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# SCOTTISH EDUCATION SCHOOL AND UNIVERSITY

FROM EARLY TIMES TO 1908

WITH AN ADDENDUM 1908—1913

BY

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Cambridge :  
at the University Press

1913

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**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

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education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107455917](http://www.cambridge.org/9781107455917)

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First edition 1910

First published 1913

Reissued with an Addendum 1913

First paperback edition 2014

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-107-45591-7 Paperback

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## PREFACE

WHEN, at the suggestion of the Syndics of the Cambridge University Press, I undertook to write the History of Scottish Education from early times to the present day, I did so with much hesitation. The difficulty of presenting within comparatively narrow limits such an account of a large subject as would be at once solid enough to be useful to the educationist, and interesting enough to appeal to the general reader, seemed a very serious one. As I have proceeded with my task that difficulty has not disappeared. All important as education is for the well-being of a nation, it cannot be called a generally attractive subject. There is no doubt in every community a small percentage who take a special interest in it, but as a rule, it is only those who are practically or professionally in close quarters with it who give serious consideration to either the history or the details of education. While the admirably accurate, and, for the period and subject covered, exhaustive record in Grant's *Burgh Schools of Scotland* is a perfect storehouse of facts accompanied by eminently sensible comments, it is more a book for reference than continuous perusal. In the work which I have undertaken it is not desirable, even if it were possible, to introduce the innumerable details which Mr Grant has with most praiseworthy industry and skill brought together. My aim has been to select from them and other available sources such as are typical of the time and locality to which they belong, and present them—to use the language of Art—in an impressionist or bird's-eye view.

It can scarcely be said that the historian of education, in dealing with what precedes the 12th Century, is standing on

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sufficiently solid ground. With that century accordingly our history begins.

The History falls conveniently into four periods.

First (a) Schools from early times to 1560 and the founding of Grammar Schools.

(b) The founding of the three oldest Universities.

Second (a) Schools from 1560 to 1696, the Reformation era.

(b) The Universities of the same period.

Third (a) Schools from 1696 to 1872, the era of well-established Parish Schools.

(b) The Universities from 1696 to the period when, by the Act of 1858, they may be said to have been nationalised.

Fourth (a) Schools from 1872 to 1908.

(b) The Universities from 1858 to 1908.

In 1907 when my task up to 1906 was within sight of completion, I was unfortunately seized with an illness which made absolute rest for several months imperative. Recovered so far as to resume work I decided to bring my narrative to a certain extent up to date, and proceeded to deal with what is rather the politics than the history of education—the multitudinous changes which from 1906 to 1908 characterise the subject alike in School and University. We have in schools an entire change in the character of inspection and in the training of teachers; in the universities changes in the curricula, and demands for autonomy arising from the restiveness of General Councils, under conditions which made the framing of New Ordinances, suitable to the varying needs and environments of each university, exceedingly difficult. In these circumstances it was suggested to me that the history might be suitably rounded off up to date by experts giving in short appendixes a condensed account of what has been done, and the outlook of what has been proposed, during these two years. I have been fortunate in

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securing kind friends who have both the will and the skill required, each appendix appearing under the name of the author.

I have endeavoured to be accurate in the use of quotation marks, and in verification of references in footnotes. I have revised the whole carefully, supplying omissions, and removing what could with advantage be spared, and it is perhaps not unreasonable to expect that a close and practical acquaintance with the school and university life of both Scotland and England for more than fifty years has prevented me from falling into very serious inaccuracy or misconception.

I regret that Mr Strong's interesting treatise on Secondary Education in Scotland did not appear till the whole of the present work was in type, and so too late for me to profit by it.

I have to acknowledge with hearty thanks the readiness with which my requests for information and for the revision of some of the proof sheets were met by University Officials—J. M. Anderson of St Andrews, J. Coutts and W. Innes Addison of Glasgow, P. J. Anderson of Aberdeen, and Sir Ludovic Grant of Edinburgh. I have also to thank C. Stewart of Gordon's College, Aberdeen, and Dr Lauder of the Edinburgh and East of Scotland Agricultural College for useful notes. But more than to any other my very special thanks are due to Dr Giles of Emmanuel College, Cambridge, for most careful revision of all the proofs and for many valuable suggestions. Lastly a well-deserved acknowledgment to my daughter for a full Index is probably not out of place.

J. K.

EDINBURGH,

*December 15, 1909.*

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