

A plea for an extension and alteration of the curriculum of arts in the University of Glasgow : with a view to meet more perfectly the wants of the general community : submitted to the University Council on Wednesday, November 1, 1865 / by W.T. Gairdner.

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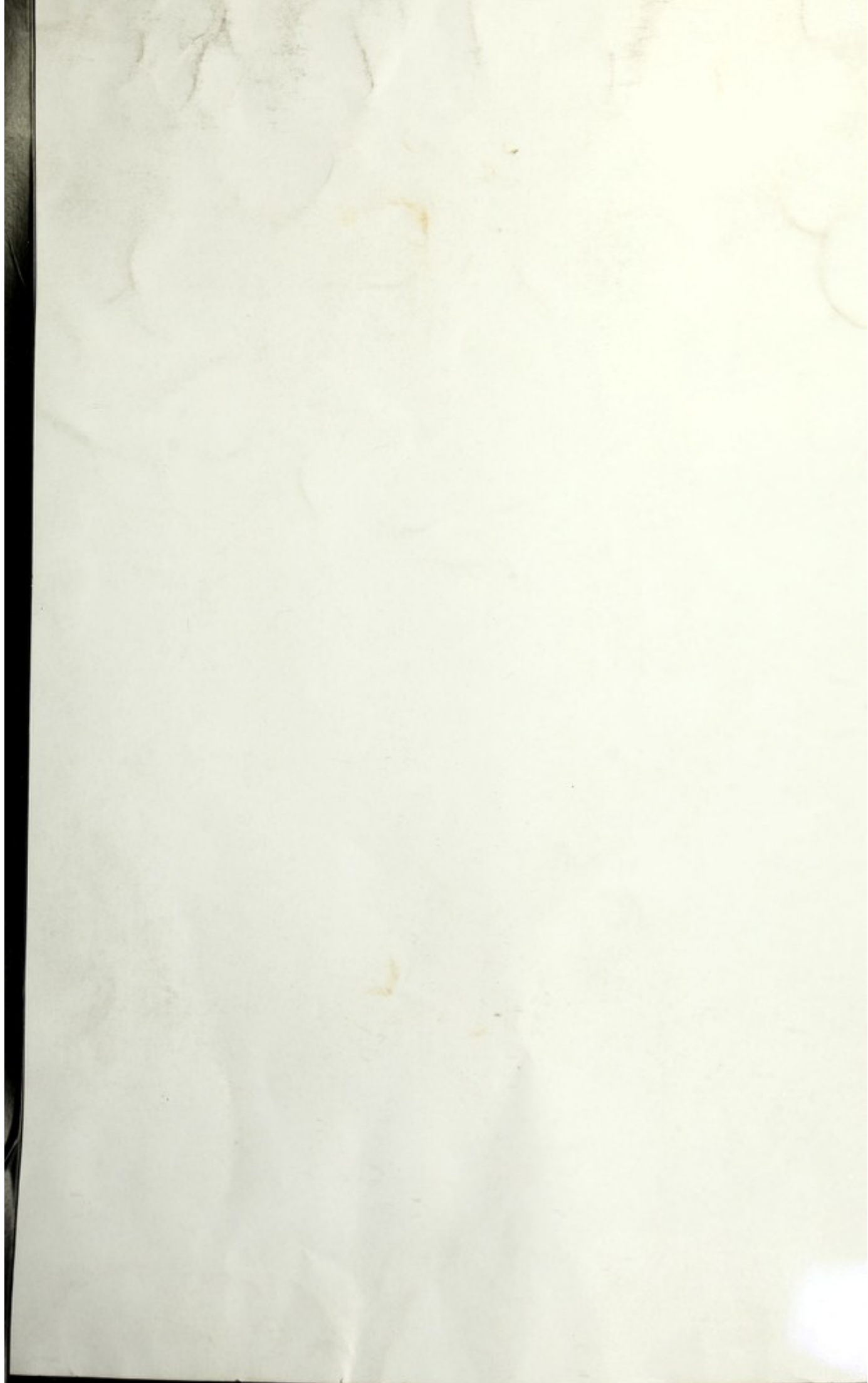
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[With Dr. Gairdner's Compt's.]

A PLEA
FOR AN
EXTENSION AND ALTERATION
OF THE
CURRICULUM OF ARTS
IN THE
UNIVERSITY OF GLASGOW,

WITH A VIEW TO MEET MORE PERFECTLY THE WANTS OF
THE GENERAL COMMUNITY,

Submitted to the University Council on Wednesday, November 1, 1865,

BY

W. T. GAIRDNER, M.D.,
PROFESSOR OF MEDICINE IN THE UNIVERSITY.

GLASGOW:

JAMES MACLEHOSE, BOOKSELLER TO THE UNIVERSITY.
EDINBURGH: EDMONSTON & DOUGLAS.

MDCCCLXV.



The following remarks, having been favourably received by the General Council of the University, in so far, at least, as to be remitted to the Committee of Council for consideration, I am anxious that the suggestions offered should be available for commentary and criticism in a more permanent form than the newspaper reports, and have, therefore, carefully revised them, adding a few remarks in entire accordance with the rest, which have a certain degree of importance, although the special necessity which arose for condensation prevented their oral delivery. I have also added a few illustrative footnotes.

W. T. G.

EXTENSION AND ALTERATION

OF THE

CURRICULUM OF ARTS.

HOLDING in view the advice of the very Rev. Principal to the Council in favour of brevity,* I think I shall best introduce the motion I have in my hands, by at once reading it. The motion is, "That it be remitted to the Committee to consider how far the course of study and examination in the branches of education in connection with the Faculty of Arts might be extended or altered, so as to meet more perfectly the wants of the general community." This, no doubt, is a very large subject, and comprehends a great deal more than I can hope to remark upon at present; more, perhaps, than could fairly enter into the discussion to-day, even with unlimited time. It has, therefore, the form of a motion for consideration, rather than for discussion. I have this to say on behalf of the motion, however, and of my proposing it here to-day, that this task was practically imposed on me by the Council itself, as a consequence of some quite casual remarks, which I felt it my duty to make at a former

* A public meeting had been summoned to witness the ceremony of conferring the freedom of the City of Glasgow on Mr. Gladstone within a short time after the Council assembled.

meeting on the proposal for Summer Sessions. The Council seemed to feel that my remarks opened up important questions which could not be discussed in connection with that proposal, and therefore I was called upon, almost on the spur of the moment, to give an opportunity for raising these questions by a new motion; and hence the one now before us. Having thus been committed to a motion by the will of the Council itself, I have endeavoured, during the last six months especially, to do as much justice to the consideration of the matter as I could, and yet I feel most anxious that what I have now to say should be regarded, not as a finished plan, but rather as a suggestion arising in the mind of a person who happens to be a good deal in contact with the University on the one hand, and with the general community on the other hand, and is anxious impartially to represent, if it may be, the mind of both.

Let us see what is the state of matters in the University and in the community, with which we have to deal. We have an Arts' curriculum culminating in the degree of M.A., which implies a course of study for four years. But there has been a great deal of discussion as to whether Summer Sessions might not take the place of one of these four years, and thereby bring the degree of M.A. within the reach of a larger body of the public. That it would be a desirable thing to increase the popularity of the degree of M.A., I think nobody will deny. But this particular mode of accomplishing a desirable object may be considered in the meantime, I suppose, at an end, if we are to accept as final the opinion of the University Court, just read to us, on the subject of Summer Sessions. The degree of M.A., it appears, cannot be compressed into the limits of time, nor made subservient to the purpose of widening the basis of the studies proper to the Faculty of Arts. But this brings us again directly to the question—what do we wish to do? The statistics of the composition of the University Council,* which I

* The following details, illustrative of the composition of the Glasgow University Council at three different dates, have been kindly furnished to me by Mr. Moir, the Registrar of the University:—

gave you at a former meeting, and which I should have read to you again to-day, had it not been for the Principal's injunction, prove most conclusively that the University does not draw from the commercial classes of this great community—from the classes engaged in general business—anything like the proportion, either of students or of graduates, which it would be reasonable to expect. I will go further, and say that so far as the degree of M.A.—so far as the existing curriculum of Arts—is concerned, the University does not draw even from the learned professions anything like the proportion of students or graduates that would be desirable in itself. * We have here an ancient University planted under the most favourable conditions possible for great prosperity,—planted in the midst of half-a-million of people in Glasgow itself, and (it is a small matter to say) in the midst of another half-million within reach of its immediate influence,—a University in the midst of a million of men engaged in pursuits requiring every kind of mental application ; and from this vast and active-minded community it draws, through all its faculties, only 1200 students a-year, while, in

“ Analysis of the general Council of the University of Glasgow ; showing the numbers of the members whose names appeared on the Register on the following dates, viz. :—on 26th October, 1864 (Election of Assessor), 14th October, 1865 (Close of General Council Year), and on 31st October, 1865,—arranged under the various professions :—

	26th Oct., 1864.	14th Oct., 1865.	31st Oct., 1865.
Clergymen,	523	547	473
Lawyers,	108	113	111
M. D.'s and Surgeons,	81	96	91
Professors and Teachers.	55	61	54
Merchants,	40	41	39
Students,	26	26	22
Clerks,	22	22	17
Civil Engineers, &c.,	3	4	7
Military Men,	3	3	2
Farmers,	2	2	1
Noblemen,	1	1	1
Editors,	1	1	1
Architects,	1	1	1
Not described,	19	20	17
	<hr/>	<hr/>	<hr/>
	885	938	837

GLASGOW COLLEGE, 31st October, 1865.”

the Faculty of Arts, its honours and titles begin and end with a little pitiful number of graduates, hardly worth mentioning. And the result, as regards the General Council, is this—that you have a body of 800 or 900 men, representing the highest education of the community at large, of whom, however, only a very small proportion are graduates in Arts; and of the numbers of this Council, much more than one half are clergymen, and a limited number doctors and lawyers, and these, with a small sprinkling of teachers and students, and a few merchants, clerks, and others numbered almost by units, form the representatives of the academic interest in this deliberative body; the great commercial classes who make up the bulk of the community being in a very small minority indeed. What is the reason of this? Is it, that the University is in the wrong? Is it, that the community are in the wrong? How do they not come to understand each other, to work together for good in the interests of all, better than this? Or let me rather put it thus—Is there any remedy? any method of bringing a larger proportion of the community, willingly, within the influence of a University education? I fully believe there is; and, for my own part, I can see not the shadow of a reason why there should not be three, four, six thousand students in this University, or why the graduates in Arts,—I do not say Masters of Arts, but graduates in some shape or other in the Faculty of Arts—should not be multiplied many times over, if the course of study were so adapted as to be suitable for a larger proportion of the classes composing this great community. I am willing—nay, anxious—to admit that the present curriculum is well suited for a certain number; and no one, I think, in this room can have a greater respect for these studies, or a higher appreciation of them, than I have; I shall even admit, therefore, for the sake of argument, that in the case of a certain small proportion of the community the present curriculum in Arts can hardly be improved upon; still, it must also be admitted as a fact, it is indeed too plainly manifest in the general aspect of the Council, and in what almost every man around me knows to be the case as to the social circle in which he moves, that the existing curriculum of

Arts fails to attract—fails to inoculate the great bulk of this active and intelligent community with the love of learning that a University ought to aim at producing, and that, as I believe, the real interests of this community require.

I will now come to the plan, or rather the general idea of the plan, which I have to suggest, and which I should like to leave in the hands of the General Council, and of the other authorities of the University, as regards details. We are not left to work out a plan without some indication of the direction in which we ought to proceed, and in which we may, I believe, proceed not only with perfect safety, but with a good prospect of success. Other Universities are far a-head of us in this matter; I do not mean in Scotland, though even in Scotland we are not the foremost. But in both of the English Universities, in the Irish, and still more in the German Universities, great advances have been made in the direction of bringing the Arts' curriculum into accordance with the broad and varied culture required by the age. In Cambridge, by its four triposes in Classics, Mathematics, Ethical, and Natural Science, the principle is clearly recognized of diverse natures, working to different ends. In Dublin, by means of the separate moderatorships in (1.) Mathematics and Mathematical Physics; (2.) Classics; (3.) Logic and Ethics; (4.) Experimental and Natural Science; (5.) History, Political Science, and English Literature, a similar principle is asserted still more completely; while by the two-fold system of keeping terms,* by attendance on lectures on the one hand, and by examinations, on the other, a still wider range is given to the wholesome play of various orders of intellectual activity,

* "Terms may be kept in two ways: first, by attendance on lectures, in which case three-fourths of the whole number must be attended, &c., &c. Terms may also be kept by passing the term Examinations: thus, for example, the Hilary term may be kept by attending the lectures given daily during the session, or by passing the examination, in the same subjects, held at the beginning of the succeeding Trinity Term." *Dublin University Calendar* for 1863, p. 29.—The regulations in detail as regards the keeping of terms, and also as regards the honor course and examinations for moderatorships above alluded to, are well worthy of the attention of all who may read these remarks with interest.

demanding different modes of training. Even in Oxford, which was long considered the most monastic and unprogressive of the great Universities, there has been a most extraordinary impulse given of late to the physical sciences and to natural history; and in connection therewith there has arisen the New Museum of the Natural Sciences, a most striking and splendid testimony to the vigour of the new life thus infused into the veins of an ancient and venerable seat of learning.

We have, therefore, abundant and successful precedents for an attempt to give increased variety and comprehensiveness to the curriculum of Arts.* In all these Universities, too, the learned professions have held firmly by the Arts curriculum, or rather have been built upon the foundation of a degree in Arts as an essential preliminary training, and thus have been enabled, in turn, to secure a reflection of their own varied discipline in the curriculum of the Faculty of Arts. In Scotland, and in Glasgow, the course of events has been different. The curriculum of Arts has remained for ages, as it were, spell-bound; with the exception of Natural Philosophy, it has all along closed the door to physical science. As a consequence of this, the physical sciences have hived off, so to speak, and sought a home within the Faculty of Medicine; and, as a secondary consequence, the learned professions have also hived off, and in the case of Medicine, at least, have well-nigh bid adieu to the Faculty of Arts altogether. A middle wall of partition has been raised up between them, and instead of reflecting light upon, and giving energy and power to each other, the various departments of human inquiry have lost that bond of union which an education in Arts was intended to afford, and, no doubt, at one time did afford.† Indeed, the whole course and

* I did not allude to the degrees in science of the University of London, because these degrees, although an evidence, so far, of the same effort to give effect in University education to the results of modern investigation, have, undoubtedly, a tendency also to sever the modern natural sciences from the Faculty of Arts; and this it is one of my objects, by the present motion, to avoid if possible.

† In Knox's "Buke of Discipline," (Laing's edition of Works, vol. 2, p. 215,) it is ordered—"That nane be admittit to the classe of the Medicine bot he that shall have his testimoniall of his tyme weall

character of medical training have diverged so widely from that of the Arts' Faculty, that I, for one, though deeply sympathising with the studies of that Faculty, and highly appreciating their influence upon human thought and character, could not conscientiously advise our medical students to take a degree in Arts as a preparation for their professional course. I believe that as matters stand at present, the course of training required for the degree of M.A. would tend with the majority to unfit them, rather than to prepare them, for the business of their lives; and I say this, not without some experience of the fact. But this remark applies not to medicine alone; the law, too, shrinks from requiring an education in Arts carried up to the point required for the M.A. degree; and even the church, while requiring the education, shrinks from requiring the degree of M.A., which has thus ceased to be the passport to any of the learned professions, and has dwindled away almost into an abstraction, venerable indeed, and valuable to a few highly cultivated minds, but having little influence over the intellectual life of the community at large.

I think there is a remedy for this state of isolation of the Arts' Faculty; but I do not find it, at all events at present, in a modification of the terms on which the degree of M.A. is to be acquired. I do not propose to interfere with the existing curriculum at all; let it remain for those for whom it is good and fitting, and the more it can attract, so much the better, for it still represents a high and noble training. But, having in view the actual facts of the case, and the wants of modern society,

spent in Dialectique, Mathematique, and Phisique (*i. e.* Natural Philosophy), and of his docilitie in the last." This was in conformity with all the older traditions of the Universities. Similar regulations, but more stringent, apply to the study of Law and Divinity, and for all three, there is a matriculation Examination, as follows:—"We think expedient that nane be admittit into the first Colledge, and to be suppostis of the Universitie, onles he have frome the Maister of the Schole, and the Minister of the toun whair he was instructed in the tounsis, ane testimoniall of his learnyng, docilitie, aige, and parentage; and likeways triall to be tane be certain Examinatouris, deput be the Rectour and Principallis of the same, and yf he be fund sufficientlie instructit in Dialectic, he shall incontinent, that same yeare, be promoted to the classe of Mathematique."

and especially of this great community, let us have a new *testimonium* or degree in Arts, representing an education not so exclusive or so long as that for the degree of M.A., but more adapted for secular pursuits; less exhaustive in the direction of philology and philosophy, but giving greater scope to those sciences and arts which have an application in the varied pursuits of life. I care little about the name of this proposed new degree; but, as it would evidently be good policy to have a known and attractive name, I have thought it might be possible to revive the degree of B.A. upon some such footing as this. This might be a subject for consideration by the Council; it is fair, however, to say that a friend, entirely favourable to the scheme now to be proposed, demurs to the name of B.A., chiefly on the ground that the traditions of University education would hardly allow of a name so closely allied with that of M.A. being thus applied. Be this as it may, I think it will not be difficult to sketch the general principles which should apply to the new degree. But as principles are often best illustrated by examples, I have written down five examples of such an education as I think, after some conversation with numerous friends on the subject, might be advantageously followed out, either as a training for the learned professions of law and medicine, or for the pursuits of commercial life in their widest and most intellectual aspect. Let me first state a principle which rules the whole of these examples, and might easily, with a little consideration of details, be embodied in a statute. The candidate is to take a full half of the existing curriculum, *i. e.* of the seven subjects in the curriculum of Arts, at least three or four—three of the major, or four of the minor subjects; and he is to take them so as to spend two winter sessions in these regular branches of Arts education. He chooses the three or four branches according to his personal liking, or the advice of his friends or teachers; but having chosen them, he studies them, and is examined on them exactly as at present. He is further to take his choice of certain other studies, subject to the approval of the Senate, which may be pursued either by private tuition, under accredited teachers, or in public classes during two summers, or one additional winter session; with

this condition, that an examination on each of the subjects so professed shall be held at the end of the term, in addition to the examinations on the regular branches of the existing curriculum. Further, with a view to secure the completeness of the ordinary school education of the candidate, he is to pass a matriculation examination in elementary instruction at the commencement of the curriculum, so that no one grossly ignorant of any branch of ordinary school education will be permitted even to enter upon his career towards the new degree.

With these preliminary statements, let us now look at the examples, which, of course, are not to be viewed as exhausting all possible combinations of study, but only as indicating what could be pursued almost in conformity with the existing means of education in the different faculties; the object being to shew what branches of study different classes of men might be expected to select out of what is at present either actually offered to them, or easily procurable.

The first example is a plan of general education which might probably be found suitable for a lawyer or a country gentleman. It is based in the first instance on a classical and philosophical training, diversified by science and history.

EXAMPLE I.

*Classics, Philosophy, Modern Languages and Literature,
History, Science.*

Matriculation examination passed in English, Latin, Greek, Arithmetic, Elements of Mathematics.

Studies of 1st Winter.—Latin at 9 a.m. and 1 p.m.; Greek at 10 a.m.; and either English Literature or one or more Foreign Languages.

Studies of 2d Winter.—Greek at 8 a.m. and 2 p.m.; Logic at 9 and 11 a.m.; Chemistry at 10 a.m. and 12 noon; Modern Languages continued if desired.

Third Term, of One Winter or two Summers, may be constituted by any of the following branches, subject to the consent of the Senate, and an examination in each subject at the end of the term:—Languages, ancient or modern, under tutors or professors; Chemistry in class or laboratory, or both; Natural History, or any separate branch, as Geology; Moral Philosophy and Political Economy; Modern History; Physics; Jurisprudence.

In the second example, I have had in view especially the career of an engineer and ship-builder, or of some one beginning with a bias towards the mathematical sciences.

EXAMPLE II.

*Mathematics, Physics, Modern Languages, History,
Science, Logic.*

Matriculation examination as above.

Studies of 1st Winter.—Mathematics, 10 a.m. or 12 noon; Logic and Rhetoric, 9 and 11 a.m.; English Literature, or one or more Foreign Languages.

Studies of 2d Winter.—Mathematics, 10 a.m. or 12 noon; Natural Philosophy, 9 and 11 a.m.; Modern Languages continued, with Political Economy, Astronomy, or Civil Engineering, according to choice.

Third Term of One Winter or Two Summers (as above), a choice of the following:—Natural Philosophy continued, with practical study; Engineering continued, with practical study; Modern Languages continued; Ancient and Modern History, Chemistry, Natural History.

The third example is based upon logic and moral philosophy, diversified by literature and science, especially by chemistry, followed either by mathematics and natural philosophy, or by natural history, or by civil history, politics, and jurisprudence. This too, like No. I., may be a suitable curriculum for a country gentleman, or for anyone designed rather for a good position in society than for any special professional occupation. It would, however, be by no means unsuitable for a lawyer or a medical man; and would probably be found useful as a preparation for a commercial career.

EXAMPLE III.

*Logic and Moral Philosophy, Modern Languages, Chemistry,
Natural Science, Mathematics, and Physics.*

Matriculation examination as above.

Studies of 1st Winter.—Logic and Rhetoric, 9 and 11 a.m.; Chemistry, 10 a.m. and 12 noon; English Literature, or one or more Foreign Languages.

Studies of 2d Winter.—Moral Philosophy, 8 a.m. and 11 a.m.; Natural Philosophy, 9 a.m.; Mathematics, 10 or 12; Chemical Laboratory (now or in summer).

Third Term (as above).—A choice of the following, in Winter or Summer:—Anatomy and Physiology; Natural History or Zoology, with Comparative Anatomy or Botany; Chemistry, with Laboratory; Natural Philosophy, with do.; Languages, under Private Tutors; Ancient and Modern History; Political Economy; Jurisprudence.

In examples IV. and V., I have tried to shew forth a course of study which would be likely to be followed by a young man of a decided classical bias, on the one side, or inclined to mathematics, on the other, were he to determine ultimately to follow out the medical profession. I do not doubt, however, that a like general education would be a very desirable introduction to many departments of business requiring a high standard of intellectual capacity, and in which a systematic training, according to an academic standard not too remote from the pursuits of the world, would be highly appreciated.

EXAMPLE IV.

Classics, Logic, Modern Languages, Literature, Science.

Matriculation examination as above.

Studies of 1st Winter.—Latin, at 9 a.m. and 1 p.m.; Greek, at 10 a.m.; Anatomy and Physiology, at 11, or Modern Languages.

Studies of 2d Winter.—Greek, at 8 a.m. and 2 p.m.; Logic, at 9 and 11 a.m.; Chemistry, at 10 a.m. and 12 noon; Modern Languages continued.

Third Term (as above).—A choice of Mathematics, Natural Philosophy, Astronomy, Anatomy and Physiology; Chemistry with Laboratory; Natural History, as in example III.; Classics, higher departments; Modern Languages and Literature, under private tutors; Modern History, or Political Economy.

EXAMPLE V.

*Mathematics, Logic, Chemistry, Physics, Modern Languages,
Science.*

Matriculation examination as above.

Studies of 1st Winter.—Mathematics, 12 noon; Logic and Rhetoric 9 and 11 am.; Chemistry, 10 am.

Studies of 2d Winter.—Mathematics, 10 a.m.; Natural Philosophy, 9 and 11 a.m.; Languages (private tutors) or English Literature; Chemical Laboratory (now or in summer).

Third Term (as above).—A choice of Chemistry, continued, with Laboratory; Natural History, as in example III.; Botany, Anatomy and Physiology; Astronomy, Natural Philosophy, continued, with Laboratory; Civil Engineering; Modern Languages and Literature, under private tutors; Modern History, or Political Economy.

I have thus endeavoured to shew forth by examples, what I venture to think a scheme not only practicable, but eminently

practical, and likely to prove very beneficial to the University, by giving a new stimulus to the higher education in the community at large. No one can doubt, that were it possible to attract a considerable number of those who at present pass directly from school into business, or into the professions, by such a general education as is here foreshadowed, with the advantage of regular academic discipline continued over at least two winters, the advantage both to the candidate for the new degree, and to the community or calling which might afterwards have the benefit of his culture and training, would be very great.*

° There is some risk, indeed, that under the present system of University education the man of academic culture may be outstripped in the race of life, and even in some of the highest attributes of true mental cultivation and discipline, by those whom he proudly looks down upon as his inferiors socially and intellectually. The praiseworthy and successful efforts made during the last quarter of a century, or more (and nowhere with more activity and success than in Glasgow), to foster a love for scientific pursuits among the working classes, may well have the effect of stimulating the Universities, out of no ignoble or unworthy jealousy, to consider whether the so-called learned or highly educated classes should be allowed to remain generally ignorant of departments of scientific knowledge which are now learned with eagerness, and taught with some degree of success, in almost every great centre of industry in the kingdom, to mechanics, clerks, railway officials, warehousemen, and artisans of every kind; of Chemistry for instance, through the spontaneous study of which Faraday rose from daily mechanical drudgery to the highest rank of scientific eminence, as well as to a position unrivalled among scientific instructors; or of Geology, which made a Hugh Miller out of a Cromarty stone-mason.

From my friend Dr. George Buchanan, I have received the following brief statement of facts concerning the popular lectureships in Anderson's University, one of which, on Anatomy and Physiology, is at present held by himself, in conjunction with the professional lectureship in the same department of the school of Medicine:—

1. Chemistry has been the subject of popular lectures for many years. Birkbeck, Ure, Thomas Graham, and the present lecturer, Dr. Penny, have successfully taught large numbers.

2. Natural Philosophy, by George C. Foster, M.A., now of University College, London.

3. Botany, by Mr. R. Henedy.

4. Anatomy and Physiology. In 1816, Patison lectured at £1, 1s. to the gentry. In 1821, Dr. M'Kenzie gave lectures to the general public. Then Drs. Hunter, Lindsay, and Scouler, and now Dr. Buchanan.

I am informed that in the general competitions by written papers in

I am not without hope that another effect would ultimately be produced. The friction of so many minds, having so many different destinations, might be expected to have a marked reflex influence for good upon the entire structure of University education in all departments. The sympathy of the great

this last department, many of the papers given in are of great excellence, and, considering the non-professional character of the study, even surprisingly good.

In 1860, Mr. Freeland of Nice funded £7500, the interest of which is annually divided among the popular lecturers on Anatomy, Chemistry, and Natural Philosophy. This most useful and valuable bequest, which will for ever associate Mr. Freeland's name with the best kind of popular education in Glasgow, is vested in a separate trust, of which the President of Anderson's University, and others of the managers, are always members; the lectures being always given in the Andersonian Buildings in George Street, and illustrated from the Museum.

At present, the number attending these popular lectures is returned as 300 in Chemistry, 231 in Anatomy and Physiology, 120 in Botany, and 117 in Natural Philosophy. There is a nominal fee of 2s. 6d., which gives admission to the Library. Twenty-two of last year's pupils became candidates for certificates in the Examinations of the Society of Arts of London, and obtained twenty-six certificates, six of which were first-class, ten second-class, and six third-class; also four prizes, in Chemistry, Natural Philosophy, and Theory of Music. In the Examination by the Privy-Council Department of Science and Art, the pupils of these popular classes last year obtained fourteen prizes; of which three were first prizes, eight second, and three third prizes, and in various departments of Chemistry, Natural Philosophy, and Anatomy and Physiology. In addition, two of the prize-men obtained medals in Chemistry and in Anatomy, in the same department.

Besides these, popular classes in various departments of applied science are found in the Glasgow Mechanics' Institution, the Glasgow Institution, the Athenæum, and the Secular School, the first three being in relation with the Society of Arts of London, the last with the Science Schools and Classes of the Committee of Privy Council on Education. I find from the successive reports of the Society of Arts' Examinations that, from 1861 to 1865, no fewer than 130—150 of these pupils have annually proceeded to the examinations organized by the Society, and of these, 100—130 have received certificates. The reports of the examiners shew a most evident determination to raise the standard of proficiency exacted from year to year, and there can be little doubt that in these examinations, and those of the Privy Council Department, we have the elements of a great popular University, working upon principles of the greatest breadth and freedom throughout the country at large, and in Glasgow in particular, with the most marked and striking success.

outer world, at present so sparingly accorded to Alma Mater, would flow in a thousand new channels, and would pass like an electric current through every nerve in all her Faculties. The Faculty of Arts, especially, would be gradually re-established in its rightful relation to the other faculties, to the learned professions, and to all the intellectual and refined occupations of men; and, through the elastic and varied curriculum in Arts here indicated, a fertilizing stream of thought, science, and learning would pervade all other studies, uniting them all by a common interest and common sympathies. And lastly, I feel great confidence in the principle of this scheme as tending to increase the material prosperity of the University. Coming in contact, as a physician has to do, with all manner of men in this community, and thereby almost insensibly learning their views and ways of thinking, I am strongly impressed with the belief that, under some such scheme as I have briefly indicated, the number of students in the Faculty of Arts, and in all its separate departments, might be very largely increased. I therefore submit these suggestions, certainly with every possible respect for the opinion of this Council, and with much diffidence as to the details of organization required, but still with the hope that in so far as they are reasonable and just the ideas here embodied may succeed in gaining the approval of the University, and so may lead in the end to a beneficial reform in the curriculum of Arts.

