 76; society, 80; others, 84—in all, 347. In consequence of the diminution of society and Assembly schools under the operation of the Act the number of schools is now 367, all of which have to be reported on before 1st May, 1877. The result of the inspection was that 57 schools were reported excellent, 211 good, 45 fair, and 12 imperfect. *Grants for Excellence in Religious Instruction.*—It was only at last General Assembly that the committee found themselves able, by the means put at their disposal, to offer grants to teachers for excellence in religious instruction. They reported to the Assembly that they were in a position, taking into account the assistance which they expected to receive from the Society for Propagating Christian Knowledge and the Baird Trust, to expend £2000 on the inspection and encouragement of religious instruction in schools during the year ending 1st May, 1876. The committee were left free to extend grants to public schools registered on their list for inspection, as well as to Church of Scotland schools, should they resolve on this course. On consideration, however, they were not satisfied that it was expedient or practicable to do so. They were of opinion that where the boards had resolved that religious instruction according to use and wont should continue to be

given, it was the duty of the boards themselves not only to see that it was so given, but to provide encouragement and reward for its efficiency similar to that offered to the teacher for other portions of his work. But even had they not felt that there were good grounds for abstaining from the extension of their grants to public schools, they could not have ventured on an experiment which would have involved them in very large liabilities—certainly not less than £10,000 a-year—until much more largely supported by the contributions of the Church than they had been. The grant from the Baird Trust, for which the committee have to thank the trustees, who responded with readiness and cordiality to their application, was £700. The cost of inspection alone has been £728 4s., and the grants awarded and paid amounted to £1738, including £396 payable by the Society for Propagating Christian Knowledge to their own schools on the report of the committee's inspector. The estimate of the committee has thus been somewhat exceeded. Of 337 schools visited, 257 received payments, but it has to be noticed that 51 of the 337 were public schools, and were therefore excluded from participation in grants. That the institution of grants has been most beneficial in stimulating religious instruction in the schools concerned is beyond question. It does not follow, however, that the inspection of public schools, if unaccompanied by any money reward, would be ineffectual. The mere fact that

the inspector's report has to be laid before the board, by whom the inspection has been invited, may suffice to secure for religious instruction a certain amount of attention. The committee accordingly believe that were boards to take advantage more largely of the offer of gratuitous inspection by the Church, the result would be beneficial even though no grants were given. The good effects would be still more manifest were the boards themselves to make a portion of the teacher's salary dependent on their satisfaction with the thoroughness of the religious instruction, as reported on by your committee's inspector, or were they otherwise specially to reward it. The number of public schools registered for the inspection of religious instruction for the ensuing year is only 73, and these are under the control of 39 boards. Doubtless, were the inspection to be accompanied by money grants, the number of such schools would be increased tenfold within a few months."

The Church of Scotland thus wishes and offers not only to inspect but also to subsidise the teaching of religion in the public schools. That is more than use and wont, for the teaching of religion was indeed formerly inspected but not paid for, at least, not directly.

The Church of England has also spoken out on the subject:—"An important meeting," says the *Glasgow Herald* of 31st January, 1876, "in favour of religious education in elementary schools was

held at Bournemouth, yesterday afternoon, under the presidency of the Bishop of Winchester. The speakers included Lord Henry Scott, Earl Percy, Sir Harry Wollff, and Canon Gregory. Resolutions approving of the system of education in national schools were unanimously adopted. The Bishop said he believed it would be better to have no education at all than education without the light of heaven in it. Canon Gregory spoke on the work of the National Society and the cost of school boards. Lord Scott strongly condemned the present board system of biblical instruction."

Here school boards are accused of excluding the light of heaven, of being costly, and of imparting improper religious instruction. "A conference of members of diocesan inspectors," says the same journal, "took place at Lambeth Palace on the 22nd Jan. last, the Archbishop of Canterbury in the chair. There were also present the Bishops of Carlisle, Hereford, Chichester, St. Asaph, and Gloucester and Bristol. The Bishop of Carlisle delivered an address on the subject of inspection of schools. He said that, though there was some reaction in the country against the system of school boards, yet he believed that many of them were destined to remain, and it was of the utmost importance that there should be efficient inspection of the religious education given in schools. The Archbishop of Canterbury dwelt upon the necessity of obtaining more men of Christian character for the office of

inspector, and urged the paramount importance of testing the nature and efficiency of religious instruction as given in the board schools."

The bishops are not likely to be pleased with the teaching of religion in the board schools: would it not be better for them to take it altogether into their own hands, either in or out of school?

After the last school-board election in Glasgow, the Roman Catholics of the neighbourhood held a meeting at which they declared, amongst other things, their resolution to stand by the principle of *denominational education*. The partisans of the same church have recently founded a University College at Kensington, London. The following notice of it appeared some time ago in the *Glasgow Herald*: "This newly formed Educational Institution at Kensington was yesterday the scene of an interesting ceremony—the conferring by Cardinal Manning of the Doctor of Philosophy's Cap upon Professor St. George Mivart, F.R.S., of the new college. There was a large number of clergy and influential laity present. The Archbishop, taking his seat before the altar, addressed the clergy and students present at considerable length. At the outset of his remarks, His Eminence said they had assembled that afternoon to receive a profession of faith from a professor of the University upon whom the Holy Father had been pleased to bestow the degree of Doctor in Philosophy. The act of making that profession was a declaration on the part of him who

made it that between faith and science there was not only no variance, but an absolute and indissoluble link; and it was also a declaration on their part that the Catholic Church, in its method of science and theology still adhered to the great Christian tradition which from the day of Pentecost to that hour had combined all sciences in one. He earnestly recommended to the students of the University a thorough mastery of logic. 'God,' said His Eminence, in conclusion, 'who is the author of nature and of revelation, cannot contradict Himself; therefore, being firm in faith, be fearless of all legitimate science.' The Cardinal then called upon Professor Mivart to make his profession of faith, which, it may be stated, is that known as 'the profession of Pope Pius IV.' The professor, kneeling before the Cardinal, read this declaration, and then received from His Eminence the biretta and ring."

It thus appears that all the churches in the country interfere more or less, not only with the teaching of religion in the public schools, but also with the teaching of the secular branches in their own denominational schools. Now, what difference is there in principle between the Presbyterian, Episcopalian, and Roman Catholic churches, who will meddle with secular teaching, and the Pope of Rome, who will meddle with temporal power? Should not this Christian country receive the law from Christ, who has laid down a very just rule

applicable to this subject in these words: "Render unto Cæsar the things which are Cæsar's, and unto God the things which are God's"? The State alone is entitled to confer degrees in literature and science; the churches may be allowed to do so in Divinity only, but, to prevent confusion, the degrees of the different churches should be distinguished from each other. Have they any more right to interfere as churches with our national schools, than with our cotton mills, woollen factories, building yards, or iron foundries? Are not the Sunday and week-day in and out-door services, the Sabbath-schools and bible-classes, the missionary, bible, tract, and other societies, the religious literature, newspaper reports, &c., sufficient means and appliances for religious instruction? The churches have enough to do with their own religious and ecclesiastical affairs, and would probably be much happier if, as they do in America, they confined their efforts to them.

A little observation would soon convince us that there is room for improvement in all the churches. Let us examine only one instance in the Church of Scotland.

A new element has lately been introduced into this Church which neither her old nor her young members seem yet rightly to understand, namely, the election of the minister by the congregation. The General Assembly has made regulations on the subject which, in some respects, are neither comprehensive nor precise, and the individual wisdom of Presbyteries does not appear to be greater than the collective wisdom of the Assembly. This remark may be illustrated by what came to light, and also by what did not come to light, in the recent church vacancy case at Riccarton, Ayrshire.

Mr. Jeffrey, the former pastor of the parish, died on the 5th of February. Next day, Mr. Morgan, who was then missionary in the parish, happening to be in the session-clerk's house, copied the roll of members of the congregation, and a few weeks afterwards, he told one of the members of the church he had been over the whole parish and that they were all for him. Was that a proof that he possessed great talents, or merely the art of pleasing? Rather the latter than the former, for his voice was weak and somewhat unpleasant. I know not, however, whether some one had recounted the story of Demosthenes at one of the "Penny Readings" in the village, but in any case, "the common people received him gladly," for having "brought himself forward," they admired his ability; being an orphan, they pitied him; being familiar and unsophisticated, they loved him. His cause was espoused by a number of the parishioners, who sounded forth his praises, and by a majority of the elders, who seem, by admitting some as adherents, especially young people of from 15 to 18 years of age, and by rejecting others, to have secured his election beforehand. No inquiry has yet shown in how far the result was influenced by the votes of these young adherents, or by those of *former* members of the church, a number of whom are reported to have received voting cards. Probably James M'Clure, the session-clerk, could have explained the matter, but after the election he never came forward again. The Presbytery, also, by appointing him to fill the vacant pulpit *ad interim*, whether advertently or inadvertently has not yet been ascertained, gave him considerable aid; for after he had preached five or six times, his friends spoke in substance as follows: We are safer to take Mr. Morgan than any other, for we know his average ability, which is very great—we could not know that of another by one or two good sermons. His election was thus virtually assured before any of the other candidates, of whom there were upwards of 60, had appeared in the pulpit. The congregational committee being appointed, a great majority of its members were in his favour; he himself, indeed, called it *his* committee. At this stage the inadequacy of the General Assembly's fifth regulation became apparent: "to select *one* or more persons" is an expression manifestly inapplicable to such a large number as 60. In such a case the power conferred on the committee is surely excessive; would it not be better that they should give in to the congregation a report on all the applicants, and recommend a *number of the best* to be put on probation? But the majority of this committee were for *one*, and the *one*

was elected. The session-clerk, up till the election, had taken a very active part against Mr. Morgan; indeed, many people were considered to be disposed to vote FOR Morgan, merely because it was AGAINST M'Clure. Far from concealing the former's faults and defects, the latter declared that, for what he had done to him personally, he could keep him out of every church in Scotland. As soon as the election was past, however, he seems to have remembered the good relations he had had with Mr. Jeffrey, the honour he had shared with him of administering to the poor, and the necessity of being on good terms with his new master. He remained, however, still some time ostensibly with the opposing party, until just before the ordination a great dread of being forced to bear public testimony made him interfere between them and their law agent.

The Presbytery met five times concerning this case, twice at Ayr and thrice at Riccarton. The first meeting at Ayr was null; the clerk, for want of a copy of the Assembly's new regulations, having convened it there by mistake. At the second meeting, Mr. Morgan's trial discourses were sustained. At the first meeting, held on the 7th of August, in Riccarton Church, some important matters were discussed. First, the documents concerning the presentation were read and accepted; second, some consideration was given to two protests which had been sent in; third, persons of both parties were allowed to talk a little; and fourth, the consideration of two objections which seemed relevant, was adjourned for a week. At this meeting, the members of Presbytery generally who were present, apparently not well acquainted with the new procedure, seem to have laid themselves open to censure on the following points: First, they accepted from the presentee a certificate of character from the Presbytery of Inverary, which should have been furnished by the Presbytery of Ayr, "within whose bounds he had last resided." There are many arguments to prove that they were wrong in this—the presentee might have behaved himself *well* in Inverary and *not well* in Ayr Presbytery—the words of the regulation are perfectly explicit—a presentee who has been out of Scotland must prove that he is worthy of the presentation at the time he receives it—communicants are received at the communion table for their *present* and not their *past* worthiness. Second, James Morton having handed to the clerk a series of questions about matters connected with the call, and to be addressed to a number of persons who were present, the latter would neither put the questions himself, nor allow the former to do so. The rule on this

point (Interim Act, Reg. 3) is very vague: "The Presbytery shall at this meeting hear any parties having an interest who may appear before them." Nothing short of a regular judicial procedure can suffice, and it should be clearly indicated. Third, the Presbytery ruled that any person, though not a member of the congregation, even the Emperor of China, might be elected as a member of the Congregational Committee. The Assembly's Regulations 2, 3, and 4, do not, it is true, say who shall be members of the Congregational Committee, but they give precise directions as to who shall be electors—namely, none but members present of the congregation. I daresay no minister out of the Presbytery of Ayr could have imagined that the committee might be composed of strangers to the church; for instance of Free Churchmen, or U.P. Churchmen, or Roman Catholics. The comparison which was made between this committee and the School Board is not just. Fourth, the Presbytery also ruled that canvassing is not unlawful. Here, again, the Assembly's Regulations are silent. Is the Presbytery of Ayr prepared to accept the responsibility of inundating all the vacant parishes in Scotland with ten, twenty, forty, or sixty parties of canvassers, like Emanuel Morgan and his friends? There is a pretty general feeling in Riccarton parish that if this candidate had come forward a stranger, like the others, he never would have been elected. The election of a minister differs from that of an M.P. in this respect, that the former is judged as to his character by his testimonials, and as to his ability by his preaching; whereas the latter is judged principally by his political opinions. Some canvassing may be required to explain the latter; none is requisite for the former. One of the candidates in this case (not Mr. Morgan) is said to have given this evidence of his opinion on convassing, that when he was asked to go into the Sabbath School he refused, saying it might be counted undue influence. Some deliverance of the Assembly on this subject is evidently required.

At the second meeting of the Presbytery in Riccarton Church, Mr. Morgan's call was sustained. The principal cause of that decision was the extraordinary action of John Brown, one of the elders of the church. This man had refused to draw up a *joint* protest when requested to do so by the objectors to Mr. Morgan's call; had sent in one of his own, signed by four persons; had indirectly caused five of the eight persons who had signed James Morton's, to withdraw their names; had refused to concert with a few friends before the first Presbytery meeting; had, at that meeting, when asked whether Mr. Morgan had a committee to canvass

the parish, replied "there were 17 to 7;" and had, at that same meeting, made a mis-statement which caused the adjournment. Then at this second Presbytery meeting, when Dr. Dykes, of Ayr, had made a motion for delay, for the purpose of consulting the Procurator of the Church as to the procedure, John Brown came forward and withdrew the objections *simpliciter*. He had not been authorised to do so; on the contrary, he held in his hand, at that very moment, a paper sustaining them, signed by upwards of a hundred communicants. After that withdrawal, the Presbytery made haste to sustain the call, in spite of a new objection of partiality towards Mr. Morgan, brought forward by James Morton, and without giving any heed to Dr. Stirling's assertion that the call was "vitiated and corrupt." This meeting afforded other two proofs of the insufficiency of the Assembly's Regulations—Dr. Dykes's motion, and the presence of two law agents from Edinburgh. The Presbytery, being able to judge of truth "in the inward parts," must be much more able to judge of simple formalities, provided only they be properly explained. And is not the appearance of mundane lawyers in a court of Christ a piece of gross impertinence?

A committee of the objectors afterwards engaged a law agent to draw up an appeal against the sustaining of the call, and to bring forward objections to the ordination. But partly owing to the lukewarmness of friends, partly through the agent's inaptitude, and partly through the session-clerk's under-hand interference, this step produced no effect. However, that the objections were serious, though not brought to proof, may be judged from the following:—

HEADS OF APPEAL AGAINST THE CALL.

1st. That Mr. Morgan exercised undue influence in obtaining his call.

2nd. That he is physically unfit for the charge, especially from weakness of voice.

3rd. That his certificate of character was invalid.

4th. That the Clerk of the Presbytery refused to hear important evidence.

5th. That the Presbytery failed to consider an objection, founded on Mr. Morgan's having been unduly favoured.

6th. That the Presbytery overlooked Dr. Stirling's statement about the call being "vitiated and corrupt."

OBJECTIONS AND APPEAL AGAINST THE ORDINATION.

"Riccarton, 7th September, 1876.

"To the Rev. the Presbytery of Ayr, the Appeal of the Committee appointed to sustain the objections to the Settlement in Riccarton Parish of Emanuel Morgan, M.A.

"Respectfully sheweth—

"That the said Em. Morgan has used a great deal of undue influence for the purpose of procuring for himself the appointment to the pastoral charge of the Parish.

"Inasmuch as, on the 6th of February of this year, Mr. Jeffrey having died on the preceding day, he repaired to the Session Clerk's house, and there copied the names and addresses of members of the congregation, with the intention of making use of the knowledge thus acquired to promote his own appointment to the said charge; which act was immoral, both with respect to the day on which it was done, being the Sabbath day, and to its object, namely, to aid him in canvassing the parish. Evidence of this fact was laid before the Presbytery by John Brown, partly acknowledged and palliated by Robert Wilson, and proved by James Neil, to whom Mr. Morgan said only a few weeks thereafter, 'that he had been over the whole parish, and that they were all for him':

"Inasmuch as the said Mr. Morgan asked James Neil and Robert Wright to become members of the congregational committee in order to promote his private interest, evidence of which was brought before the Presbytery on the 7th of August last, by the said James Neil and Robert Wright.

"Inasmuch as the said Em. Morgan agreed to fill the pulpit *ad interim* without explaining to the Presbytery the intention he then had of being a candidate for the vacant charge: the Rev. Mr. Wilson, clerk to the Presbytery, can elucidate this matter.

"Inasmuch as, according to Alex. Goudie's evidence of 7th August last, the said Em. Morgan made, in a letter to the Rev. David Stirling, Craigie, a promise which he has not kept, namely, that if a single case of canvassing could be proved against him, he would withdraw his candidature.

"And, inasmuch as, according to the evidence of Mrs. Wm. Shedden, Mrs. James Murray, James Morton and Robert Wright, led before the Presbytery on the 7th of August, the said Em. Morgan neglected certain parts of his missionary work, although he passed a considerable portion of his time in conferring with his friends, Hugh Gordon, David Smith, and others.

"The said committee, fearing that the Presbytery will pay no more attention to these objections and others that can be urged than they did to the statement of the Rev. Dr. Stirling, the venerable father of the Church of Scotland, when he said that the call to Mr. Morgan was 'vitiated and corrupt,' hereby appeal to the Synod of Glasgow and Ayr, take instruments and crave extract, against the ordination of the said Em. Morgan to the pastoral charge of the parish.

"Signed in name of the Committee."

These objections and appeals not having been brought forward, the Presbytery proceeded, on the 7th of September, to ordain Mr. Morgan to the pastoral charge of the church and parish of Riccarton. And thus, through the precipitation of the Presbytery of Ayr, the simplicity of the Riccartonians, the incomprehensible dulness of one elder and the—*timidity*—of another, was accomplished a work which may furnish a pernicious example to other districts in Scotland, a work which perhaps neither Synod nor Assembly can now undo.

Church dignitaries in general would do well to look more after their own affairs and less after those of the world. I do not, however, wish to debar clergymen from the enjoyment of their civil and political rights. Who better than they can mediate between the rich and the poor in our parochial boards and charitable trusts? Let them only, on the one hand, close the doors of their church courts against the quibbling advocates of legal forms and precedents, and on the other, cease to confound sacred with profane matters, and they will find themselves both happier and more respected.

Since the manuscript of this work was sent to the press, two important movements have taken place in Glasgow: the University has resolved to adopt the system of Local Examinations already practised by the Universities of Oxford, Cambridge, and Edinburgh; and the Directors of various educational trusts, following the example shown them six or seven years ago by the people of Aberdeen and Edinburgh, have resolved to apply for a Provisional

Order for power to effect certain reforms in their respective trusts. In carrying out these "local examinations," certain professors of the University undertake to examine in certain subjects such scholars of higher-class schools as desire examination, and to grant them certificates of proficiency. The result will evidently be to raise the standard of excellence in these subjects. But here the University is meddling with middle-class education. And the higher-class teachers, through Dr. Macdonald, have expressed a wish to meddle with certain parts of University education. Now, the Endowed Schools Commissioners, as we have seen, have clearly pointed out the evils arising from confounding the different grades of instruction. If the University will only stay at home and devise means of re-establishing a simplified B.A. degree, she will find that the secondary schools will send her an abundant supply of candidates worthy of being adorned with her laurels. As to the Provisional Order, would it not be infinitely better to move for a Commission having power to deal with the whole scale of education in Scotland, from the Universities down to the least important primary school, and "frae Maidenkirk to John O'Groats"?

THE END.