EDUCATION

AS A UNIVERSITY SUBJECT;

ITS

HISTORY, PRESENT POSITION,

AND PROSPECTS.

By DAVID ROSS, M.A., B.Sc.,

PRINCIPAL, CHURCH OF SCOTLAND TRAINING COLLEGE, GLASGOW; MEMBER OF CONVOCATION, UNIVERSITY OF LONDON

GLASGOW:

JAMES MACLEHOSE & SONS, 61 ST VINCENT ST.,

Publishers to the University.

MDCCCLXXXIII.

EDUCATION AS A UNIVERSITY SUBJECT.

EDUCATION

AS A UNIVERSITY SUBJECT;

ITS

HISTORY, PRESENT POSITION.

AND PROSPECTS.

By DAVID ROSS, M.A., B.Sc.,

PRINCIPAL, CHURCH OF SCOTLAND TRAINING COLLEGE, GLASGOW; MEMBER OF CONVOCATION, UNIVERSITY OF LONDON.

GLASGOW:

JAMES MACLEHOSE & SONS, 61 ST VINCENT ST.,

Publishers to the University.

MDCCCLXXXIII.

Οὐ γὰρ ἔστι περὶ ὅτου θειοτέρου ἂν ἄνθρωπος βουλεύσαιτο, ἢ περὶ παιδείας καὶ αὐτοῦ καὶ τῶν αὐτοῦ οἰκείων.—*Plato.*

The total unacquaintance with the science of pædagogic, and with all that has been written about it, in which the intending schoolmaster is, in England, suffered to remain, has, I am convinced, injurious effects both on our schoolmasters and on our schools.—*Mr. Matthew Arnold.*

To those who maintain that schoolmastering wants no theory, and can have no science, the true reply is this: The old system of use and wont—the "blind hands" system, as we may call it—has broken down. A theory we must have, and if it turns out that we can have no science, this will be a very bad business for everybody. Those who now oppose themselves to scientific inquiry, are no more to be accounted of than so many Mrs. Partingtons trying to sweep back the Atlantic.—*Rev. Mr. Quick in opening lecture of Cambridge Course for Teachers.*

EDUCATION AS A UNIVERSITY SUBJECT.

At the late Educational Congress in Aberdeen [1] the following Resolution was unanimously adopted:—"That this meeting considers that there ought to be "instituted Chairs of Education in the Universities of "Aberdeen and Glasgow, and that a Faculty or Sub-"Faculty of Education, with powers to give a Special "Teachers' Degree, should be constituted in all the "Scotch Universities." A full discussion elicited but very slight divergence of opinion as to the details; on the main point all the speakers were agreed. Among those who spoke were two clergymen of different denominations, a University Professor, two Principals of Training Colleges, the Rector of a Grammar or Higher Class Public School, and two old parochial schoolmasters. On any other educational question of importance it would, I think, be difficult to secure unanimity in a group so heterogeneous, its members having in some respects interests so diverse. It may, therefore, be accepted that the University recognition of Education carries with it many advantages, some of which influence one party and some another. For a detailed account of these advantages Professor Laurie's new volume on *The Training of Teachers* may be consulted, especially his inaugural address delivered on the Aberdeen Congress.

[1] January 4th, 1883.

occasion of the founding of the Chair of the Institutes and History of Education in the University of Edinburgh. The Aberdeen resolution commits the Educational Institute of Scotland to immediate and definite action. The time is opportune, for the Endowed Schools Commission is at work, and a University Executive Commission is promised. Of these bodies the former may be expected to procure the funds, or part of them, and the latter to supply the authority needed to realise the project. At this juncture, therefore, it cannot but be useful to review the history of the question, particularly in Scotland, to examine how far and on what conditions education has been accorded University recognition, and to formulate our claims so as to meet the objections of some, and secure the co-operation of all who have the good of our profession at heart.

I.—HISTORY.

Prof. Pillans, 1828.

In 1834 Professor Pillans, speaking of "A Plan for "Establishing a Lectureship on Didactics in one or "two of our Universities," which he had first announced in 1828, says, "The tone of kindliness in which ministers and members of the House of Commons generally "have spoken of popular education, and testified their "desire to see it flourish in every part of the empire, "encourages us to return to the subject, and even to "extend the recommendation to all the four Universities of Scotland, being satisfied that there is no means "within our reach that will be found at once so "effectual, so little costly, and so practicable as the "institution of four such lectureships."[1] The subject continued to interest Professor Pillans throughout his life; the longer he observed the educational condition of the country, the more he reflected upon the remedies to be applied, the more was he assured of the value of his scheme.

[1] *Edinburgh Review.* July, 1834.

Meanwhile plans first adopted to meet the educational wants of England influenced our country also. The Training College system, necessary in England, was introduced into Scotland where it was less required, and where it modified most extensively, and that not in the line of our traditions, the Normal School system of Mr. Stow. Philanthropic minds had suddenly become alarmed at the rapid growth of our cities, and the great development of an urban population of a low type, whose educational destitution was extreme. Parliamentary aid was asked and obtained, and a new educational system was gradually developed side by side with an old, tried, and valued system, with which, however, it had little in common. The country was too intent upon securing school accommodation and an adequate number of teachers, too confident in the value of those crude instruments the pupil teachers, too well satisfied with results of the most mechanical kind, to devote attention to the formative and the refining in education, or to care from what standpoint the teacher viewed his duties, or the pupils regarded their labours.

Education Department.

1839-46.

In 1847 the Educational Institute of Scotland was formed "for the purpose of promoting sound learning, "and of advancing the interests of education in Scotland." From the first the Institute regarded education both as a science and an art. The third resolution adopted at the preliminary meeting is—"That in further prose- "cuting the object of the Association it seems expe- "dient that a knowledge of the theory and practice "of education be more widely disseminated among the "profession by means of public lectures, the institu- "tion of libraries, and such other means as may after- "wards seem advisable." A series of lectures was given in Edinburgh in the winter of 1847-48, of which Dr. Schmitz, formerly Rector of the Edinburgh High School, says, "The lectures were numerously attended by teach- "ers in Edinburgh and its immediate vicinity, and the "public took considerable interest in them." And Dr.

Educational Institute of Scotland, 1847.

Gloag tells us these lectures "were not made for pur-
"poses of a local nature merely, but were chiefly
"intended for the benefit of the younger members of
"the profession, many of whom were at the time
"attending College in Edinburgh, and had been
"invited to avail, and did avail, themselves of the
"opportunity thus presented to them." This state-
ment is confirmed by Mr. Middleton, afterwards well
known as Dr. Middleton, H.M. Inspector of Schools.
On the days preceding the annual meeting in September
special lectures, usually three in number, were deli-
vered, chiefly on the scientific aspects of Education.
Among the lecturers were Mr. Gunn, High School,
Edinburgh, Professor Pillans, and Dr. Cumming and
Dr. Bryce of Glasgow. The last-named gentleman
drew attention to the necessity of basing both the
science and the art of education upon the laws of the
College of Preceptors. human mind. Meantime the College of Preceptors,
which had been established rather earlier in England,
with like objects, was pursuing a course similar to that
of the Institute, and sent delegates to the Edinburgh
meetings. Both bodies soon found that the systematic
treatment of education as a science was a work too great
to be satisfactorily dealt with by casual lecturers however
eminent, and both agreed that it was too vitally
important to be neglected. Accordingly in 1851 a
Committee of the Institute drew up a scheme, which
was approved of, for "Lectures on the Theory and
"Practice of Education." Want of funds prevented
the scheme from being carried out, though from that
time to the present the Institute has sought in various
ways to realise its views, and to press them for accept-
ance upon the Scottish Universities.

Dr. Brunton. In his Presidential Address in 1858 Dr. Brunton
says—"We must have our Professors of Paideutics;
"and we shall lend a helping hand to maintain, extend,
"and improve the education of Scotland, and preserve
"the pre-eminence that this ancient kingdom has held

"in education for bypast centuries. We must have "Professors. . . . The times are favourable for the "institution of such chairs. We have a University "Commission, who have the power, if we could induce "to have the will, and impel them to action, towards "the accomplishment of our purpose. I have some "hopes that the petition to these noblemen and gentle-"men will obtain a favourable answer. They will "found chairs; and can they found any which will "have a more beneficial effect on the education of the "country, or will tend more to elevate our profession, "which is the foundation of all the Faculties?"

In accordance with these views a memorial[1] was presented to the Commissioners setting forth in detail the necessity and the advantages of the course advocated, but in vain. A quarter of a century has been lost, another Commission is now announced. Let us hope for a favourable issue. The memorial of 1859 is so applicable to the situation that no excuse is required for inserting it in the Appendix, and asking for it a careful perusal. Nothing better could even now be framed. An attempt had been made in 1857, but without success, to induce the Trustees of the Ferguson Bequest to aid in establishing Chairs of Education. Another effort was made in 1859 to induce these Trustees to consider the propriety of aiding the foundation of a chair in the University of Glasgow, which seemed to have a superior claim on the Trust. Aid was declined "on the ground that the Universities "being now popularized, and under the control of "public opinion to a much greater extent than formerly, "any change or enlargement which the times may "demand will be best left to the operation of this "opinion arising from a felt want on the part of the "public." Probably few will venture to affirm that any change in the character of the Universities, such as was expected by the Ferguson Trustees, has yet

Universities Commissioners, 1859.

Ferguson Bequest.

[1] See Appendix A.

taken place. The General Council of a Scottish University is practically a powerless body. Corporate institutions do not readily respond to public opinion. Hence outsiders "do good in occasionally passing an "electric shock through the sluggish University Cor- "poration." [1] In a recent pamphlet the Secretary to the Trustees says—

"My views were embodied in a special report sub- "mitted to the Trustees on the 18th April, 1859. In "that report I stated that, had the available funds been "larger, I should have suggested the institution of a "new Chair or of a Lectureship, the latter an acknow- "ledged want at the time." [2] It would be gratifying to know that the proposed chair was one of Education.

Whitehall Certificates.

Meantime the character of our teachers was rapidly changing, owing to the development of the Whitehall system. A high class certificate, with a corresponding money value, limited the aims of the elementary teacher in his professional study, and such teachers speedily displaced University men in the common schools, which now confined themselves to mere elementary work. In our secondary schools University men were still found, but their sphere of employment being contracted, their numbers decreased, and their experience became narrowed, until they lacked that system in their work which the Code had forced upon their certificated brethren in primary schools. Hitherto in Scotland the profession had been one body, now it formed two quite distinct classes. Of these one wanted experience and method, while the other was imperfectly educated, and had the lowest aims and the narrowest views. Protests were unheeded. A system, faulty to begin with, was developed in a still more faulty way. Mr. Lowe had persuaded the English squires and manufacturers that the education of the masses should

[1] Professor Bain in *Educational News* of 24th Feb., 1883.

[2] See the interesting account of "The Ferguson Scholarships," just published by the Secretary, Mr. M. S. Tait, p. 4.

be limited in amount and mechanical in kind, and that it could be regulated in the same way as the workhouse, or the cotton market.

But there were not wanting among us, even in these dark years, true educationalists, who kept the lamp alive, and by whose light we have been guided so far out of the Whitehall dungeon. In July 1862 there appeared in the *Museum* a remarkable paper by "*An Edinburgh Graduate*," on "Training Schools in Scotland," which attracted no little attention at the time. It set forth the anomalies of the system, its peculiar unsuitableness for Scotland, especially in its ignoring the Universities, the relation between which and teachers had formerly been so intimate and so beneficial. From this paper, even after the lapse of twenty years, it is still pertinent to quote the following passage—

"The special or professional training [of teachers] "might be provided by adding to the Faculties of Arts "a Chair of the Principles and Practice of Teaching, "and connecting it with a model or practising school "outside the University walls. During two full ses- "sions the student would give his attention to classics, "mathematics, and the English language and litera- "ture (his familiarity with the ordinary subjects of "instruction in an elementary school being secured by "the bursary entrance-examination); devoting the "summer session of each year to attendance on the "Chair of Education, and a study of organization and "methods in the model school."

Prof. Pillans and Mr. Lowe.

The scheme thus formulated attracted the attention of Professor Pillans, who, in his old age, was still seeking to realise the dream of his manhood. And so in the last year of his life, a patriarch in education, fired by professional zeal, offering £5000 for the cause which he had so much at heart, he went to London, and endeavoured to persuade the authorities to aid him in founding a Chair of Education in the University

of Edinburgh. But what a change! Instead of the Ministers who had in 1834 received him with "kindliness," he was met by Mr. Robert Lowe, who contemptuously declared that there was "*no science of education.*" Thus the project failed; and just as under Mr. Lowe's direction public education was reduced to dull and mechanical routine, so did his cold rebuff delay for a decade the smallest recognition of education as entitled to professional rank. Valuable years were lost in desperate struggles to show the hollowness of Mr. Lowe's scheme, and the necessity for higher aims in education, and the highest training in the educator. In the *Dick Bequest Report* of 1865 occurs the following statement so opposed to the views then current at Whitehall:—

Dick Bequest Report.

"It is only through a knowledge of psychology and "ethics that the schoolmaster can render to himself an "account of what he is doing, and can see to what "point his labours are tending. These are the two "pillars on which the whole fabric of education rests. "I do not mean to say that it is necessary that the "teacher should be a philosopher, but it is quite "indispensable that he should philosophize. . . . . "If he does not admit this, he degrades himself from "the position of an educated worker striving by means "of intellectual processes to reach certain well-defined "moral and intellectual results, to that of a mere "retailer of the alphabet, and of an inferior (because "male) nurse, and converts what is a profession, in "every sense in which that distinctive term is applic-"able, into a trade so unutterably petty and vexatious, "that only men of mean natures would willingly "adopt it." [1]

In direct opposition, also, to Mr. Lowe's declaration that there was no science of education, we have the testimony of the highest educational authorities, as in the following passage from an address on *Teaching as*

[1] Pp. 15-17.

a Profession, delivered by Dr. (now Professor) Donaldson at Stirling in April 1867:—

Professor Donaldson.

"There is a science of education, a science not "merely in its rudiments, but worked out with con- "siderable fulness; and those who have asserted the "contrary seem to me to betray their ignorance of "what has been done in this field, and their readiness "to pronounce an opinion before they have investi- "gated a subject."[1] He points out that the Arts course at the Scottish and English Universities leaves graduates quite incapable as teachers. He says, "I "taught Greek in the Edinburgh University, and I "taught Latin in the Stirling High School, and during "the first three years of this my teaching career, I "was groping in the dark. I had plenty of impulse, "and gave that to my pupils in abundance. But look- "ing back on these years, I now know that I need- "lessly put difficulties in the way of my pupils, that I "was ignorant of the nature of their minds, and made "mistakes in consequence. It was not until I had "made a thorough study of psychology, as it can and "ought to be applied to the minds of boys, that I saw "clearly the right methods to pursue. . . . The "teachers in the great schools of England are all highly "educated men, and yet the report of the Commis- "sioners states that their teaching, taking it as a "whole, has been a miserable failure. Why? Because "most of them do not know how to teach. They "employ methods that violate every law of psychology. "They persist in practices which psychology pro- "nounces injurious to the human mind. And you "will find, in the answers of some of them, opinions in "regard to teaching, which it is perfectly marvellous "that a sane man could entertain."

Assistant Commissioners

In 1866 Messrs. Greig and Harvey, the assistant Commissioners on Education, point out that the Normal Schools are all situated in University cities in Scotland,

[1] *Museum*, June 1867.

and go on to advocate complete University (including professional) training for some of our teachers, and combined Normal and University training for the others. And in the Third Report of that Commission, 1868, there is shown in an appendix a plan for combining University with Normal School training.

Dr. Fitch.

In 1868 Mr. Fitch, H.M. Inspector of Schools, in reporting on middle-class education in Yorkshire, says:—"Nothing is more striking than the very general "disregard, on the part of schoolmasters, of the art and "science of teaching. Few have had any special pre- "paration for it. Professional training for middle-class "schoolmasters does not exist in this country. It is "certain that many of them would gladly obtain it if it "were accessible. But at present it is not to be had. " . . . In every existing liberal profession, except "that of a teacher, it is assumed that special preparation "is needed, and for it provision, more or less perfect, is "already made. The great medical schools attach "themselves to hospitals, and in this way vast endow- "ments and sums contributed for benevolent purposes "have become available, in the most efficient manner, "in the professional education of surgeons and physicians. "Schools of law exist at the Universities; and in the "Inns of Court we possess ancient and wealthy corpor- "ations, with ample means for improving the character "of legal education. . . . But the scholastic "profession has no organisation, and is possessed of no "advantages analogous to any of these. . . . One "of the Universities should institute a Professorship of "Pedagogy, and should formally recognise in its teach- "ing, and by special examinations, the importance of "the science of education. . . . . One may hope "that a department will some day be created in which "an English University may offer honours in the prin- "ciples and history of education."[1] Reference must

[1] Report to Schools' Inquiry Commission on Schools in the West Riding of Yorkshire.

also be made to an able paper entitled "A Plea on Behalf of Professors of Education," which appeared in the *Museum* for March, 1869, and which will amply repay perusal. It declares that there "is absolutely "no provision for any one obtaining systematic instruc- "tion" in the science of education, and states "various "reasons why that would be best given in connection "with the Universities."

The vigorous discussions caused by the Education Bills, which were at this period annually introduced into Parliament, did not wholly absorb the attention of schoolmasters. In an address by Dr. Barrack, of Dollar, we find the following passage :—

"Why should not the schoolmaster have a profession "of his own ? There is the medical profession, law, and "divinity, why should not the schoolmaster have a de- "gree of his own, and elevate his work to the same "platform as that of divinity, law, or physic ?" Dr. Barrack.

In the presidential addresses to the Institute constant reference is made to education as a subject worthy of University recognition. Thus in 1870 Mr. M'Turk, F.R.G.S., after deploring the loss of the "golden "opportunity when the late Professor Pillans proposed "to endow a Professorship of Paideutics," goes on to advocate courses of lectures on education delivered in succession by eminent educationalists in each of our Universities. Acting teachers and students could, he thinks, attend them, and arrangements could be made "that University education and Normal teaching go "hand in hand, as the only real security for a race of "cultivated men, at once accomplished scholars and "skilful teachers—men of the traditional stamina and "acquirements of the world-famed Scottish teacher, "with all the superadded practical knowledge and skill "which the best modern training can impart."

At the conference of headmasters of English public schools, held at Birmingham in December, 1872, attention was directed to the want of professional training. English Headmasters.

Dr. Abbott, of the City of London Schools, said, "Personally, I feel that by some kind of professional training I should have been saved from many mistakes." Dr. Butler, of Harrow, expressed a similar opinion, and this conference and subsequent ones urged the Universities to remedy the defect.

Mr. Jolly, H.M.I.S.

A memorial, from the Northern Counties Association of Teachers, was considered at the meeting of the Educational Institute in September, 1873, and was supported in a stirring speech by Mr. Jolly, H.M. Inspector of Schools. The memorial drew attention to the fact that no professional training existed for teachers as a class, that Normal Schools were attended by a small part only of the whole body of teachers, and stated that the memorialists were "unanimously of opinion that professional training in the theory and practice of teaching should be provided in connection with our Universities." Four things were specified as important for this end :—

I. Professors of the science and art of teaching.
II. Lectures on method.
III. Practising schools with classes of all grades.
IV. An educational library, museum, and reading room.

A Committee of the Institute was appointed to report on the best steps to be taken to secure "the establishment of a Chair of Education in the Scottish Universities, with its complementary training machinery."

Meantime Mr. Jolly, who was most enthusiastic in the cause, advocated it with great ability; and his writings did much to remove misconceptions, and to give definite shape to the scheme. By articles in *The Fortnightly Review* and *The Schoolmaster*, by pamphlets, and by notices in his annual reports, he secured for it attention in the highest quarters. All interested in the question are advised to study two most able contributions by Mr. Jolly on "The Professional Training of Teachers," for which see *The Fortnightly Review* of

September, 1874, and the *Transactions* of the Social Science Association, which met at Glasgow in the same year. Similar views were urged by Professor Hodgson at the Norwich meeting of the Social Science Congress, and by Mrs. Gray and others at the Belfast meeting of the British Association. The press declared in favour of the movement both in Edinburgh and Glasgow, particularly the *Scotsman*, *Courant*, *Daily Review*, and *Glasgow Herald*, the last-named then under the direction of Dr. (now Professor) Jack, a high authority in all educational affairs. Everywhere the educational atmosphere was rife with the cry of "Chair! Chair!" and a response was soon forthcoming. The Press.

The Bell Trustees intimated their intention to give £10,000 to aid in founding Chairs of Education in the Universities of Edinburgh and St. Andrews. The plan was received with favour. Principal Shairp declared that, "in the endeavour to connect the training of teachers more closely with the Universities we have the intelligence of the country on our side." In Aberdeen a committee on new chairs held that a Chair of Education was the one most urgently needed. The University of Glasgow made no sign. It is somewhat characteristic of this University to exhibit less eagerness than that of Edinburgh in securing chances of academic extension. The latter has now eighteen chairs in the Faculty of Arts, the former only nine. Without committing oneself to an approval of the Edinburgh system, the warning of Dr. Lyon Playfair may be addressed to Glasgow— Bell Trustees.

"Unluckily the Universities allowed profession after "profession to slip away from them, because they could "not escape from their mediaeval traditions. Nothing "is more strange, for instance, than their abandonment "of the teaching profession, which was of their own "creation, while the older professions were rather the "creators of the Universities." [1]

[1] Address to Graduates' Association of St. Andrews in London, Dec., 1872.

The Bell Trustees, after formal promises of aid from the Government, found that certain Scotch members of Parliament, who ought to have known better, had come under the evil influences of the system propagated by Mr. Lowe, had unfortunately imbibed his spirit, and become afflicted with the craze for mechanical results. These were not confined to one political party, or to one religious sect, but combining to resist any grant they rendered futile the attempt to secure provision for Edinburgh and St. Andrews, and indirectly they caused the two other Universities to be left unprovided for. Though thus abandoned to their own resources, the Trustees persevered with their scheme, which resulted in the happy selection in 1876, as first occupants of the chairs, of two well-known educationalists, Professors Laurie and Meiklejohn.

Dr. Macdonald.

The Educational Institute continued to keep the subject in view. In 1874 Dr. Macdonald (now of the High School, Otago) gave in his Presidential Address lengthy advice as to the work of the chairs then contemplated. In the following year his successor, Professor Hodgson, laments the failure to secure a similar provision for the Universities of Aberdeen and Glasgow, and then goes on to say—

Professor Hodgson.

"Quite apart from the Training Colleges there is "ample room for professorships of the theory, practice, "and history of education. How many of our second- "ary teachers pass through no Training College, and "is acquaintance with the principles of education less "needful for them than for primary teachers? . . . . . "The first step upward is practically to proclaim that "professional culture, as distinguished from knowledge "of the subjects to be taught, is needful for every "teacher of every kind, and of every grade." He quotes Sir J. Kay-Shuttleworth, who says, "A well "arranged system of training would at once stimulate "professional *esprit de corps*, supply a basis of organi- "sation and induce a large number of men to look

"upon teaching as the work of their lives." Professor Hodgson thus concludes—"The professorship "is the essential nucleus of that which must ere "long be instituted a FACULTY OF EDUCATION, equal in "dignity and completeness to that either of medicine "or of law."

And at the Annual Congresses of the Educational Institute of Scotland (which include not teachers only, but all whose interest in education induces them to attend) the same opinions have been expressed and approved of again and again. At the very first of these Congresses, held in Glasgow in 1874, the whole question was admirably put before the meetings by Mr. Dalglish, M.A., of Edinburgh, and Mr. Glasgow, of Alloway. At the Aberdeen Congress of 1876 Professor Black, in advocating a degree or diploma in Education to be given after University training, said—

"Nothing will tend more to rehabilitate our whole "system of education, and restore it to its ancient "lines, in so far as such restoration is desirable or "possible, than the admission of a large number of "teachers with such a qualification." In the discussion which followed it was remarked by another Professor that "there was no reason whatever except custom "and Conservatism, for there being no University "degree for teachers," and an ex-President of the Institute (Dr. Macdonald) maintained that the platform for the teachers was the University platform, because that was the platform on which all the other professions were trained; and because this was most in harmony with our national traditions in Education.

Prof. Black.

During 1876 and 1877 the late Universities' Commissioners collected an immense mass of evidence, examining, among other points, into the propriety of instituting new chairs. There was a remarkable agreement among most authorities on the question of Chairs of Education. It was maintained that for our higher schools the M.A. with honours should be

Universities Commission, 1876-8.

demanded, for our better parish and village schools the M.A. pass might suffice, and that for inferior posts it was desirable to revive the old degree of B.A., or to institute a Literateship in Arts, to meet the case of many who could not take the full curriculum, and whose University qualification might nevertheless be recognized. But it was again and again urged upon the Commission that some attempt should be made to secure the power of communicating in school the knowledge which the teacher possessed, and to point out the application of those principles according to which the mind is developed, habit and character formed, and culture acquired. Instruction in Method, and in the History of education, as illustrative of both theory and practice, was also advocated. In their Report the Commissioners say—"As Chairs of Education are a "recent and somewhat experimental institution, we "refrain from making any special recommendation in "regard to them."[1] As the evidence is of the greatest value, and not now very accessible, the opinions of some Professors and distinguished teachers are subjoined.

Professor Black of Aberdeen, in recommending the revival of the degree of B.A., or as the Commissioners prefer a certificate in Arts, says—

Prof. Black.

"It would serve along with suitable instruction in "methods of teaching, as a basis for a teacher's "diploma . . . The new degree would be granted upon "five subjects, on the same standard as the M.A. "degree, but covering a less area. I may mention "that this was the scheme practically agreed to by the "four Universities, two or three years ago, as the basis "of a teacher's diploma, and that it was, I venture to "think, within an ace—if I may use such an expres-"sion—of being accepted by the Education Department "in London, had not ecclesiastical jealousies somewhat "interfered. It is evidently a felt want all over the

[1] Report, Vol. I., p. 63.

"country, and the feeling has found frequent and "varied expression." He thinks it "very desirable" that "we should have a Chair of Education [at Aber- "deen]. In the meantime, if a teacher's curriculum "and diploma be instituted, as I trust it will, in the "form of a B.A. degree, or otherwise, we might make "other arrangements for giving teachers a knowledge "of method, but no plan of doing so would be so satis- "factory as a Professorship of Education."[1]

These, be it remembered, are the words of one who had for years, as an Inspector of Schools, unequalled opportunities of observing Aberdeen graduates at work, in elementary and superior primary schools, in the Dick Bequest counties, so peculiarly the home of graduate teachers.

Professor Geddes thinks "that it is with teachers as "it is with poets, they are born, and can hardly be "made." Yet he allows that "knowledge of the "history and movements of Education . . . may de- "velop an aptitude which is already inborn;" and he says—"There has been a movement towards what is "called a teacher's degree, with a certain flexible course "for a biennial curriculum. The scheme for a teacher's "degree or diploma, after a two years' curriculum, "seems to me to fit in well with this scheme of a "minor degree."[2] Prof. Geddes.

Professor Struthers declares that "a Chair for the "Theory and Practice of Education, which Edinburgh "and St. Andrews already have, seems essential if the "Scottish Universities are to attend to the education of "teachers."[3] The Rev. Professor (now Principal) Pirie is, however, of a different opinion. He objects to and would abolish Chairs of Education, Rhetoric, English Literature, &c., because "there cannot be "much taught by them," and Moral Philosophy he Professor Struthers. Prof. Pirie.

[1] *Report Univ. Com.*, Evidence, 6366 and 6388.
[2] *Ibid.*, 5301, 5337.
[3] *Ibid.*, 7834.

specially attacks as "very useless, and indeed may be "mischievous." He objects also to the office of Principal in a University, for the Principal "has nothing "in the world to do . . . and must be apt to make a "fuss about trifles." The originality of the evidence of this witness afforded much amusement to the Commissioners, and gave one of them the impression that the Doctor held that "Plato and Cato had a sense of moral "obligation, but they ought not to have had it."[1] We may then assume that any pertinent evidence from Aberdeen is in favour of the recognition of Education in the University curriculum.

Professor Crombie.

From the University of St. Andrews we have the testimony of Professor Crombie. "The University, ten "years ago, thought that a degree to be obtained by "teachers was a desirable thing." He states that the Government favourably entertained the scheme, but on account of ecclesiastical jealousies it was abandoned. He adds that "to qualify teachers for secondary schools, "it might be desirable that a teacher's degree were "instituted. We have now a Professor of Education "in the Universities of St. Andrews and Edinburgh, "and these gentleman would supply the theoretical "knowledge which every teacher should have, while the "University would give a diploma certifying his fitness "for the office of teacher of a secondary school."[2]

Sir Alex. Grant.

Sir Alexander Grant, Principal of the University of Edinburgh, gives a scheme of options in the higher studies for the degree of M.A., by which he manages to recognize for graduation every Chair in that University except the Chair of Education, regarding which he merely states that diplomas should be given to teachers.[3] This exclusion of the Education Chair from the options led to a protest from the General Council, which, at a well-attended meeting in October 1879,

[1] *Report Univ. Com.*, Evidence, 2659-2673.
[2] *Ibid.*, 3588.
[3] *Ibid.*, 150.

carried a motion by a large majority to include education among the subjects qualifying for the degree of M.A. in the event of any changes being made.

Professor Calderwood thinks it of great importance "to provide for an increased number of teachers coming "to the University." He is inclined to have a special "diploma for teachers after two years' attendance, or "another degree for teachers of primary schools; and "there might be included, to a certain extent, the "assistants in secondary schools if the diploma included "classics, which, I should think, it very commonly "would do. I think that at present we want very "greatly to encourage study at the University on the "part of those who are preparing to be teachers in "primary schools, our sole hope of success in general "education being to raise the standard of culture and "attainment on the part of the teachers."[1] Professor Calderwood.

In the University of Glasgow, the evidence of Principal Caird, and of Professors Ramsay, Veitch, and Caird, is in favour of restoring for teachers the B.A. degree; while Professor Young complains that "the proposed Pædeutic chairs were solely for men, and "nothing has been done for the large number of women "who pass above 20 per cent. higher in all depart-"ments than men." Sixty-seven per cent. of teachers are women. He therefore thinks "it is desirable there "should be some provision for giving them a Univer-"sity stamp," and states that some of his colleagues "would assent to a University degree or certificate of "some kind."[2] Prof Young.

Space will allow us to add only the testimonies of Dr. Bryce of Glasgow High School, and Dr. Macdonald, Rector of the Academy, Ayr. Dr. Bryce urges the establishment of Chairs of Education in Glasgow and Aberdeen, and shows how the University and Normal School can be correlated. Dr Bryce.

[1] *Report Univ. Com.*, Evidence, 7092, 7096.
[2] *Ibid.*, 1790, 1792.

"No measure," he says, "would tend more to raise "the status of the teachers than the certificate of "the Professor of Education for knowledge of the "science and skill in the art of education."[1] Dr. Macdonald wishes a "diploma, degree, or certifi- "cate," for teachers. "There is such a degree for "medicine, divinity, and law, and I think there ought "to be something of that kind for the teaching "profession."[2] Similar evidence was given on behalf of the teachers by Mr. William Sewell of Eastwood, and Mr. Somers of Collessie, parochial schoolmasters of high standing and long experience.

Dr. Macdonald, Ayr.

Alford Association.

In his Presidential Address, 1879, Mr. Duncan of Inchture advocated the establishment of an Educational Faculty. In the same year the Alford Local Association forwarded an overture in favour of "professional "degrees in education for teachers." It is remarkable that this overture should come from an association, the members of which are *alumni*, and three-fourths of them graduates in Arts of the University of Aberdeen. The possession of the coveted degree of M.A. did not reconcile these teachers to the relation of the Universities to their profession. The Secretary to the Board of Examiners was requested to "draw up a scheme for "accomplishing the object desired." But in consequence of discussions on the mode of electing the General Committee, and on tenure of office, the subject was not proceeded with.

Stirling Congress.

At the Stirling Congress of 1881, the present writer said, "A university should be many-sided, and if it has "room for medical men as such, for engineers as such, "for lawyers as such, would it be degraded, or would "it depart from the function of a university, if it were "to provide for teachers as such? Until this end be "realised, the words of Dr. Playfair will still be true: "'It is strange that the very art, which has for its pro-

[1] *Report Univ. Com.*, Evidence, 9116.
[2] *Ibid.*, 5493.

"'fessed object to lay the foundations of every profes-
"'sion, has for itself no recognition as a profession in
"'this country.' In former times, as I have shown, it
"was not so. Dr. Playfair, however, regards the time
"as near when 'the Universities will doubtless revert
"'to their ancient practice of giving special degrees for
"'teaching.' Educational faculties cannot be difficult
"to organize in Universities which contain educational-
"ists of the stamp of Professors Geddes and Bain,
"Meiklejohn and Crombie, Laurie and Calderwood,
"Ramsay and Jack."

On the 11th May, 1882, a meeting was held in London of Heads of Colleges, Masters of Grammar Schools, Middle Class Schools, and others interested in the higher education. It was resolved to open a Training College for Teachers of Higher Class Schools. A suitable guarantee fund was raised, and on the 19th February, 1883, the Finsbury Training College was opened under the auspices of the most distinguished teachers in England, whose honoured names appear among the Members of Council. The object is to prepare intending teachers for the certificate of the Cambridge Syndicate and the diploma of the London University. For details see *Appendix E.* Finsbury College.

At the Aberdeen Congress in January last the Rector of the Aberdeen Grammar School expressed a similar opinion—"One change, I am sure, you will all agree is "desirable, and that is that there should be in our Arts' "Faculties a sub-faculty of education and a teacher's "degree. With a system of options, and the institution "of Chairs of Paideutics in all our Universities, and "with our Normal Schools affiliated to the Universi-"ties, I can imagine a state of matters when our future "teachers, both elementary and secondary, both male "and female, could all get a University training. Then, "corresponding to clinical education in medicine, there "would require to be certain practising schools open to "students intending to be teachers. . . . Teachers Aberdeen Congress, Mr. Moir.

"have a perfect right to assert their claims to be en-
"rolled amongst the professions, and I am sure the
"great mass of the Scotch people would hail with plea-
"sure their recognition in that capacity. We are the
"coming power in the country. The Church and the
"Press must give us a place beside them as the educa-
"tors of the people, as the producers of good citizens,
"and the preventers of crime and immorality." At the same Congress an Aberdeen Professor declared that a "teacher's degree would be an admirable "thing." He had been in favour of a Professor of Education in each of our Universities. Such a position should, he thought, be highly esteemed, for the "high-
"est of all functions was to be a teacher of teachers."

Stirling Association.

A month ago the whole question was discussed by the Stirling Association, and opinions expressed by Mr. Jolly, H.M. Inspector of Schools, Mr. Hutchison, M.A., of the Stirling High School, Mr. Watson, Tillicoultry, and others well known in the educational world. The following resolution was unanimously adopted;—"That "it be represented to the General Committee of the "Institute that a special committee be appointed to "take immediate and practical steps in connection with "the reform of endowments, and the expected Univer-
"sities Commission, to promote the institution of Chairs "of the Institutes and History of Education in the "Universities of Glasgow and Aberdeen; to secure "the foundation in all our Universities of a teacher's "diploma, with a sub-faculty of education; and to ob-
"tain the recognition of the diploma by the Education "Department."

Dundee Association.

The Dundee Association at their last monthly meeting (March) also approved of a motion, of which notice had been given, in the following terms:—"That this branch "of the Institute consider the propriety of establishing "Professorships of Education in the Universities of "Glasgow and Aberdeen, and that the Normal Colleges "be put in connection with the Universities."

The history of the movement for the recognition of education as a University subject has thus been traced to the present time. It is not a movement of recent date. In Scotland it has been advocated for more than fifty years. The profession has ever sought to realise the ideas of Professors Pillans and Ferguson. They and most of the early leaders have now passed away, and have left for this generation the sacred duty of completing a work which the labours of half a century have done much to advance, and for the accomplishment of which the present seems a favourable opportunity.

II.—PRESENT POSITION.

We now proceed to consider *How far has University recognition of Education been conceded, and to what extent has the Profession benefited thereby?*

Bell Chairs.

It has been urged that in the Bell chairs at Edinburgh and St. Andrews education has been sufficiently recognised in these Universities; and it will now be asked what the result has been? It will not be difficult to show that these chairs, while left to starve by Government, notwithstanding solemn pledges, have not been awarded their due position in the University curriculum, and that any conclusion drawn from their past is therefore no index to their future, when their rightful claims shall have been allowed. Besides, it is well known that the University of St. Andrews is suffering from causes which affect all its chairs; and it would be marvellous if a new chair should not have been specially afflicted. During the present session it is gratifying to learn that a good attendance, all things considered, has been secured. But the energetic movement now being carried out in Dundee points to its new University College as the appropriate sphere to which to transfer the Education Chair at St. Andrews. In his evidence before the Commission Professor Meiklejohn states that while he had but 10 students at St. Andrews, a

St. Andrews.

course of lectures given by him in Dundee was attended by 87.

Edinburgh University.

But what of Edinburgh? That University illustrates in a most remarkable manner the difficulty which corporations have in adjusting themselves to the times, the tendency to go on in the old way, even when that way is shown to be no longer the best, nay, even when it is positively injurious to the body as a whole. No Scottish University has so much profited by the rapid extension of the Arts and Sciences as Edinburgh. In recent years seven chairs have been added to what in the Calendar is called the *Faculty of Arts*, representing various branches of modern investigation, thought, or culture. There are now in Edinburgh no less than eighteen chairs in the Faculty of Arts, yet of these only seven qualify by attendance for graduation. Why are the eleven others thus ignored or despised? Because of mediaeval traditions regarding the *trivium* and *quadrivium* of the old curricula.[1] Even these traditions are not strictly observed, else the Chair of Music should have been admitted into the magic seven, which number has ever been the perfect one in the Arts' course.[2]

Surely the Executive Commission will teach all the Universities rightly to reflect the scientific and cultured aspect of the new professions, which have been so tardily recognised, or so persistently ignored, and will show Edinburgh how to group her chairs of

History,	Engineering,
Astronomy,	Geology,
Agriculture,	Political Economy,
Music,	Education,
Philology,	Fine Art,

[1] *Lingua, Tropus, Ratio; Numerus, Tonus, Angulus, Astra.*

[2] In his evidence before the *Universities Commission* in 1876, Professor Fraser, of Edinburgh, speaks of "the anomalous position of nine chairs in "the Faculty of Arts—or so-called Faculty of Arts. . . . . These nine "chairs, with others in prospect, are not in any faculty at all, in the sense "of being connected with the curriculum."—Evidence, 2221. Glasgow University has two chairs in a similar position.

and (last, but not least) Celtic, so that they shall no longer appear as mere excresences on the Faculty of Arts, but have their due influence allowed, and their true positions conceded.

The Chair of Education has suffered greatly because attendance on it conferred no academic distinction. Now to teachers, the class for whom the chair is specially designed, academic distinction is of the first moment. From its foundation, therefore, this chair has laboured under a disadvantage relatively greater than that of any of the other unrecognised chairs. Whatever excuse may be found for such treatment in the well-known conservatism of a University, there can be none for a disability to which the chair has been subjected by the Education Department. For some years the Education Department has recognised the attendance of Normal students at certain University classes in Arts and Science. The Department carries forward to the Training College examination in December, the Professor's mark for each student, and exempts the latter from examination in the same subject at Christmas. The Department also defrays a portion of the University fees. Will it be credited that the Department refuses to recognise in this way attendance on the Chair of Education? It was said that the principles of education were taught to these students in the Training Colleges. The reply was—So are Latin, Greek, and Mathematics, &c.[1] The Department then took refuge in the excuse that the Chair of Education was not recognised by the University itself as qualifying for graduation. But the choice of classes is regulated by the Code, under powers conferred by the Education Act of 1872, and not by the University; and the Code is moulded by the Department. Thus the Department has homologated what is either a fail-

Education Department and Chairs of Education.

[1] It was also pointed out that the Chair of Education, while adapted to secondary teachers, formed an advanced class in education for the Training College students.

ing or a fault in the University, and stultifies itself, when so much power is committed to it, by pandering to a relic of mediaeval scholasticism. And thus officialism has done its utmost to deprive of the advantages of this chair those for whom it is specially designed. But notwithstanding these disabilities the Edinburgh Chair of Education has been most successful under the direction of its able occupant. The class has steadily increased in numbers, and is now the largest optional class in the University. The writer has occasionally been privileged to listen to the Professor's lectures, and can testify that no more earnest class can anywhere be found than the 30 or 40 hearers there assembled. Among those who have attended the class are many distinguished teachers, and one of the medallists now occupies a Professor's chair in another University. We shall afterwards show how this success has influenced the English Universities, and caused them to take up a new position with respect to Education.

Success of Edinburgh Chair.

College of Preceptors.

But first let us again direct attention to the proceedings of the College of Preceptors, a body which has done much for middle-class education in England. Under their auspices the late Mr. Joseph Payne delivered a series of lectures year by year beginning in 1873. Examinations were held and diplomas awarded. Besides examinations in general knowledge and in special selected subjects, candidates were examined in Logic, Mental and Moral Science, Physiology, and the History of Education. Since the death of Mr. Payne lectures have been regularly given by distinguished educationalists, among whom we may name Mr. Fitch, Mr. Quick, Mr. Sully, the Rev. Canon Daniel, Mr. Oscar Browning, Professor Meiklejohn, Mr. James Ward, &c.[1] The diplomas are valued, the training is more valuable still; but the experience of the College of Preceptors, like the early experience of the Educational Institute of Scotland, showed that

[1] See Calendar of the College of Preceptors. See also *Appendices D. and H.*

a University connection was necessary to enable the diploma to carry weight. The success of the Edinburgh Chair encouraged the College of Preceptors to apply to the University of London, and in January, 1879, the Convocation of that University appointed a committee to inquire— University of London.

(1) Whether it was advisable to institute examinations in the theory and practice of education?

(2) What was the best form for such examinations to take?

The Committee got reports on these points from many authorities, Rev. Dr. Abbott, Prof. Laurie, Mr. Quick, Mr. Philip Magnus, M. Duruy, Minister of Education in France, Professor Meiklejohn, Mr. Isbister, Principal Faunthorpe, Mr. Matthew Arnold, Mr. Oscar Browning, &c., &c.[1] As a member of Convocation of the University of London, the writer is in a position to state that the evidence of Professor Laurie had the largest share in influencing that body not only to undertake examinations in education, but also in determining the special form which the examinations should take. Convocation recommended the granting of a *degree* in Education, but the Senate resolved to begin by issuing a *certificate* only, to be called "The Teachers' Diploma." The first examination has been held this month—March, 1883. For details of the scheme see *Appendix G.*

Meanwhile the Universities of Oxford and Cambridge had been observing the movement in Scotland and London. In Oxford the Council took some steps to inaugurate a scheme, but both Oxford and London were soon distanced in the race by the speed of the Cambridge "*Teachers' Training Syndicate*," which arranged for three courses of lectures followed by examinations for diplomas. The first lectures were delivered in 1879 and 1880 by Mr. Quick, Mr. Fitch, and Mr. Ward. The lectures of Mr. Fitch have been University of Cambridge.

[1] See *Report to Convocation*, May 13th, 1879.

published, and form a most acceptable addition to our educational literature. Among the subsequent lecturers have been Mr. Oscar Browning and the Rev. Canon Daniel. For details, see *Appendix F.*

Education Department.

A year ago the Education Department. watching the progress of events in London and Cambridge, suddenly informed the Training Colleges that Logic and Psychology would henceforth form the greater portion of the examination of senior students in the paper on *School Management.* Their programme is "the training of the "senses and of the memory; the processes of reasoning; "the order in which the faculties of children are devel- "oped; the formation of habits and of character;—all "considered in their application to the methods of teach- "ing and of moral discipline." The lecturers in Training Colleges are advised by the Department to illustrate educational principles by reference to the works of Pestalozzi, Fröbel, Arnold, etc.; and two of the papers set at Cambridge on the Theory and Practice of Education are reprinted in the English *Blue Book* for last year, with the intimation that "most of these questions "should not be beyond the reach of the average student "if the subject has been steadily taught throughout his "training." As shown by the questions set in December last[1] the Department interpret their programme as including Logic Deductive and Inductive, Psychology and Ethics as applied in Education—in fact, the scientific principles on which our practice is based, or the philosophy from which we deduce our methods, and estimate their value. A hint is given that even junior students will be expected to prepare some portion of a course in which education is treated from the philosophical standpoint. Keen is the irony of fate! Twenty years ago the chief of the Education Department declared there was no science of education; ten years after, his successors announced themselves favourable to Chairs of Education, but unable to aid them;

Training Colleges.

[1] See *Appendix K.*

ten years later still, they compel students to be taught, and ask them to believe in, the science of education, because it is recognised in Cambridge. Who can tell what ten years more will accomplish? At present Scottish ideas are not entertained unless they come by way of Cambridge and London. Yet none the less have Scottish ideas triumphed, though fifty years have been lost, and due acknowledgment has not yet been conceded. The constant agitation of the past, the present partial recognition, the inconsistent position of the Education Department, the well-known candour of Mr. Mundella and the energy of Lord Rosebery, and also the unanimity of clergymen, professors, doctors, lawyers, and teachers in congress at Aberdeen, should encourage the Institute anew to formulate its views, and approach with confidence the Endowed Schools Commission, and the Universities' Executive Commission, as well as the Education Department itself, assured that, in the interests of the country, their righteous demands can no longer with safety be refused.

III.

University recognition of Education.

In the preceding pages it has been shown that four of the British Universities, Edinburgh, St. Andrews, Cambridge, and London, have conceded the claim of education to University rank, and have made some provision in acknowledgement thereof. Oxford has approved of similar action, which will soon take definite form. Aberdeen is as anxious now as in 1859 and 1874 to secure a Professor of Education. Glasgow alone of the great British Universities has made no sign. It has already been stated (page 17) that this University has never exhibited the anxiety to adopt new chairs which has characterised her Edinburgh sister. In consideration, too, of the extraordinary effort she has lately made to raise the finest pile of University buildings in the kingdom, much may be

University of Glasgow.

forgiven her. She has of late rather directed her attention to the deficiencies of her entrants; and she has proclaimed these deficiencies so loudly that her prestige has suffered in the eyes of her sisters; whereas she sought only to point out the chaotic state of secondary education, and to rouse the country to action for its improvement. But now Glasgow is left alone on this question of *Education as a University subject*, and it would be folly were she to let slip the occasion of the present movement, and not assume her proper position regarding it.

Bell Fund in Glasgow.

The Town Council of Glasgow have charge of £10,000, left them for educational purposes by Dr. Bell, the founder of the Madras System. An Act of the Court of Session compelled the Town Council to aid from this Fund the Sessional Schools of Glasgow, on condition of their teaching according to the Madras System, which has long since been superseded or abandoned. Moreover, these Sessional Schools have now all but ceased to exist, and the Bell Fund is unapplied. Can a better use be suggested than in founding a Chair of Education in Glasgow? The Chairs of Education in Edinburgh and St. Andrews derive their endowments from the Bell Trustees. We may be sure the Edinburgh University would not let slip so *golden* an opportunity as is now afforded to the University of Glasgow.

It has been stated that a Professorship of Education is not enough in any University. More is wanted: the recognition of education as a subject in which academic distinction can be attained. At present nothing better than a certificate or diploma is granted. Perhaps we could hardly have expected more, for these chairs have not yet been seven years in existence; and it is little more than two years since the first University diplomas were issued. It is not intended in this essay again to answer the objections which have been urged against such a recognition of education. Many of these have been answered by

Diploma in Education.

abler hands.[1] But a few new objections may be noticed.

Objections—Too many Degrees.

Degrees in Education have been objected to because a multiplicity of degrees is undesirable, and might lead to applications for other degrees. Why not? Every new claim must be considered on its merits. Whoever raises this objection must hold that the increase of knowledge is to be regretted, because it may compel the Universities to cast off their mediæval bonds, and keep up with the progress of an age little tolerant of such restrictions. Does the objector sigh for the return of that time, when each Professor, as *Regent*, conducted his class in successive years through the whole of the University curriculum? Division of labour, here as elsewhere, has led to advance, and further division is quite inevitable, and must be provided for. The English Universities, ignorantly supposed in Scotland to be so unprogressive, are alive to the necessities of the age. The University of Cambridge, for example, has just sanctioned a special examination in Modern Languages, and the Board of Studies is now engaged in arranging for a Modern Language Tripos. When shall we reach so liberal a scheme in Scotland? The objection to a multiplicity of degrees could come only from a Scotchman; for in Scotland alone has it been the practice for the majority of students to leave the University without graduation. Twenty years ago the Scotch degree of M.A. was so little valued that it was seldom taken even by excellent students.[2] Of late years the popular feeling has on the whole been in favour of graduation, and in consequence the Universities have been able to raise the standard considerably. This feeling they cannot too carefully try to extend; for in so doing they will

[1] See Professor Laurie's *Inaugural Address*. See also the Inaugural Address before the Cambridge Syndicate, *The Schoolmaster Past and Future*, by Rev. R. H. Quick, M.A.

[2] In 1876 the Very Rev. Principal Caird estimated the proportion of graduates to students as 1 to 26.—*Univ. Com.*, Evidence, 304.

enefit themselves, the country, and the cause of progress and culture.

Practising Schools.

We are also told that it is undesirable for the Universities to undertake the training of teachers because Practising Schools may be found indispensable, and that it is not proper for the Universities to establish these, and thus conduct work outside their proper sphere. The same argument might be applied as an objection to University training for the medical profession, because Hospitals and Dispensaries are necessary for clinical and other instruction. But, as in these cases, special arrangements can easily be made in University cities. Thus in Germany "the Normal Seminaries are connected with the different Universities, and designed, in general, to give the future schoolmaster a more firm and thorough grasp on the matters he studies there . . . and to introduce him to the practical requirements of the profession of schoolmaster."[1]

But such wants are easily met. Hardly have the Universities of Cambridge and London shown the need for such schools, when one is opened by private effort, under distinguished patronage, and a handsome sum subscribed to maintain it during the initial struggle necessary to secure a permanent self-supporting basis.[2]

Not injure Training Colleges.

Others object that Chairs of Education and the corresponding degrees will seriously injure the training colleges. This was the great point in the Parliamentary opposition to the chairs in 1874, but it has never been the opinion of those best able to judge. The first Rector of a Training College in Scotland, the Rev. Robert Cunningham, M.A.,[3] who had taught in America, and who was well acquainted with education on the Continent, writes to George Combe in 1840, and recommends "the attaching of model schools, and a

[1] *Matthew Arnold*—Higher Schools and Universities in Germany.
[2] See account of Finsbury Training College—Appendix E.
[3] Of the Glasgow C. of S. Training College, Dundas Vale.

"Professorship of Education to the existing colleges "[*i.e.*, Universities] rather than the establishing of "distinct Normal seminaries."[1] In 1867 the Rev. James Ridgway, M.A., F.S.A., Principal of Culham Training College, advocated "the establishment of an "educational faculty, co-ordinate with those of divinity, "law, and medicine, already existing; which is the "course adopted by other Universities in Europe." Mr. Fitch, H. M. Inspector of Schools, and once himself the Principal of a Training College says —"In France, Germany, and Italy, all the parts "of the educational system are interwoven, and "strengthen one another. The Normal Schools are "available for teachers of *all* kinds, and are connected "with the Universities, and under the supervision of "their authorities." Similar views were expressed in 1869 by the Rev. George Rowe, Principal of the York Training College. The intimate connection for more than five years of the present writer with a training college enables him to add his testimony to the above.

The Education Committee of the Church of Scotland, in their Report to the General Assembly in May 1875, say, regarding the Chairs of Education then contemplated, "They will not in any way interfere "with the Normal Institutions, but they will be made "conducive to the efficiency of these, the most promis-"ing students in them being aided to complete their "studies at the Universities. The high standard of "qualification which has ever distinguished the par-"ochial schoolmasters of Scotland will thus, it is hoped, "be fully maintained. The Chairs will be put on a "purely theoretical basis—their occupants giving lec-"tures on the science, the history and literature of "education, the practical work of training for our "public schools being left, as at present, with the "Normal Institutions."[2]

[1] G. Combe's *Notes on the United States*, Vol. III., p. 444. See also Mr. Jolly's *Education, G. Combe*, pp. 649-650.

[2] Report, 1875, p. 15.

On the other hand the present partial union of the Universities and the Normal Schools has been found to work well from the University point of view. Since the course for Normal students was satisfactorily arranged for, three years ago, Professors Ramsay, Jack, Jebb, and Veitch have been loud in praise of the methodical habits and careful preparation of these students. Similar testimony comes from Edinburgh.

Strange to say the greatest anxiety to prevent the Universities from trespassing upon and injuring, as is alleged, the Normal Schools, is displayed by those who have done little, if anything, to aid Normal Schools in the struggle which they have made for years to keep advancing and worthily to meet the progress of the age. It cannot be too soon explained to these pretentious friends that it is high time they were showing the value of their approval by the amount of their support. The University training of Normal students to be efficient entails a large outlay, an additional source of expense, without any corresponding source of income beyond partial aid from the Education Department, which takes much credit for the good results, but is jealous of the expenditure. Perhaps it may just be as well to tell the whole truth—which is, that the combined Normal and University training of male students is now so very costly that no Normal School for males can be carried on except at a large yearly loss, which is met in Scotland by the fees charged female students. Training Colleges for females are self-supporting institutions. The staff is not costly, and each student is a source of income. But those for males are costly, as demanding a superior staff and expensive apparatus; while, as has been shown, each student is a source of loss. So true is this that of late years all the Training Colleges in Scotland have reduced the number of masters in training, and increased the number of mistresses. The consequence is that the supply of trained masters is not now equal to the demand. In the Glasgow Church of Scotland

Training Colleges for Males costly.

Training College, within two months after Christmas last, all the outgoing class of male students had received appointments. A greater number of male teachers must consequently be drawn from other sources, thus increasing the large contingent of graduates, undergraduates, &c., which has ever formed a very important element in our schools, and for which no professional training has been obtainable. Apart from the Normal school students, this source of supply would provide an excellent class for the Professor of Education, if attendance on his chair had attached to it academic or scholastic merit by the University itself.

Minor Degree for Teachers.

Some have advocated the institution of a minor degree, for which, say, five of the present classes in the Arts' course, and the class of education should qualify for graduation. The writer's experience as a teacher is against leaving the choice of classes wholly optional. He believes that a system of various groups will be found more useful to the students, and more intelligible to the community, than the random and grotesque selection by students as yet ignorant of the subjects upon the choice of which they are called to decide. If our Universities truly reflected the scientific investigation, culture, and thought of the age, suitable groups of classes could easily be formed. But in the absence of chairs of Philology, History, Modern Languages, &c., the grouping is beset with difficulties.

Some inquiry among Scotch graduates has satisfied the writer that the project of a minor degree in Arts will receive little support from them. In the dearth of graduates some time ago, it was proposed to revive the B.A. degree to prevent the General Councils from extinction. But graduates are now more numerous, and it is averred that improved and cheap text-books, cheaper secondary education, improved University teaching, more numerous and more valuable bursaries, and Training College subsidies, now render it easy for

anyone of moderate industry and ability to take the degree of M.A. and the education class also.

M.A. Pass Degree low.

Others again complain that the present M.A. pass degree is so low that a lower must not be thought of. It is somewhat astonishing to find this view supported by two of H.M. Inspectors of Schools, who do not speak without experience. We should be glad to learn that their experience is exceptional. Mr. Dey says, "Boys of the class attending public schools will "seldom go to the University unless they are able to "win a bursary at the annual competition. But the "standard for a bursary has advanced so much in "recent years, and the attainments of teachers in Uni-"versity subjects have receded so much that neither a "Normal-school man nor an average M.A. is qualified "to teach a boy for the bursary competition. . . . "Certainly intercourse with men does not leave on "one the impression that all culture and knowledge is "wrapped up in an M.A."[1] In similar terms Mr. Marshall reports, "The majority of graduates wade "through the different branches much as infants learn "reading, and their scholarship is by no means above "the average."[2] The general belief, however, is that the M.A. degree has never been higher in Scotland than in recent years.

"Nothing in Education."

There are those, again, who take the opposite view that the M.A. course is of itself perfectly sufficient, embracing, as it does, a large part of the field of general knowledge, and including logic, psychology, and ethics, from which a "mere bundle of deductions" is derived and dignified with the name of principles of education. There is really *nothing in it*, say these critics; the history of education can be read and studied without aid, and method can only be learned in the schoolroom. In like manner it might be urged (indeed it has been urged), that there is nothing in engineering but mechanics and physics applied, and that practical skill

[1] *Report on Education*, 1881-82, p. 127. [2] *Ibid.*, p. 130.

can be acquired only in the field. But under Macquorn Rankine, Thomson, and Fleeming Jenkin, Chairs of Engineering have proved of the highest national utility. Closely examined, even ethics and psychology are similarly resolved. Just so, too, we might argue against the scientific treatment of agriculture, for the so-called science is but a "bundle of prin-"ciples" drawn from botany, geology, chemistry, meteorology, &c. But is not the State at this very moment almost bribing every evening class to study agriculture as a science, and believing that it exercises a true and wise economy in the outlay?

Much in Education.

The contrary opinion rather is the true one. It is not true that there is "*nothing in education*," it is true that there is much, very much, in it. In their memorial to the University of London, the College of Preceptors say:—"Their own experience, extending over "a quarter of a century, in the examination of teachers "for diplomas, has satisfied them that the range of "knowledge and independent reflection that might "fairly be included in an examination for an educational "degree is quite equal to that required for degrees in "medicine and law; while the amount of intellectual "effort required for a mastery of the subjects coming "within its scope is certainly not inferior. . . . The "logical and necessary corollary is the institution of a "degree in education, which will gather up and give "unity and consistency to various independent lines of "preparatory study, and at the same time, by giving "it an academical stamp, impart a new aspect to the "teacher's calling, and endow it with fresh claims to "public recognition and respect."

Educational Faculty.

And hence we are not surprised to find an objection raised by some on this very ground that education is a subject too extensive to be dealt with from a single chair. We accept the objection, and urge it as an argument for a special faculty formed by grouping chairs, and granting a degree corresponding to B.D.,

LL.B., M.B., &c. Philosophical training is essential in the teacher. Of the five divisions under which philosophy is now commonly arranged, viz., Logic, Psychology, Metaphysics, Ethics, and the History of Philosophy, the two first should be required of every teacher. If Chairs of Education were established in all the Universities, then the present L.A. certificate could easily be converted into a teacher's degree or certificate of the lower class qualifying for primary and higher primary schools. Education,[1] Logic, and Psychology should be compulsory, and the student should be allowed an option as to three or four other classes in the Arts course. We should thus obviate the difficulty caused by the loss of the B.A. degree in the Scottish Universities, the restoration of which was advocated so strongly and from so many quarters before the late Universities Commissioners. It does not however seem possible to revive the title of B.A. in Scotland. The tendency of the age is toward specialization, and hence B.E. (Bachelor in Education) seems the correlative of L.A., LL.B., &c.

Higher Degree.

For the degree of M.E. (Master in Education), we might have the Education class, three of the five philosophical classes, and the M.A. pass standard in the other subjects of the Arts course. For specialists the degree of M.E. might be given on attaining the M.A. pass standard in Philosophy, and the M.A. Honours standard in Education and in one of the following groups :—

1. Ancient Classics and History, Philology, &c.
2. English and Anglo-Saxon Language and Literature, Philology, &c.
3. Two Modern Languages (treated as classics).
4. Mathematics and Molar Physics.
5. Molecular Physics. 6. Experimental Physics.
7. Biology. 8. Mental and Moral Science.

The present M.A. degree need not be interfered with.

[1] The Chair of Education in Edinburgh is recognized as qualifying for the L.A. Certificate.

In every country the teaching profession is that to which the country must look not only for the diffusion of existing knowledge, but for original investigation, and patient research. Without justification, a cry has been raised that scholarship in Scotland is on the decline. Probably at no time had we so many or so distinguished scholars, the product of our University, teaching as now. But if the advance is to continue and to be encouraged as it ought, no means can better attain the end than specialization and academic distinction such as sketched above. It is well known that the great subdivision of the field of knowledge, and the minute research which succeeds the admirable general training of the gymnasiums, are potent causes of progress in the German Universities. During the present winter session no less than fifteen courses of lectures are being delivered in these Universities on various branches of Pädagogik, Didaktik, and Propädeutik.[1] When shall our treatment of the subject be equally thorough?

Certificates of practical skill, or of experience in selected and approved schools, could be demanded from candidates for graduation in Education, just as now similar certificates are required of medical students. The actual graduation as M.E. might be deferred until after two or three years' practice, just as M.D. now follows M.B. And if a thesis were then demanded, its preparation would form the habit of that continuous study of education which is so desirable in the educator, and which is all but unknown in our country.

In *Appendices B to K* a detailed account is given of the manner in which education is treated as a subject of study examination and certification by those public bodies which have made provision for it. An inspection of these Appendices and of the evidence before the late Universities' Commission will lead the candid mind to acknowledge that any difficulties in the way

[1] See *Deutscher Universitäts-Kalender*, 1882-83, Winter Semester.

of making a full provision for training and graduation in education must arise from other causes than the difficulty of the subject itself, and opposition must be attributed to other motives than sincere love of educational progress. But the times seem once more favourable. May we soon realise the dream of Brereton, when we shall have "graduate teachers, themselves "imbued with the best educational influences of their "day, and not only able mechanically to teach, but "qualified, even unconsciously, to diffuse good sense, "good manners, and high principles among their "pupils. The degree appended to their names will "mean more than the reams of flashy testimonials "which now circulate between the scholastic agents "and the masters of middle schools. Nor will they, "as now, find it difficult to retain their raised literary "and social tastes when merged in the chaos of great "cities, or scattered in provincial towns and villages. "University men twenty years hence will not be a "mere clique in any county or neighbourhood. Those who "try to keep their heads above the waters of ignorance "and frivolity and coarseness will not be *rari nantes* "*in gurgite vasto.* For the teachers of the future will "meet everywhere their fellow graduates—men whom "no occupation can degrade, men who turn all trades "into professions."

Graduate Teachers.

NOTE.

In APPENDIX A there is reproduced an important document in which the teachers of Scotland, a quarter of a century ago, formulated their claims regarding the University recognition of education. Appendices B, C, D, E show how education is treated as a subject of study by the various bodies which provide for instruction therein. And, lastly, Appendices F, G, H, and K exhibit the various examination schemes now in operation in this country. The whole forms a brief guide to the present state of the question.

APPENDICES.

APPENDICES.

APPENDIX—A.

PETITION OF THE EDUCATIONAL INSTITUTE OF SCOTLAND TO THE UNIVERSITIES' COMMISSIONERS, 1859, IN FAVOUR OF CHAIRS OF EDUCATION.

To the Right Honourable and Honourable the Commissioners under the Universities' (Scotland) Bill, the MEMORIAL of the Educational Institute of Scotland, humbly showeth:

I.—That your Memorialists, in the year 1847, formed an Association, embracing a large proportion of the teachers of Scotland of various Christian denominations, to which Her Majesty was graciously pleased (13th May, 1851) to grant a Royal Charter of Incorporation, under the name or style of the Educational Institute of Scotland, for the purpose of promoting sound learning, of advancing the interests of education in Scotland, and also of supplying a defect in the educational arrangements of that country, by providing for the periodical session of a Board of Examiners competent to ascertain and certify the qualifications of persons engaged, or desiring to be engaged, in the education of youth; and thereby furnishing to the public, and to the patrons and superintendents of schools, a guarantee of the acquirements and fitness of teachers for the duties required of them, and thus securing their efficiency, and raising the standard of education in general.

II.—That they have steadily endeavoured, so far as was within their power, to carry into effect the objects for which they were incorporated; and have annually granted diplomas to such young men, desiring to enter the teaching profession, as presented themselves for examination, and have certified to their proficiency in those branches in which they were examined and found competent.

III.—That they have long felt, with regret, the want of regular training in the theory and practice of education; and one of the objects specially contemplated by them in forming the Institute was the dissemination of a knowledge of this very important subject by public lectures, &c. The very limited means, however, placed at their command, have not enabled them to do more than furnish a few occasional lectures, which have been eagerly embraced by the members of the profession.

IV.—That it is now more than a century since Condillac first started the idea that the art of teaching and training the young might be, and ought to be, reduced to a science founded on the philosophy of the human mind. He was followed by Dugald Stewart, who fully and clearly demonstrates that no real and solid

improvement in education can take place until this idea be realised. Dr. Thomas Brown advocates not less earnestly the same view as his illustrious predecessor. And the hope that it would give birth to such an Art of Education is urged by both philosophers as the strongest argument for the cultivation of that science to which they devoted themselves, and by which they have shed so much lustre on the University where they taught, and on their country. All those who, during the last sixty years, have thought most deeply on education, being, at the same time, most thoroughly conversant with its practice, have confirmed the opinion of these great men by many new arguments and illustrations. Some have gone farther, and have addressed themselves to the task of tracing the outline and laying the foundation of the much-wished-for science, to which the name Pedeutics has been given. Thus Pedeutics is the *Art and Science of education*, or in other words, education *reduced to fixed principles derived from the science of the human mind.*

V.—That it is acknowledged by all enlightened educationists that regular scientific and practical instruction in *Pedeutics* is as necessary for a teacher as the like instruction in *Therapeutics*, or the scientific art of treating diseases, is to a physician or surgeon; and that a knowledge of mental philosophy is as essential to practical skill in the art of educating as a knowledge of anatomy and physiology is to practical skill in surgery and medicine.

VI.—That every sincere philanthropist will at once admit that a professional education is as necessary for the teachers of the poor as for those of the rich. No man in the present day would propound so absurd and heartless an opinion, as that systematic instruction in surgery, and a previous acquaintance with anatomy, are necessary for the medical attendants of the nobility and gentry, but that a man without any such knowledge will do well enough for practising surgery upon the poor. Is it less heartless or less absurd to say, that he who trains the children of the rich needs an accurate scientific knowledge of the "intellectual and moral powers," on which he is to operate; but that such knowledge may be dispensed with in him who is to educate the children of the poor?

VII.—That the study of Pedeutics requires such previous training and attainments as can only be found among the students of a University. It presupposes an acquaintance with mental philosophy; that again presupposes a knowledge of logic; and that again, such a thorough appreciation of the nature and powers of language, as nothing but a sound classical education can give. Highly important, too, if not quite as essential, is an accurate knowledge of the fundamental principles of the different sciences by which the different sets of faculties are exercised.

VIII.—That from these considerations it follows, that the only appropriate and effectual means of securing for our country those great benefits, for the sake of which the sagacious and practical mind of Dugald Stewart urged the construction and cultivation of such a science, is the foundation of a Professorship of Pedeutics in each of our Universities.

IX.—That a Scottish University is the place in which the first professorship of the kind ought to be founded, and that for the following reasons:—

(1) Because students fully *prepared to profit* by a course of lectures on Pedeutics, are more numerous in the Scottish Universities than in any other, since mental philosophy is there studied by a larger number of persons, with greater attention, and in a more practical form.

(2) Because persons, *whose interest it would be* to attend such lectures, are more numerous in the Scottish Universities than in any other, inasmuch as a very large proportion of their students resort to the occupation of teaching.

(3) Because in a Scottish University such a course of lectures would *make its beneficial effects extensively felt and universally acknowledged* in a *much shorter time* than anywhere else. For, in Scotland, not only those who teach the children of the upper and middle classes, but also a large proportion of those who teach the children of the lowest, are men who have already received a University education.

X.—That the intended Chairs of Pedeutics *will be to the Normal School what the Chair of Medicine and Surgery is to the Hospital;* the former will give a systematic and consecutive view of the *principles* and *rules* according to which education ought to be conducted; the latter will exhibit the *manner of applying* these rules and principles to the endless variety of individual cases that occur in practice. The proposed chairs, therefore, will not supersede or interfere with our Normal Schools, but will immensely increase their efficiency and usefulness.

May it therefore please the Universities' Commissioners to take the above premises into consideration; and in the exercise of the powers vested in them for extending and improving the Scottish Universities, to establish a Professorship of Pedeutics in each, or in such of them as to their wisdom may seem expedient.

Signed in name and by appointment of the Institute,

ROBERT BURTON, *President.*
GEO. FERGUSON, M.A., LL.D., *Secretary.*

EDINBURGH, *May* 14, 1859

APPENDIX—B.

UNIVERSITY OF EDINBURGH—BELL CHAIR OF EDUCATION.

Course of Lectures by PROFESSOR LAURIE, M.A., F.R.S.E.

1.—THE THEORY OR SCIENCE OF EDUCATION.

THE END OF EDUCATION.
PHYSICAL CONDITIONS.
PSYCHOLOGY IN RELATION TO THE SCIENCE OF EDUCATION—

I. The Intelligence.
   Conclusions from the Intellectual Nature of Man with reference to his Education.
II. Unfolding of Intelligence; or, Periods of Growth.
   Conclusions from the Periods of Growth with reference to Education.
III. The Ethical Nature of Man.
   Conclusions from the Ethical Nature of Man, with reference to Education.
IV. Auxiliaries of the Processes and Growth of Mind.
   Conclusions from Mental Growth with reference to Education.
   The Science of Education as founded in the preceding Analysis.

2.—THE ART OF EDUCATION.

THE EDUCATIVE PROCESS IN GENERAL FROM THE ETHICAL POINT OF VIEW.

I. The Real in the Educative Process—
   (A.) With a View to Right Judgment.
      (1) The Real-Naturalistic with a view to the Elements of Right Judgment.
      (2) The Real-Humanistic with a view to the Elements of Right Judgment.
   (B.) The Real in Education with a view to evoking the Ethical Sentiments.
II. The Formal in the Educative Process.
   (A.) Intellectual, Naturalistic, Humanistic.
   (B.) Ethical; with a view to Habituation to Right and Good Action.

3.—METHODICK.

1. Methodick with a view to Instruction and Assimilation.
2. Methodick with a view to Power of Judgment or Discrimination.
3. Methodick with a view to Habituation to Right and Good Action.

4.—METHODOLOGY.

Collection of the Principles and Rules of Method in Instruction.

- I. The Application of these Rules to Real Studies, viz.—
  - Intellectual, Naturalistic, Humanistic, and Ethical.
- II. The Application to Formal Studies—
  - (A) Intellectual Habit.
  - (B) Ethical Habit.
    - Motives and Punishments—
      - (*a*) Inner and Attractive.
      - (*b*) Outer and Coercive.

End of the Art of Education.

5.—SCHOOLS AND THE TEACHER.

School Rooms, Furniture, Apparatus, Text Books, System of State Schools, Technical Schools, Girls' Schools. The Teacher and his Education.

6.—THE HISTORY OF EDUCATION.

Early Education, China, India, Persia; Greek and Roman Education; The Renaissance; Erasmus, Colet, Luther, Melanchthon; Montaigne; Ascham, Sturm; Bacon and Realism; Ratke and Comenius; the Jesuits; Milton, Locke, Rousseau, Bassedow, Campe; Pestalozzi, Jacotot; Bell, Lancaster; Fröbel, Richter, Diesterweg; Arnold, Spencer, Bain. History of Education in Scotland; Primary Schools, Gymnasiums, and Real Schools in Germany.

Arrangements have been made whereby the following Schools may be visited with a view to the observation of school-organization and methods, viz.:—

The Infant and Junior Departments of the
Church of Scotland Normal School, Johnstone Terrace.
Free Church of Scotland Normal School, Moray House.
George Watson's College Schools.
The School Board Schools, viz.:—
West Fountainbridge, New Street, St. Leonard's, Leith Walk Dean, Causewayside, North Canongate.

APPENDIX—C.

University of St. Andrews—Bell Chair of Education.

Course of Lectures by Professor Meiklejohn, M.A.

This Chair contemplates the instruction and training of teachers in the Science and Art of Teaching; and the subject is divided into Three Parts:

I. The Theory.—The *Psychology* of the growing mind—an attempt to estimate the mode, rate, and kind of growth by experiment; and an inquiry into the relation of various kinds of knowledge to the mind, and the influence of certain thoughts, emotions, and sets of circumstances upon the character. The growth of the senses, the memory, the understanding, the reason, the will, the imagination, the social emotions. The relation of the religious, moral, and intellectual sides of human nature to each other. The building up of a sound understanding, the formation of a just habit of action. The theories and writings of the best thinkers upon education.

II. The History.—History of the notions regarding education, the chief educational ideas of the East, of Greece and Rome, of the Jews, of Early, Medieval, and Reformed Christianity, of the Jesuits, and of the great men who have practised, or thought and written on, education. Bacon, Selden, Milton, Locke, Jean Paul, Gœthe, Herbert Spencer; the educational ideas and processes of Comenius, Pestalozzi, Ratich, Jacotot, Diesterweg, Fröbel, &c.; the educational aims, beliefs, habits, and processes of the national systems which exist in Germany, France, England, and other countries.

III. The Practice.—The processes employed in the schools of this country—the relation of these processes to the growth of the mind, and their value considered as means to ends—the teaching of languages—the difficulties, either inherent in the language or adherent to the circumstances under which it is taught. The difference of aim in teaching classical and modern languages, and the consequent difference in means. Science, especially the sciences of observation, and the necessary conditions under which these must be taught. The more usual school subjects—such as History, Geography, Grammar, English, Composition, &c. Text-books—the mental outfit of a Teacher, his aims, his practical ends, and the means to these; his difficulties, his rewards; the nature and limitations of his profession, its advantages.

APPENDIX—D.

College of Preceptors—Professorship of Education.

Course of Lectures and Lessons for Teachers on the Science, Art, and History of Education.

These lectures, founded in the year 1873, consist of three courses extending, with short intervals, over the year.

FIRST COURSE.

Course of ten lectures on Mental Science for Teachers, by James Sully, M.A., Examiner in Mental and Moral Science in the University of London.

I.—Science of Mind and its bearing on Education—Three-fold division of Mind: Feeling, Knowing, and Willing—Laws of Mental Operation—Nervous conditions of Mental activity—Attention and Mental Life.

II.—Development of Mind on the side of Feeling, of Knowing, and of Willing—Order of Development of Faculties—Native or original Capability—Principles of Heredity.

III.—Sense-knowledge—Five Senses and muscular Sense—Discrimination of Sense-impressions—How the Child learns to refer Impressions to External Objects—Perception—Observation—On the training of the Observing Powers of Children—Kindergarten Exercises, &c.

IV.—Reproductive Imagination or Memory—Laws of Association—Attention and Repetition—Conditions of Memory—Varieties of Memory—Learning by Rote—Mnemonics.

V.—Productive or Constructive Imagination—Imagination and Discovery—Inventiveness—Fancy—Play and its uses—Imaginative Literature.

VI.—Conception, or the formation of Concepts—Comparison—Abstraction and Generalization—Names—Resemblances—The Art of Questioning, and the Definition of Names.

VII.—Judgment and Reasoning—Analysis and Synthesis—Inductive and Deductive Reasoning—Cause—Applying rules to new cases—Exercise of Reasoning Power by Mathematics, Natural Science, &c.

VIII.—Second Division of Mind, Feeling—Laws of Pleasure and Pain—Classification of the Emotions—Children's Feelings—On the cultivation of Emotion—Sympathy—Taste—The Moral and Religious Sentiment.

IX.—The active side of Mind, or Will—The beginnings of Action —Reflex and Instinctive Movement — Spontaneous Movement— Association, and the acquisition of new Actions — Imitation — Obedience—The Formation of Habits.

X.—Higher stages of Will-growth—Development of Motives— Deliberation and Choice—Subordination of lower to higher Motive —Formation of Moral Habits—Character—Discipline and its uses.

SECOND COURSE—HISTORY OF EDUCATION.

Course of ten Lectures by Oscar Browning, M.A., Lecturer on the History of Education in the University of Cambridge.

The lecturer proposes to trace the growth of educational ideas and practices, and thus to contribute to the clear understanding of our present position of the principles already established. Attention will be directed chiefly to the great educational theorists and inventors of methods, who have lived since the revival of learning, and have had the greatest influence on practice.

I.—Greek Education — Music and Gymnastics — Plato and Aristotle.
II.—Roman Education—Oratory—Quintilian.
III.—Education in the Middle Ages—Renaissance—Reformation —Humanistic Education—Sturm.
IV.—Realistic Education—Ratke—Comenius.
V.—Naturalistic Education—Montaigne—Rabelais.
VI.—English Humanism, Ascham—English Realism, Milton.
VII.—English Naturalism—Locke.
VIII.—The Jesuits and the Jansenists.
IX.—Rousseau.
X.—Pestalozzi and Fröbel.

THIRD COURSE—PRACTICAL TEACHING.

By the Rev. Canon Daniel, M.A., Principal of the Training College, Battersea.

I.—The Aims of Education.
II.—The training of the Senses, Hand and Voice.
III. } The Art of Teaching.
IV. }
V.—History.
VI.—Geography.
VII.—Arithmetic and Geometry.
VIII.—Language.
IX.—Literature.
X.—Discipline.

APPENDIX—E.

Finsbury Training College for Schoolmasters of Middle and Higher Schools.

Opened 19th February, 1883.

This College has been established for the purpose of providing a sound, practical, and scientific training for those whose intention it is to become masters in middle and higher schools. The Council have obtained the City of London Middle Class School as a practising school. The course of study in the upper division of the College is of one year's duration, and is specially arranged to meet the requirements of the teachers' examination of the University of Cambridge and the London teachers' diploma. It includes practical work in school classes; the physiological basis of education, especially in relation to health and to the development of the mental faculties; the elements of mental and moral science in their application to the education of children; the history of education; and the examination and criticism of various methods of teaching school subjects. Technical lectures on school management, organization, apparatus, &c., are provided. The students spend some hours every day, during the course, in teaching or observing lessons given in the practising school, under the constant supervision of the Principal. A lower course is organised for students under eighteen.

The Council includes among others the following gentlemen:—Rev. Dr. Butler, head-master of Harrow School; Rev. G. C. Bell, M.A., head-master of Marlborough College; Rev. W. Haig Brown, LL.D., head-master of Charterhouse; Oscar Browning, Esq., senior fellow of King's College, Cambridge; The Very Rev. the Dean of Westminster; H. W. Eve, Esq., M.A., head-master of University College School, London; J. G. Fitch, Esq., H.M.I.S.; Rev. F. B. Guy, D.D., head-master of Forest School, Walthamstow; Rev. T. W. Jex-Blake, D.D., head-master of Rugby; Rev. Brooke Lambert, vicar of Greenwich; Samuel Morley, Esq., M.P.; Frederick Pennington, Esq., M.P.; Rev. Canon Percival, D.C.L., president of Trinity College, Oxford; Rev. G. Ridding, D.D., head-master of Winchester College; Rev. T. W. Sharpe, H.M. Inspector of Training Colleges; Henry Sidgwick, Esq., Trinity College, Cambridge; F. Storr, Esq., chief-master of Modern Subjects, Merchant Taylors' School; Rev. E. Thring, M.A., head-master of Uppingham School; Rev. J. M. Wilson, M.A., head-master of Clifton College; R. Wormell, Esq., D.Sc., head-master of Middle Class Schools, Cowper Street, E.C.

Further information may be obtained on application to the Principal—H. Courthope Bowen, Esq., M.A., The Schools, Cowper Street, City Road, London.

APPENDIX—F.

University of Cambridge.

Regulation for Examinations for Certificates in Theory, History, and Practice of Teaching.

Candidates must be (1) Graduates, or (2) have passed the Higher Local Examination, or (3) have matriculated at the University of London, or (4) have passed the L.A. Examination.

The subjects of examination are—

I.—Theory of Education: (*a*) The scientific basis of the Art of Education, viz. :—Characteristics of childhood and youth; order of development and laws of growth and operation of mental faculties; natural order of the acquisition of knowledge; development of the will; formation of habits and of character; sympathy and its effects. (*b*) Elements of the Art of Education, viz. :—Training the senses, memory, imagination, and taste; the powers of judging and reasoning; training the desires and will; discipline and authority; emulation, its use and abuse, rewards and punishments.

II.—History of Education: (*a*) General knowledge of systems, work of eminent teachers, and theories of writers on education. (*b*) Detailed knowledge of special subjects selected yearly—those for 1883 and 1884 being Milton's Tractate on Education, the Life and Work of Pestalozzi, and the Life and Work of Froebel.

III.—Practice of Education: (*a*) Method—Order and correlation of studies, oral teaching, exposition, text-books, note-books, questioning, examining, special methods for various subjects. (*b*) School Management—Structure, furniture, and fitting of school-rooms; books and apparatus; visible and tangible illustrations; classification, time-tables, registration, warming, ventilation, and hygiene, &c., &c.

A special paper will also be set containing a small number of questions of an advanced character on each of the above three subjects.

IV.—The Syndicate will further award certificates of practical efficiency in teaching to candidates who have already obtained a certificate of theoretical efficiency, and have been engaged in school work for a year in some school or schools recognised for this purpose by the Syndicate. The bases of the certificate will be :

1. Examination of the class taught by the candidate.
2. An inspection of the class while being taught.
3. Questions put to the teacher in private after the inspection.
4. A report made by the Head Master or Mistress.

A fee of £2 10s. shall be paid by each candidate. Application should be made to Mr. Oscar Browning, M.A., Kings College, Cambridge.

APPENDIX—G.

University of London.

EXAMINATION FOR DIPLOMAS IN THE ART, THEORY, AND HISTORY, OF TEACHING.

No candidate shall be admitted to this examination unless he shall have previously graduated in the University, nor unless he have paid a fee of £5.

Candidates shall be examined in the following subjects :—

I.—*Mental and Moral Science in their relation to the Work of Teaching.*

Observation, and the Training of the Senses—Association: Memory —Reasoning — Imagination — The Will, and how to Train it— Habit and Character—Authority and Discipline—Rewards and Punishments—The Conduct of the Understanding.

II.—*Methods of Teaching and School Management.*

The Structure Fitting, and Furniture of School Buildings— Sanitary conditions of Effective Teaching—Physical Exercises, Drill, and Recreation—Books and Apparatus—Registration of Attendance and Progress—Organization of Schools—Classification of Scholars— Distribution of Duty among Assistants—Apportionment of Time— The Co-ordination and Division of Studies—Examination, *Viva voce* and in Writing—The use of Oral Lessons and of Book Work— Methods of Teaching and of Illustrating each of the Subjects included in an ordinary School Course—Preparation of Teaching Notes—Tests and Records of Results.

III.—*The History of Education; the Lives and Works of Eminent Teachers; and the Systems of Instruction adopted in Foreign Countries.*

In addition to a good general knowledge of the History of Education, special books and subjects will be announced from year to year. The special subjects for 1883 will be :—

Roger Ascham—The Schoolmaster.
Locke—On the Conduct of the Understanding.
Arnold—Higher Schools and Universities in Germany.

IV.—*Practical Skill in Teaching.*

The examination shall be both written and practical, and shall extend over three days. Candidates shall not be approved by the Examiners unless they have shown a competent knowledge in all the subjects of examination, and have given satisfactory evidence of practical skill in teaching. A certificate, to be called the "Teachers Diploma," under the Seal of the University, and signed by the Chancellor, shall be delivered at the public presentation for degrees to each candidate who has passed. Application should be made to the Registrar, University of London, Burlington Gardens, London.

APPENDIX—H.

College of Preceptors.

Regulations for Examinations of Teachers for Diplomas.

The Diplomas are of three grades: Associate, Licentiate, and Fellow, for which candidates must have taught at least one, two, and five years respectively. The fee is one, three, or six guineas.

Candidates who are not graduates of a British University must be examined in certain general and some selected special subjects, and all must be examined in the following subjects:—

Theory and Practice of Education.

1. Mental and Moral Science: Mind, Intellect, Association, Abstraction, Generalization, the Will and Voluntary Power, Control of Feelings and Thoughts, the Emotions, Habit.
2. Physiology with reference to the Laws of Health and Physical and Mental Education.
3. Logic and its application to Education.
4. Government of a School, including Lesson-giving and Criticism of Methods; School Organization in all its departments.
5. History of Education and Educational Methods; distinguished Educators, English and Foreign; Methods and Organization of Schools and Colleges of note at home and abroad.

Application should be made to the Secretary, C. R. Hodgson, B.A., 42 Queen Square, Bloomsbury, London.

APPENDIX—K.

Education Department, Whitehall.

Examinations for Certificates at Training Colleges, 1882.

School Management—Second Year.

Three Hours allowed for this Paper.

I.—What do you understand exactly by the organisation of a school? Describe in full the organisation of the best school you have ever seen.

II.—Describe the best arrangements you have seen in action for securing proper ventilation in a school. What expedients would you

employ in a school in which these arrangements did not exist? Write full notes of a lesson on fresh air, and the best way of securing it.

III.—Explain the processes of hearing and of seeing; and say by what sort of school exercise the eye and the ear may be trained. Distinguish between *sense*, *sensation*, *sensibility*, and *sensitiveness*.

IV.—What have you learned about the mental laws and processes concerned in the act of remembering? Distinguish between those school lessons which ought, and those which ought not, to be committed to memory; and give your reasons.

V.—In the study of arithmetic, what kind of mental power is specially called into exercise? Give an example of the mode in which you would teach some arithmetical rule, with a view rather to the intellectual training of the learner than to the attainment of a correct answer to a sum.

VI.—What do you mean by the "converse" of a proposition? Give some examples. Say whether there are any cases in which the converse of a proposition is necessarily true.

VII.—In recent official instructions, examiners are counselled to ask children rather for the meaning of short sentences and phrases than for definitions or synonyms of single words. Why is this caution necessary? Give some examples of what is meant, and mention some exceptional cases (if any) in which it is useful and right to require formal definitions of separate words.

VIII.—Analyse the faculty called attention; and show to what extent it is, or is not, dependent on the will. Specify the sort of lessons or other expedients by which the habit of fixed attention can best be formed and strengthened.

IX.—What is meant by "Induction?" Sketch out a lesson by which the inductive method is employed, taking *one* of these subjects:—

(*a*) Passive Verbs.
(*b*) The properties of water.
(*c*) Climate.

X.—What part of the moral character of a child is specially within the range of a teacher's influence? Mention any means, other than direct lessons, by which you hope to aid in the formation of right principles and habits among your scholars.

XI.—"One may be a poet without versing; and a versifier without poetry."—Sir Philip Sydney.

Suppose, in giving an "English" lesson to your highest class, you wished to make the meaning of this sentence clear, what examples and explanations would you give?

XII.—Sketch out a list of suitable subjects for lessons in elementary science, in the lower Standards of a school in which it is intended to take up either Mechanics or Animal Physiology as a specific subject in Standard V.

APPENDIX L.

Additions by Rev. Dr. Bryce, Belfast.

The historical portion of this pamphlet, having been read at Educational meetings, has attracted the attention of the Rev. Dr. R. J. Bryce of Belfast. In a letter which appeared in the *Educational News* of the 24th March, he gives some most interesting notes of his share in the early attempts to found Chairs of Education in the Scottish and Irish Universities. With his kind permission, the greater portion of the letter is here reproduced.

"In 1828," he says, "I published a pamphlet,[1] in one section of which I advocated at length the view, so eloquently set forth by Dugald Stewart and his successor, that education ought to be reduced to a science founded on the philosophy of the mind, and urged that Chairs should be established in the Universities to teach it. The work of my friend, Professor Pillans, to which Mr. Ross referred, and which advocates the same view more briefly, was published at the same time, neither of us being aware that the other was writing on the subject. This coincidence of view led to more frequent communication between us personally and by letter, which ripened our acquaintance into intimacy. My pamphlet was sent by a common friend to the late Lord Brougham (then Mr. Brougham), whose warm and generous praise of it induced me to call on him the next time I was in London (1830). I found that he had been thinking long and

[1] *Sketch of a Plan for a System of National Education for Ireland; including Hints for the Improvement of Education in Scotland.* By R. J. Bryce, A.M., Principal of the Belfast Academy. 1828.

earnestly on the subject, and had gone into it far more profoundly than any man I had ever spoken to. In fact, he was the only statesman I ever conversed with, except one (to be mentioned immediately), who really understood what education is.

"About the same time another friend, Mr. James Emerson (afterwards Sir J. Emerson Tennant), to whom I had given a copy of my pamphlet when published, wrote me that he had shown it to Mr. Wyse, M.P. for Tipperary, who was preparing a bill to establish a system of national education for Ireland, and who earnestly desired my remarks, and would send me the bill when printed. He did so; I criticised it freely; and the correspondence soon led to an intimate friendship. Before Mr. Wyse could get his bill through the House of Commons, Mr. Stanley (afterwards Earl of Derby), then Chief Secretary for Ireland, established, by an Act of the Executive, without waiting or asking for the consent of Parliament, the so-called 'Irish National System of Education,' and Mr. Wyse dropped his bill.

"An essential part of my scheme was the establishment of two or three new Universities in Ireland, each of which should have a Chair of Education. (In that portion of the pamphlet which dealt with education in Scotland, I proposed the establishment of Education Chairs in all the Scotch Universities, and that a ticket for that class should be required for the degree of M.A.) Mr. Wyse cordially and enthusiastically adopted this idea, and persistently advocated it in Parliament for more than twelve years; and in every speech he made on the subject, honourably acknowledged the source from which he derived his ideas—a rare thing for statesmen to do. During all this time he and I were in constant communication, and working together for our common object. At length the late Sir Robert Peel, to escape out of a political difficulty in which he was placed by the pressure brought to bear on him by two hostile sects (each of which wanted money for a college to suit its own views), established, not the three Universities we wanted, but three provincial colleges, without the power of granting degrees, and without Professorships of Education. The fact is, Peel was not looking to the interests of education at all. His one object was to satisfy, as cheaply as he could, the Presbyterian and Roman Catholic clergy. The whole scheme of education in the colleges was arranged with all the absurdity that might have been expected from the 'meddling and muddling' of people who undertook a business which they did not understand. Afterwards the three colleges were bound together by an examining board (absurdly called a University), and thus their students were enabled to obtain degrees.

"Had Mr. Wyse remained in Parliament, something might probably have been done for Education Chairs; but soon afterwards he was sent out to Greece as British Ambassador, and there was no one to take up his mantle."