

bill which had been issued for the purpose of eliciting expressions of opinion, preparatory to more active steps next year. He would like to remind them of the field of operation which now lay before the Scottish Education Department. He was the more anxious to do this as there were signs that their position and efforts were attracting attention outside Scotland; a few days ago, for instance, there was a very appreciative notice of their work in the *Times* newspaper. It was evidently written by someone who had caught the spirit in which they wished to work, and it showed much knowledge of the problem that lay before them. Not only the supervision of all elementary education, but that of all secondary education, belonged to the Department. The Technical Education Acts were now administered by it, and all the grants for science and art came within its range. It was their duty to see how both art and science might enter into general education; how each might be developed as part of a sound educational curriculum; how they might be most usefully adapted to the varying requirements of each locality; and how, above all, they might enlist the interests of the leaders of various industries in advancing either the scientific or the artistic instruction that might help the community with which they were connected. They were not going to regard only a certain number of passes, in various branches of science or of art, as the things which they must encourage and pay for. They proposed to keep steadily in view two grades of schools—the elementary and the secondary. These could not assume one another's functions without mutual injury. They wished to make secondary schools available for all whose circumstances or whose talents made it expedient that they should take advantage of them. There was no difference of opinion as to the ends

amongst those who took an interest in the subject. But there was a difference as to the means. He was not prepared, either on behalf of himself or of the Government, to give his adhesion to the new doctrine of free secondary education. He thought it was best to keep the fees; but to provide free places and bursaries so far as there was a real requirement for them, and so far as it could be done without crippling the school. The first and most important thing was to have first-rate and well-equipped schools. Personally, he preferred the proposal of the original memorandum issued by the Department in 1892, which aimed at a moderate average fee. In secondary education one condition of a grant should be a limitation of fee to a sum which could fairly be faced by a middle-class parent. If a school provided for a class who could pay a higher fee, then it had the less need of State assistance. As regarded the elementary schools, they had now come to recognize that the school must be judged chiefly, not by the individual results in all its classes, but on what it could accomplish for its pupils before they left. The school authorities should arrange and classify as they thought best. The real aim was to be, not the labor certificate, which was only a loophole for those whose circumstances made longer attendance impossible, but the merit certificate, which opened the door of secondary education. They should discourage a long string of specific subjects. That might be a matter of cram. What they should ask was really a higher educational aim. As regarded the new grant of about £35,000, under the Local Taxation Account Act, he was asked to promise legislation and to postpone action until that legislation was passed. Without saying that legislation might not hereafter be expedient and even necessary, he had declined to tie his