

The Scottish universities and recent legislation : an address delivered at the Graduation in Arts on 9th April 1903 / by Sir William Turner.

Contributors

Turner, Wm. Sir, 1832-1916.
Royal College of Surgeons of England

Publication/Creation

[Edinburgh] : [Edinburgh University Press], [1903?]

Persistent URL

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London NW1 2BE UK
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*With the regards
of the Author*

The Scottish Universities

AND

Recent Legislation

AN ADDRESS

DELIVERED AT THE GRADUATION IN ARTS

On 9th April 1903

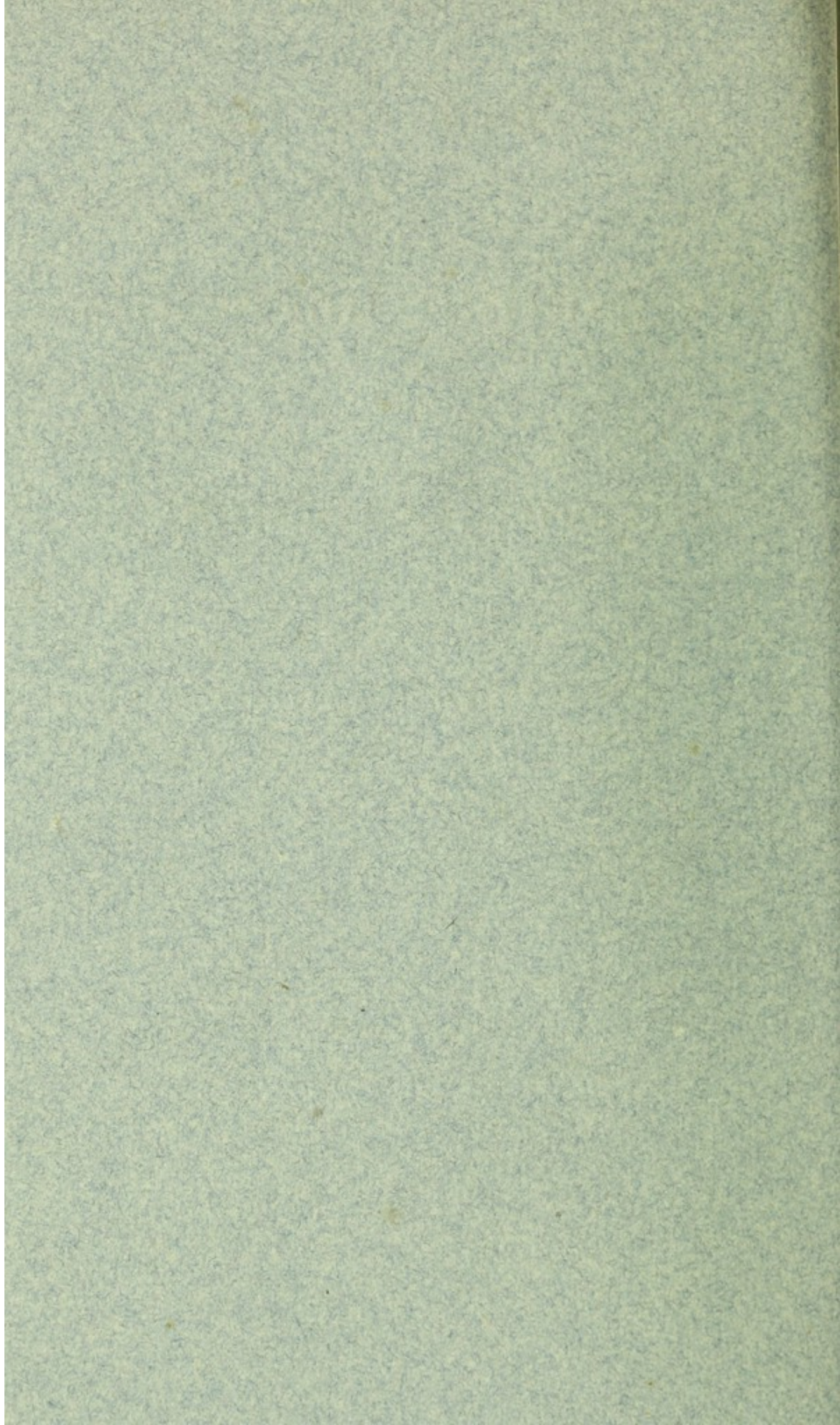
BY

SIR WILLIAM TURNER

K.C.B., D.C.L., F.R.S.

VICE-CHANCELLOR AND PRINCIPAL OF
THE UNIVERSITY OF EDINBURGH





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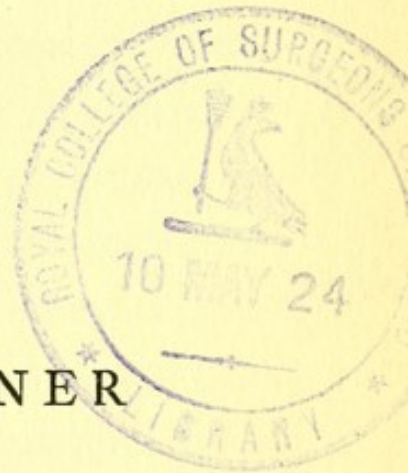
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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

REPORT

ON THE PROGRESS OF

RESEARCH

IN THE

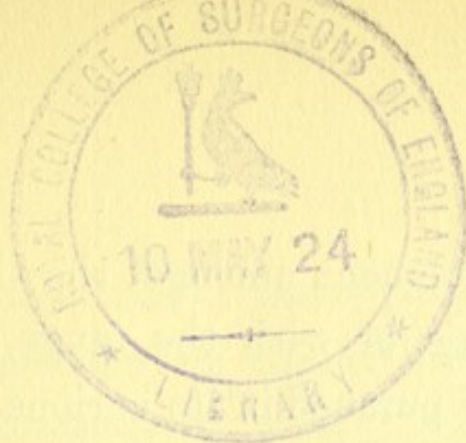
YEAR

1911-1912

BY

THE FACULTY

OF PHYSICS



GRADUATES,—It has given me much pleasure to accede to the wish of my colleagues of the Faculty of Arts, conveyed through the Dean, that I should deliver to-day the Address which is customary on the occasion of a graduation. It was felt that as this is the first public University function held, since my appointment to the honourable office which I now occupy, that it would be an appropriate opportunity for me to give an introductory address in my capacity as Principal.

I enter on my duties in immediate succession to my predecessor, who, before he became Principal eighteen years ago, had filled with distinction for a number of years high office in the government of the greatest Dependency of the Crown. In recognition of the services which he had rendered to the University the Students not many weeks ago in this Hall paid him a warm and affectionate tribute, and we his colleagues expressed the hope that after a long life of activity and usefulness Sir William Muir would enjoy ease and tranquillity of mind in his retirement.

I do not come before you as a stranger unacquainted with the University, with the history of its rise and

subsequent development amongst the Universities of the British Islands, or with the range, methods, and purposes of study pursued in its various Faculties.

I recall a chill October day in 1854, when I first crossed the Scottish Border, fresh from the students' benches of the great Hospital of St. Bartholomew, to begin my work in the University as principal assistant to one of the most eminent professors of Anatomy of the last century, the late John Goodsir.

Edinburgh was to me an unknown city, where I had neither friend nor acquaintance. I could not claim by right of birth to speak of it as "mine own romantic town," but by virtue of long residence and citizenship my life and work have now become identified with it. I had the good fortune to fall early in my career under the spell which Edinburgh exercises over those who dwell within its precincts, when the mind was young and open to impressions and to the romances of the mighty Wizard, whose spirit seemed to haunt its streets, and to re-people its ancient houses with those who had played their part in the history and social life of Scotland and its capital, and before the process of destruction, known as City Improvements, had swept away so many of the landmarks of the past.

But even if I had been gifted with the most vivid imagination, I could not have pictured that, as time

went by, I should have had this day, as Principal and Vice-Chancellor of the University, to address the young graduates in Arts. For, irrespective of the question of personal promotion to these offices, which would have seemed the wildest of dreams, a public ceremony of this kind was not possible in the middle of the last century, and at the time to which I refer could scarcely have been conceived as being within the range of possibility. Although an education in Arts adapted to the requirements of the day, and imparted by professors of eminence in their respective subjects, had been in active operation for more than two centuries in our University, graduation in Arts and a public laureation had fallen into disuse: a Chancellor and a Vice-Chancellor were to us unknown officials. It was not until the end of the nineteenth century, through the munificence of Mr. William M'Ewan, that the University became possessed of an Academic Hall, in which a graduation ceremony could be performed with dignity, with that impressiveness which should mark the crowning stage of undergraduate life and be an enduring memory.

In giving consideration to the selection of a topic, which might form the subject of an address, it occurred to me that it might not be uninteresting or uninstructional if I were to sketch the influence exercised by legislation over the Universities of

Scotland during the period of my connection with the University of Edinburgh.

The year 1858 is a most important date in the history of the Scottish Universities, more especially in that of the University of Edinburgh. Parliament in that year passed a Universities Act and appointed an Executive Commission to carry out its provisions. Under their ancient Charters the administration of the affairs of each of the Universities of St. Andrews, Glasgow, and Aberdeen had been in the hands of the Senatus Academicus, who managed the property, superintended the discipline, and regulated the system of graduation. In Edinburgh, again, these duties were performed for the most part by the Municipal Corporation of the City. By this Act Edinburgh was put on the same footing as her sister Universities, and she became empowered to appoint a Chancellor, Vice-Chancellor, and Rector. The administration of the affairs of each University was vested in the Senatus ; but the decisions of the Senatus were to be subject to the control and review of a new governing body created by the Act, the University Court. The Executive Commission, *inter alia*, had to make rules and ordinances to regulate the admission of students, the course of study, the manner of teaching and examining, and the granting of degrees in the different faculties, with this important proviso,

that in so far as practicable and conducive to the well-being of the Universities and to the advancement of learning, the course of study, the manner of examinations and the conditions under which degrees were to be conferred, should be uniform in all the Universities of Scotland. Further, the Act contained a section that if a charter for the foundation of a National University for Scotland were granted by the Crown, the individual Universities might surrender the powers of examining for and granting degrees and become merely Colleges of one National University. Fortunately this section never became operative, but it was obviously in the mind of the legislature that encouragement should be given to the idea that the time had come for the ancient Universities of Scotland to lose their autonomy, and that, as far as possible, their educational and degree-conferring functions should be framed on the same pattern.

Prior to the Act of 1858 the Imperial Parliament had given little attention to the Scottish Universities, though small sums of money, in continuance mainly of ancient grants from the Crown, had occasionally been doled out by the Treasury for the promotion of education in them. The Act itself did not specify the amount of the grant to be allotted, but power was given to the Treasury to pay for certain

purposes, on the recommendation of the Executive Commission, such additional moneys as Parliament might provide. It was, however, understood at the time that the Commissioners had but little latitude as to the sum which they were to be entitled to recommend, and the additional money which Parliament ultimately voted for the endowment of new Professorships, for improving the incomes of existing chairs, for the payment of assistants and examiners, was only from £7000 to £8000 a year, to be divided amongst all four Universities. The old and new Parliamentary grants together made a total of something less than £13,000 a year, of which the University of Edinburgh received £4813, 17s. 10d. At this time the total number of students was 3459, and of these 1428 were in the University of Edinburgh.

The Commissioners were required by the Act to submit all rules, statutes, and ordinances, financial and otherwise which they should frame, to the Houses of Parliament, and thereafter for the approval of Her Majesty in Council, on receiving whose approval they became law.

The framers of the Act clearly foresaw that in the progress of time ordinances would require modification, more especially those connected with education and examination preparatory to the conferring of

degrees, owing to changes which would necessarily arise in the methods and subjects of education, and from the advance of knowledge in the various departments of study. Power was therefore given to the University Court, subject to the consent of the Chancellor and with the approval of Her Majesty in Council, to alter or revoke the Ordinances which the Commissioners had framed, and it is to be noted that amended or new ordinances did not require to be submitted to Parliament before they could become law. But the Universities as recipients of Treasury Grants, which appeared each year in the Civil Service Estimates, had now become subject to Parliamentary supervision and comments, and on more than one occasion members of the House took advantage of the opportunity.

Though in various respects the Universities derived important benefits from the Act of 1858, they in their turn, in consequence of the pecuniary difficulties with which for many years they had had to contend, were required to surrender in great part their independence of action in regard to regulating the conditions under which degrees were to be conferred. For consequent on the acceptance of £13,000 a year from the Treasury, which was all that the legislature forty years ago was prepared to expend towards the development and encouragement of the higher educa-

tion in Scotland, and compelled by the inadequacy of their endowments and their straitened circumstances generally, the Universities became placed under State control, and may be said to have parted with their birthright for a meagre mess of pottage.

After the Act of 1858 had come into operation, the authorities of the University of Edinburgh availed themselves on many occasions of the procedure, which allowed existing ordinances to be amended in order that they might be adapted to the changing conditions of education. It is noteworthy that, if no opposition to the amendment or repeal of an ordinance was offered by any of the sister Universities, and if the proposed alteration commended itself to the Privy Council, which, according to my experience, was usually the case, the approval of Her Majesty could be obtained after an interval of a few weeks.

As time went on many questions arose bearing upon University administration, the claims of graduates to take a part in it, the affiliation of colleges, the increase of the teaching staff within the University, the extension of privileges to be granted to external teachers, and other matters connected with education, which led to much public discussion. During three successive years Bills were drafted and presented to

Parliament in which clauses were inserted, to effect alterations of a more or less sweeping kind in the Act of 1858. But in this series of Bills it was obviously the intention of the Treasury to buy off the Universities on the cheapest possible terms, and to be no longer troubled with them. The question of adapting them efficiently to discharge the duties attached to the highest educational bodies in Scotland did not seem to be of much moment to the guardians of the public purse.

I shall give one or two illustrations. In the Bill of 1883 an Executive Commission was empowered to inquire into the financial condition of the University of St. Andrews, and, if satisfied that it could no longer perform its functions with advantage, the Commission was authorised to suggest that the University and its Colleges should be dissolved, and their revenues applied to other educational purposes. The idea that the University and its Colleges ought to be put in a position adequately to discharge their functions was not sufficiently in the minds of the framers of the Bill, and the mother University in Scotland was to be treated with but little more consideration than if she had been an adventure school. I need not quote the forcible and expressive language of the people of Fife, when they became acquainted with this clause; it is sufficient

to state that the proposal was universally condemned, and did not reappear in any future Bill.

Again in the same Bill and repeated in a Bill introduced in the year following, it was intended to charge the Consolidated Fund with an annual payment to the Universities, which was to be in full discharge from the public moneys of all claims, past, present, and future on the part of the four Universities and the professors and officers thereof. Had this become law, the higher education in Scotland, so far as it was to be provided for by the State, would have become stereotyped in accordance with the fashion of that day, and unless some unforeseen event had occurred to supply the Universities with material additions to their resources, their adaptation in the future to the ever-changing conditions and needs of education would have been impossible.

I can recall the answer given by one of the shrewdest of Edinburgh citizens, the late Sir George Harrison, to the then Financial Secretary to the Treasury, that the proposal to dispose for the future of the claims of the Universities to public moneys would require to be coupled with the condition that the people of Scotland would also have to be freed from all future increase of taxation.

This attempt on the part of the Treasury, to get rid of the Scottish Universities by a fixed annuity

for all time, having failed, a Bill was introduced into Parliament in 1889 by Lord Advocate Robertson which provided £42,000 a year for the past and present purposes of the Universities, and by a later Act the amount was increased to £72,000. In the same Bill the administration of the funds and property was to be transferred in each University from the Senatus to the University Court, and an Executive Commission was to be appointed with large powers, and *inter alia* to frame ordinances for regulating education, examination and the conferring of degrees. This Bill became law, and the State control over the Universities was made much more stringent than in the Act of 1858. For not only had the Commissioners, as in that Act, to present their ordinances to Parliament before they were submitted for the approval of Her Majesty in Council, but on the expiry of the Commission, all ordinances framed by the Court of any University, after being communicated to the Senatus and general Council of that University, to the University Courts of the other Universities, had, in addition, to be laid before both Houses of Parliament for twelve weeks before being submitted for approval to Her Majesty in Council. Further, each University Court was to prepare a statistical and a financial Report annually and transmit them to

the Secretary for Scotland, to be laid before Parliament.

That all ordinances bearing on the expenditure of moneys provided by Parliament should be subjected to Parliamentary review and control is reasonable and in accordance with general procedure. On the other hand, that ordinances dealing with the details of education and with the regulation of the subjects of examination for degrees should have to be subjected to a similar ordeal seems uncalled for, and calculated to throw continual obstruction in the path of educational development and reform. As the Act provided for an increase in number of the members of each University Court, and also added to the supreme governing body more external representatives than was the case when both administrative and educational functions were vested in the Senatus, it was surely unnecessary to lose twelve weeks of valuable time, which, in the case of Parliament rising before the twelve weeks had expired, might extend to eight or more months. Moreover, as the Courts of all the Universities were to be communicated with before any University could alter or revoke any of the ordinances affecting it, ample opportunities were given, should a University propose changes which would be detrimental to education, to state objections and press them home

before the Universities Committee of the Privy Council.

So impressed was the Court of the University of Edinburgh with the importance of removing, as far as possible, impediments which might obstruct desirable reforms in educational procedure, that, immediately after the Executive Commission under the Act of 1889 began its work, the Court memorialised the Commission on the subject. They suggested that in framing ordinances applicable to courses of study, examination and graduation, the Commissioners should deal rather with general principles than with matters of detail, and that power should be given to the Senatus and University Court to adjust and modify details of study and schemes for graduation from time to time as circumstances should require.

It is due to the Commissioners to state that in several instances they acted in accordance with this suggestion, but experience has shown that it might with advantage have been made more generally applicable. I shall give an illustration—

Candidates for a degree in Arts are required before entering on the curriculum to pass a preliminary or entrance examination in subjects of school education, some of which are compulsory, whilst a selection may be made from a list of other subjects, one of

which is Dynamics. Under the auspices of the Scottish Education Department great encouragement has been given of late years to the development of a practical training in Chemistry and Physics in the schools, an examination on these subjects which is essentially practical has been instituted, and a Leaving Certificate is given to successful candidates. The Education Department have asked the Universities to accept for the Preliminary Examination their Leaving Certificate in Science in lieu of the examination in Dynamics. The Joint Board and the University Authorities generally are prepared to agree, but the existing Arts ordinance will in the first place have to be amended, and the cumbrous and complicated procedure already referred to, which will lead to a delay of more than a year, will have to be carried out before a simple and useful change of this kind can be effected. The procedure which we are compelled under the Act to adopt in matters educational is, in its waste of energy, on a similar footing to that which would arise, if we required to employ a steam hammer each time that we cracked a hazel nut.

In the Universities Act 1889, power was given to the Executive Commission to establish a General Court of the four Universities, which should take in review their general interests, especially in regard

to degrees and examinations, and with the duty of reporting to Her Majesty on new ordinances or on proposed changes in existing ordinances, and to report to the Secretary for Scotland on matters connected with the Universities. The late Lord Playfair, as I know from conversation with him, was largely instrumental in pressing this question on the notice of Parliament. The Executive Commission gave consideration to this section of the Act and prepared a Draft Ordinance, which was, however, subsequently withdrawn. A General University Court might with advantage become part of the University system in Scotland, if it were made to take the place of the reference to Parliament, when existing ordinances are to be amended or new ordinances are proposed, in all cases, except those where the changes bear on the allocation of public moneys, when parliamentary supervision should be continued. But to cumber the Universities, by requiring them under present conditions to refer to a General University Court all questions which would involve an alteration in ordinances, would only render more complicated the existing mode of procedure, and would occasion greater delay and difficulty in effecting educational reforms. What we ought to aspire to obtain is greater educational freedom and not an increase of restrictive administrative machinery. The

autonomy of the Scottish Universities should be sedulously preserved, subject to such control as will check any desire or tendency on the part of any one University to offer its degrees on terms which would imply a lowering of the standard of education and examination in Scotland.

In connection with this aspect of the question it may be instructive to glance at the Universities in England. I do not refer to the Universities of Oxford, Cambridge, and Durham, which are self-contained in their internal administration, nor to the University of London, which differs so much in its history, constitution, and environment from the Scottish Universities, that it is difficult to institute a comparison between them. But as most of you know, in the later years of the Victorian era several of the great English cities, ambitious of becoming more than centres of populous districts and industrial activity, applied for Charters to enable them to attain the status of University seats. The movement took shape in the north of England, and in the year 1880 a University was founded to be called the Victoria University, which at first had associated with it only The Owens College, Manchester, but within a few years the Yorkshire College, Leeds, and the University College, Liverpool, were federated to it as Colleges of the University. By the Charter the

University Court, the supreme governing body, had full power to make and alter or revoke Statutes for regulating all matters concerning the University, provided that they did not impose on any person any test of religious belief or profession, or were not repugnant to the law of England, or to the general objects or provisions of the Charter. These Statutes were comprehensive and embraced both matters appertaining to the general administration of the University, and also arrangements connected with degrees, examinations, and courses of study in the several faculties. So complete was the authority given to the University to manage its own affairs, that in no instance were the Statutes and regulations to be submitted to Parliament, and the consent of the Lord President of the Privy Council was required, only when, on the admission of a new College to * the federated University, the number of its representatives on the Court was to be fixed, and when, on the application of Convocation, he was asked to grant an increase in the number of its members on the Court. It should, however, be stated that the Charter conferred on the Lord President of the Privy Council the power of appointing a proportion of the original members of the University Court, and, when vacancies occurred amongst those appointed members, of filling up the vacancies.

Not many months ago His Majesty in Council was petitioned to grant a Charter of Incorporation as a University in Liverpool to University College in that city. In the event of this being granted, The Owens College, Manchester, petitioned for incorporation as an independent Victoria University in Manchester. These petitions were referred to a Committee of the Privy Council, who reported in February of the present year that, in their opinion, Charters should be granted, and the King has approved of the Report. It follows, therefore, that the old Victoria University of federated Colleges located in different cities will cease to exist. In order to allow the Yorkshire College in Leeds to consider its position, opportunity has been given to the authorities to submit a draft charter of incorporation as a University in Yorkshire. Before very long we may expect to see the great counties of Lancashire and Yorkshire, with their teeming population, provided with three Universities organised on modern lines.

It would of course be premature to make any statement of the exact powers to be conferred on the authorities of these Universities, as their Charters have not yet been adjusted, but as the Committee of the Privy Council have in their Report called attention to certain questions which will require consideration, when the Charters are being framed,

the points raised will doubtless have effect given to them.

They refer to the expediency of co-operation between Universities of a common type and with cognate aims, and that in framing the Charters the effect of the multiplication of such Universities should not be lost sight of. The Committee take care, however, to say that the methods, by which joint action can best be secured, should not unduly restrict the liberty, or circumscribe the responsibility that ought to be attached to independent Universities.

They emphasise the importance, under the authority of the King as Visitor, of an inspection of the University, its buildings, laboratories, and general equipment, and also of the examinations, teaching, and other work done by the University. Should this be made a condition, the inspector's report would probably have to be made to the Privy Council, and to that extent these Universities would be under more State supervision than is at present the case with the Victoria University.

The impending break-up of the Federation of Colleges in the Victoria University, within twenty-three years of the conferring of the Charter of Incorporation, is a conclusive comment on the proposed conversion of the four Scottish Universities into Colleges of a new National University for Scotland,

a proposal which it is understood emanated from, and was advocated by, the late Mr. Gladstone.

The last year of the reign of our late Queen was signalised by the foundation, in the chief city of the English Midlands, of the University of Birmingham in expansion of the previously existing Mason University College. By its Charter of Incorporation a University Court was established, consisting of nominated members, one of whom was appointed by the Lord President of the Privy Council, and a large number of persons representative of educational and other bodies situated mostly in the Midland district. To this Court was entrusted the framing of statutes bearing on the general administration of the University, the amending, altering, or repealing these statutes, subject to the changes proposed being allowed by His Majesty, or by a Committee of the Privy Council. A University Council was also authorised, to which was entrusted the making of ordinances in regard to such matters as were directed by the statutes, which ordinances were to be sanctioned by the University Court.

These ordinances *inter alia* deal with the finances, investments, and accounts, with degrees, diplomas, certificates, and distinctions awarded by the University, and with the qualifications, means, and steps to be taken relative to the granting and obtaining

of the same. The University of Birmingham therefore has within itself full power to construct ordinances, and to modify them from time to time, as occasion requires, without reference to any outside authority. When the Council and Court have decided that a modification in the ordinances referring to education, examination, and the granting of degrees is advisable, the change can be at once brought into operation.

No greater contrast can be found in these respects than is exhibited, on the one hand by the most recently incorporated of the British Universities, and on the other by the Universities in Scotland, the youngest of which can claim to have a history of more than three hundred years.

Naturally one is tempted to inquire if any good reason can be given for the existence of such a marked distinction in the power of regulating their educational and degree-conferring functions. At first sight it might appear as if it were due to the Scottish Universities being in the receipt of substantial grants of public money, and to the recently founded English Universities not being similarly provided for. The Civil Service Estimates, however, show that the Victoria University and its three constituent Colleges receive from the Treasury £10,700 a year, and the Birmingham University with its single College £4700

a year. In so far as these grants have to be voted annually by Parliament, opportunity is given for comment when the votes are before the House. Each College is also required to give an annual report, statistical and financial, through the Board of Education to the King in Council, which is presented by His Majesty to both Houses of Parliament. In addition, by a minute of the Treasury the Colleges are periodically visited, at intervals of five years, by Inspectors appointed by the Treasury, who have to report on the financial position of the Colleges, if the quality, character, and results of the work in Arts and Science reach a University standard, and on the adequacy of the educational equipment of the several Colleges for such work. These reports and inspections have for their primary object to satisfy Parliament that the public moneys are expended in a satisfactory manner. But the Parliamentary control is strictly limited to this aspect of their work, and the Universities, of which the Colleges are members, are, as already stated, in no way subjected to Parliamentary supervision over their degree-conferring functions.

I claim for the Universities in Scotland that the power of making, altering, and revoking ordinances and regulations connected with the discharge of their degree-conferring functions should be vested in the

authorities of each University, after communication with the sister Universities and reference to the Universities Committee of the Privy Council, and not be subjected to a prolonged and complicated procedure such as has been imposed by the Act of 1889. In making this claim I am asking no more than has been granted, apparently without question, to the Universities recently established to the south of the Border. Educational freedom has been conferred on them, and it is difficult to understand why we in Scotland, with an educational history of which we have no cause to be ashamed, should be bound in swaddling-clothes and impeded in our progress.

The Report already referred to by the Committee of the Privy Council on the petitions of the University College, Liverpool, and The Owens College, Manchester, for incorporation as independent Universities points out that, having regard to the great importance of the matter, and the effects of any change upon the future of higher education in the north of England, co-operation is expedient between Universities of a common type and with cognate aims. In this passage the Committee apparently had in view the condition of matters in the Scottish Universities. As is well known, the ordinances which regulate graduation in the four Universities are

framed on similar lines. With the exception of the preliminary examination, which admits to the curriculum of study, each University conducts the degree examinations independently of its sisters. But for the preliminary examination a Joint Board consisting of representatives of the four Universities has been constituted with power to regulate the examination, and to secure an adequate and uniform standard throughout the country. Co-operation to this extent is unquestionably of great value. Although the administrative machinery associated with it is not free from defects, the general result is to require a fair standard of preliminary training from all students of the Universities who contemplate graduation in any Faculty. Competition therefore to admit students into any University on a lower standard than is required by the others is rendered impossible. This arrangement has produced a beneficial effect on the secondary education in Scotland, for the masters in the schools are no longer distracted by variations in standard in different Universities, and can apply themselves to prepare the youth of both sexes for an examination which harmonises with the standard of the Leaving Certificates granted by the Scottish Education Department.

The Scottish Universities, notwithstanding the additions made to their resources since 1858 from

gifts, endowments, bequests, and parliamentary grants, in the exercise of their important functions as national institutions for the promotion of the higher education and of research, and as great training schools for the professions, require from time to time to appeal for more funds. In matters educational, for one institution to halt, whilst others are advancing, is equivalent to a retreat on the part of that which stands still. No University which retains a sense of self-respect can allow itself to be placed in this position. We require therefore to consider what the sources are from which we may look for help. Our neighbours on the continent of Europe would, as a matter of course, expect the State to provide what is necessary, and where education has reached its highest development, the State has responded with liberality to applications for new and improved buildings, for additional equipment, and in part at least for the payment of the teaching staff. In our own country again, the State has sparingly and even grudgingly granted money for the purposes of the Universities, being dominated apparently by the traditions of Oxford and Cambridge, whose Universities and Colleges, up to recent times, were sufficiently endowed for the work which they discharged, though now with agricultural depression and diminished rentals on the one hand, and the

demands made for expansion in their teaching in science and medicine on the other, they also are feeling the pinch of insufficient income. The reports which are now reaching us that in consequence of the Education Act for England of last year, an equivalent sum will be credited to Scotland for educational purposes, lead us to hope that when this money is allocated the Universities may receive their share.

If we turn now to the American continent, we find that in Canada and the United States new Universities have been founded, equipped, and endowed, and the older Universities have been largely benefited by the munificence of private persons in whose hands, owing to the enormous industrial development, wealth has accumulated to an almost fabulous amount. Through the loyalty to his native land of one of her sons, Mr. Andrew Carnegie, Scotland has participated in this influx of wealth. His magnificent gift of a capital sum of two millions of pounds marks an epoch in the financial position of the Universities, for the income of one-half this sum is to be applied by the trustees appointed by the deed of gift to the expansion and improvement of education in the Universities. To this gift, however, a condition is attached that the Executive Committee of the Trust is entitled in making a grant to require

contributions from other persons, trusts, or corporations of such additional sums as they may consider reasonable or necessary to attain the desired object.

In accordance with this condition, the University of Edinburgh is now called upon to appeal to the public for funds in order to be in a position to claim and employ moneys which the Committee of the Carnegie Trust is ready to provide. The authorities of the University intend to purchase a site and to erect on it, in the first instance, laboratories, and other accommodation for the departments of natural philosophy and engineering, and to equip them with the necessary apparatus: to extend the teaching of modern languages, and to provide for instruction in the subjects of a commercial education: to improve and expand the methods of tutorial instruction: to obtain the means for giving to the Members of the University facilities for conducting research in various branches of knowledge: to found scholarships and fellowships, and to effect improvements in the University Library. We have, after full enquiry, satisfied ourselves that, in order to keep our place in the front rank of British Universities, efforts require to be made to provide the means for carrying out the objects to which I have referred. Nearly thirty years ago, when the advancing tide of knowledge compelled us to make a public appeal for funds

to erect and equip a new school for the teaching of medicine and the auxiliary sciences, a most liberal response was made to our requests, and the important end we had in view was attained. A further stage in educational progress, on which the Universities are called upon to enter, has now been reached, and we again appeal to public sympathy and generosity. The pride, the proper pride, which the citizens of Edinburgh and the Scottish people take in the metropolitan city and its University, gives us confidence that on this, as on the previous occasion, success will attend our efforts.

If we look into the history of the rise of the Universities in Great Britain, we shall find that, in addition to their immediate foundation, either by Papal Bull or Royal Charter, local effort and private enterprise and liberality have contributed largely to their progress. It would, I consider, be a national misfortune if we regarded the State as the only source from which funds for instituting and carrying on developments in the branches of knowledge taught in the Universities, should be obtained. The strength of our national character hinges largely on the exercise of individual and local effort, and to be continually calling on the State for support discourages the habit of self-reliance and leads to a system of centralisation and control, which is not conducive

to public prosperity. If a locality is satisfied that the University in its midst is employing the best endeavour to advance education, no further argument should be needed to elicit means which it may be necessary to provide in order to secure that end.

GRADUATES,—Up to this point my address has been devoted to matters connected with the University as a whole and its relations to the legislature and the public. To many of these questions I have had to give, during my long association with University affairs, consideration and personal attention, which may be a justification for the time I have expended in their discussion. I cannot, however, conclude without some words applicable to yourselves. In the first place, let me express on behalf of your respective Faculties and the Senatus generally our congratulations on your promotion to be graduates of the University. Up to this period you have been in a state of pupilage at school and college, and your work and pursuits have been largely under the direction of others. To most of you, I suppose, the period of pupilage has come to an end, and you will have to mark out for yourselves the paths that you intend to follow. It is not for me to anticipate, on the one hand, the success, prosperity, and happiness which you may enjoy, or, on the other, the disappoint-

ment, anxiety, or sorrow which you may have to face. But in the one case as in the other let me exhort you, if I may employ a word which, both in its derivation and in law, is applicable to both sexes, Quit yourselves like men. When you meet with difficulties, exercise patience and courage and they will be surmounted. Prove yourselves to be truthful in spirit and in act; let the duties which you are called upon to undertake be discharged with a full sense of the responsibilities attached to them. Be honourable and God-fearing in all your dealings, and you will gain the respect, confidence, and esteem of your fellow-citizens and of those with whom your work and life are to be associated.



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