

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1902-1903.

Presented to both Houses of Parliament by Command of His Majesty.



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CONTENTS.

REPORT	Page 1
------------------	-----------

TABLES EMBODIED IN THE REPORT.

Particulars of average attendance of scholars on Registers of Schools on the Annual Grant List	1
Particulars as to Higher Grade Schools or Departments	3
Rate of progress since 1872	4
Schools classified	6
Particulars of average attendance of scholars on Registers of all Annual Grant Schools, with certain percentages	9
Relief of school fees ; particulars of amounts paid	10
Certificate examination, 1902 ; successful candidates	17
King's Scholars attending University Classes	18
King's Scholars in training, October, 1902	19
Attendance of King's Students at University Classes	20
Grants for Continuation Classes and for Science and Art	29
Agricultural Grants	31

APPENDIX TO REPORT.

PART I.

	Page

ADMINISTRATION OF EDUCATION (SCOTLAND) ACTS, 1872, 1878, 1883, 1897, and 1901.	
List of Parishes and Burghs in each County of Scotland having separate School Boards, with the Population as at the Census of 1901	37
List of Voluntary Schools	80
List of Training Colleges under inspection	95
Local Committees for the Training of King's Students	95
List of Continuation Classes	97
List of Central Institutions	142
List of Agricultural Colleges	142
List of Secondary Schools having Classes recognised under the provi- sions of the Minute of 24th August, 1900	143
with the names and addresses of Correspondents.	
Statement as to School Board Elections, 1903	146
Sales sanctioned under Section 36 of Education (Scotland) Act, 1872	147
Loans sanctioned under Section 45 of the Education (Scotland) Act, 1872	148
Transfer sanctioned under Sections 38 and 39 of the Education (Scot- land) Act, 1872	150
Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872	151
Code (1903) Day Schools	153
Code (1903) Continuation Classes	237
Inspectors' Districts, Staff, and Head Quarters	269
Appointment of Inspectors	277
List of Papers relating to Education presented to Parliament by the Committee of Council on Education in Scotland, 1902-1903	278

MINUTE.

Minute dated the 28th May, 1903, providing for the Distribution of the General Aid Grant	281
---	-----

CIRCULARS.

INSTRUCTION OF PUPIL TEACHERS IN DRAWING AND SCIENCE.

Circular to School Boards and School Managers	283
Science Course	284

206
19

CONTENTS.

v

	Page
SUGGESTIONS FOR SUPPLEMENTARY COURSES IN DAY SCHOOLS.	
Circular to School Boards and School Managers	287

CODE OF 1903.

Memorandum	296
Regulations with regard to School Registers	299

TRAINING OF TEACHERS.

Circulars to Training Colleges and Local Committees for King's Students	
RECORDS OF STUDENTS' WORK	303
MODERN LANGUAGES	304
MUSIC	307

SECONDARY EDUCATION.

Circular to Secondary Education Committees asking for statement of accounts, and enquiring whether amended scheme will be submitted	309
Table showing amount to be paid to each Committee	313
List of Secondary Education Committees	314

List of Schools recognised by the Scotch Education Department as Higher Class Public Schools under Sections 62 and 63 of the Education (Scotland) Act, 1872	316
---	-----

Report for the year 1903 on Secondary Education in Scotland by Sir Henry Craik, K.C.B.	317
--	-----

TABLES.

1. Income and Expenditure of Higher Class Schools sharing in Grant under Minute of 27th April, 1899-	346
2. Particulars of Grants to these Higher Class Schools	354
3. Statistics as regards Scholars and Teachers in these Higher Class Schools	356
4. Fund established under paragraph 6 of Minute of 27th April, 1899	360
5. Synopsis of the Schemes of the Burgh and County Committees for the distribution of the sums available for Secondary and Technical Education	360
6. Statement of the sums received and expended by Secondary Education Committees during the year ended 15th May, 1902, with numbers of schools and scholars participating in the grants	384
7. Summary of Table 6	390

	Page
Note as to Leaving Certificate Examination	393
Note as to Mathematical Papers	393
Note as to Papers in English	396
Note as to Papers in Modern Languages	398
Note as to Latin and Greek Papers	398
Circular to Higher Class Schools as to date of examination, etc.	399
Circular as to admission to Leaving Certificate Examination of candidates from higher Departments of State-aided Schools	401
Circular as to admission to the Examination in Drawing	404
Circular as to admission to the Examination in Science	405
Commercial and other Certificates	406
Circular as to inspection (Higher Class Schools)	409
Circular as to inspection (Educational Endowments (Scotland) Act, 1882)	409
Circular stating arrangements for Leaving Certificate Examination	409
List of University and professional authorities by whom passes at the Leaving Certificate Examination are accepted in lieu of Preliminary Examinations held by them	413
Conditions as to Exemption :—	
University of Oxford	414
University of Cambridge	414
Scottish Universities	415
University of London	416
Examination Papers	417

PART II.

EXPENDITURE FROM EDUCATION GRANTS.

TABLES.

1. Expenditure from Education Grants	485
2. Number of School-houses built, &c., with Aid from Grants—Years 1839-1887	486
<i>List of Schools.</i>	
3. Day Schools aided from Parliamentary Grants	488
4. Summary of preceding Table under Counties	652
5. List of Fee-paying Schools	654
6. List of Higher Grade Schools	655
7. List of School Boards in receipt of additional grants under Section 67	656
<i>Statistics of Day Schools.</i>	
8. Population in 1901, Number of Schools on Annual Grant List, Accommodation, and Number of Scholars in those Schools, under Counties	659
9. Ditto.—Under Denominations	660
10. School Staff—Certificated Teachers and Assistant Teachers	661
11. School Staff—Pupil Teachers and Candidates	662
12. Number of Teachers in receipt of Salaries of certain specified Amounts	663
13. Average Salaries of Certificated Teachers	664
14. School Fees and Merit Certificates	665
15. Average attendance on which grant was claimed, and on which payments were made at different rates	666

	Page
16. Operation of Article 19 B. 6 and 7 ; and Article 22 in Highland Counties	667
17. Operation of Articles 19 D. and 23 (b)	668
18. Operation of Article 19 B. 4, and grant paid for Drawing	669
19. Details of instruction in specified Technical Subjects	670
20. Particulars respecting Singing, Military Drill, Savings Banks and School Libraries	671
21. Examination and Payments on account of Blind or Deaf-mute Children under Article 20	672
22. Income and Expenditure of Day Schools	673
23. Annual Grants.—Amounts Claimed, Deductions, and Amounts granted and Rate per Scholar	674
24. Supplementary Financial Table relating to Higher Grade Schools	676
25, 26. Tables showing under various heads, progress made during the last ten years	677

REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

1. <i>T. A. Stewart, Esq., LL.D.</i> , on the <i>Southern Division</i>	681
2. <i>A. E. Scougal, Esq., M.A.</i> , on the <i>Western Division</i>	701
3. <i>J. Boyd, Esq.</i> , on the <i>Northern Division</i> .	727

PART III.

TRAINING OF TEACHERS.

Prefatory Note	759
Circulars	760
Report of His Majesty's Chief Inspector, <i>T. A. Stewart, Esq., LL.D.</i>	785

TABLES.

1. Summary showing Original Cost of Training College Buildings towards which Grants were made ; and Receipts and Expenditure of Training Colleges in 1901	816
2. Table showing Average Cost per Student at each Training College in 1901	817
3. Table showing Income and Expenditure of Training Colleges for 1901	818
4. List of Grants paid to Local Committees for King's Students, 1901-2	820
5. Table showing particulars of Students in Training, 1901-2	821
6. List of Courses for Teachers Sanctioned under Art. 91 (d) of the Code	822
7. Summary of Results of King's Scholarship Examination, December, 1901	830
8. Summary of Results of Certificate Examination, July 1902	831

King's Scholarship Examination, 1903—Syllabus and Regulations	833
Certificate Examination (Acting Teachers), 1903—Syllabus and Regulations	841

PART IV.

	Page
<p>Lists, with Statistics relating thereto, of the Higher Class Schools, aided under the provisions of the Minute of 24th August, 1900, Continuation Classes, Central Institutions, and Navigation Schools, for the Session ended 31st July, 1902, and of the grants made to Agricultural Colleges for the year ended 31st March, 1902, together with Statistics of the Local Science and Art Examinations, 1902 -</p>	855

T A B L E S.

1. Grants paid to Schools under Minute of 24th August, 1900	856
— Symbols used to designate Subjects of Instruction	858
2. Grants paid to Continuation Classes	860
3. Summary of Table No. 2, under Counties	916
4. Grants paid to Central Institutions	918
5. Grants paid to Navigation Schools	918
6. Grants paid to Agricultural Colleges	918
7. List of Students of Continuation Classes awarded Medals for Science	919
8. List of Students of Continuation Classes awarded King's Prizes for Science	919
9. List of Students of Continuation Classes awarded King's Prizes for Art	920
10. Awards in the National Competition	921
11. List of Students who obtained Prizes of 10/- for Works	922
Subjects taken by Students at the Local Science and Art Examinations	923
12. Summary of Results in each subject taken at the Science Examinations	924
13. Summary of results in each subject taken at the Art Examinations	925
14. Summary of Presentations in Science (all subjects)	926
15. Summary of Presentations in Art (all subjects)	926
16. Summary of Presentations in Science and Art (all subjects)	926
17. Separate Examinations held in 1902 (Science and Art)	926

PART V.**EDINBURGH MUSEUM OF SCIENCE AND ART.**

Report for the year 1902 by F. Grant Ogilvie, Esq., M.A., B.Sc.	929
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THE REPORT
OF THE
COMMITTEE OF THE PRIVY COUNCIL ON
EDUCATION IN SCOTLAND TO THE KING'S MOST
EXCELLENT MAJESTY IN COUNCIL,
For the Year 1902-03.

MAY IT PLEASE YOUR MAJESTY,

We, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirtieth Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1901. Day schools.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE
ANNUAL GRANT LIST.

During the year ended 31st August, 1902, the estimated increase of population was 1·1 per cent., whilst the number of scholars on the registers of schools under inspection increased by ·15 per cent., with an increase of 1·59 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

—	1899.	1900.	1901.	1902.
Scholars on Registers - - -	741,737	756,558	767,421	768,598
Average attendance - - -	621,040	629,038	636,374	646,501
Percentage of average attendance to scholars on Registers - -	83·73	83·14	82·62	84·11
Infants, <i>i. e.</i> , scholars under seven, on Registers - - - -	157,868	157,011	158,517	155,707
Older scholars, <i>i. e.</i> , scholars above seven, on Registers - - -	583,869	599,547	608,904	612,891

Of the 768,598 scholars on the register—

731,781 were children of school age (5-14) ;

15,273 were under 5 years of age ;

140,434 were between 5 and 7 years of age ;

155,707 were under 7 years of age (infants) ;

274,421 between 7 and 10 ;

316,926 between 10 and 14 ;

14,485 between 14 and 15 ; and

7,059 above 15.

Of the same scholars, 646,501 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of day scholars in attendance—

i. 52 were boys ;

48 were girls.

ii. 20 were infants, *i.e.*, below 7 years of age ;

37 were between 7 and 10 ;

43 were above 10.

Higher
Grade
Schools
under
Inspection.

In the average attendance given in the foregoing tables there is included that not only in the ordinary day schools, but also in 35 Higher Grade Schools or Departments, having on the registers the names of 4,111 scholars, of whom

61 were under thirteen ;

955 were between thirteen and fourteen ;

1,438 were between fourteen and fifteen ;

1,015 were between fifteen and sixteen ;

462 were between sixteen and seventeen, and

180 were over seventeen.

The average number of scholars in attendance in these schools during the past year was 3,821.

The following Table shows the growth, during the past three years, in the number of Higher Grade Schools or Departments, of scholars on the Registers, and in average attendance, together with the percentage of scholars who stay on from one year to the next.

HIGHER GRADE SCHOOLS OR DEPARTMENTS.

Year.	1900.	1901.	1902.	
Number of Schools.	31	34	35	
NUMBER OF SCHOLARS ON REGISTERS AGED :—				Percentage which numbers for 1902 bear to those of scholars a year younger in 1901 :—
Under 13	177	67	61	
13 to 14	837	772	955	
14 to 15	1,113	1,243	1,438	= 81·7 per cent.
15 to 16	754	891	1,015	
16 to 17	272	367	462	= 51·9 per cent.
Over 17	118	178	180	= 33·0 per cent.
Total	3,271	3,518	4,111	
AVERAGE ATTENDANCE AT :—				
1st year's Course - -	1,849	1,712	2,209	= 58·8 per cent. of attendance at 1st year's course in 1901.
2nd year's Course - -	696	1,053	1,006	
Courses beyond 2nd year	404	505	606	= 38·9 per cent. of attendance at 1st year's course in 1900.
Total	2,949	3,270	3,821	

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Another, and a separate, head of the Parliamentary grant consists of the payments made to eight training colleges, from which the supply of certificated teachers is mainly drawn. The number of King's scholars in these colleges in 1901-1902 was 1,355, of whom 651 completed two years of training in July last. In addition, 517 acting teachers and 29 graduates were admitted to the examination under Articles 47 II. (b) and (c) of the Code. The report upon these institutions by Dr. Stewart,

Training colleges.

and the detailed statistics relating to them, will be found in the Appendix. The number of King's scholars in 1902-03 is 1,377; and 155 King's students have been enrolled in terms of Article 96 of the Code.

Rate of pro-
gress since
1872.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. We have pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that we have been able to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years					
	1872.	1880.	1890.	1900.	1901.	1902.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,472,103	4,521,192
NUMBER OF SCHOOLS	1,979	3,064	3,076	3,135	3,141	3,145
ACCOMMODATION—						
Day Schools	281,688	602,054	714,865	893,842	911,398	916,116
Higher Grade Schools	—	—	—	9,292	9,721	10,103
NUMBER ON THE REGIS- TERS—						
Day schools	—	534,428	664,466	753,287	763,903	764,487
Higher Grade schools	—	—	—	3,271	3,518	4,111
AVERAGE ATTENDANCE						
Day schools	213,549	404,618	512,690	626,089	633,104	642,680
Higher Grade schools	—	—	—	2,949	3,270	3,821
NUMBER OF—						
Certificated Teachers	2,566	5,330	7,745	10,845	11,288	11,524
Assistant "	—	444	1,320	2,418	2,606	2,606
Pupil "	3,642	4,582	3,883	3,926	4,035	3,789
King's Scholars in Training Colleges	729	892	861	1,250	1,360	1,377
King's Students (Art. 96)	—	—	—	110	132	155

Resources for
Maintenance of Educa-
tional
System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and rates. Of these, the voluntary subscriptions in support of day schools reported on last year amount to 35,541l. The expenditure from rates

upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 572,377*l*. This does not, of course, represent the full expenditure from the rates on education.

During the year 1901-1902, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was 1,110,358*l*. 18*s*. 6*d*., which necessitated an average rate of 11·18 pence instead of 10·34 pence in 1900-1901.

Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October 1889, a very material modification. This item is now replaced, as regards by far the greatest part of its amount, by the fee grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

The amount of Parliamentary grants to day schools under inspection has increased from 724,422*l*. 10*s*. 8*d*., to 734,157*l*. 12*s*. 11*d*., while the rate of grant for each scholar in average attendance remains the same as last year, viz. 1*l*. 2*s*. 8½*d*.

The cost of "maintenance" per child in average attendance was :—

In public schools	-	-	2 <i>l</i> . 18 <i>s</i> . 11 <i>d</i> .
In voluntary schools	-	-	2 <i>l</i> . 9 <i>s</i> . 3½ <i>d</i> .

Towards which there was contributed :—

	In Public Schools.			In Voluntary Schools.		
	£	s.	d.	£	s.	d.
By ratepayers	-	-	1 0 2½	—	—	—
„ subscribers	-	-	0 0 0¼	0 8 5½		
„ aid grant to Voluntary Schools	—	—	—	0 3 0		
„ fee grant	-	-	0 12 0	0 11 2¼		
„ fees—						
Children's pence, &c.	-	0 1 1¼		0 2 4½		
„ endowment	-	0 0 5		0 1 1½		
„ miscellaneous receipts	-	0 0 6¾		0 0 10		
Secondary Education Committees	0 0 10¾			0 0 4¾		
Total	-	-	£1 15 2¾	1 7 4½		

Proceeding to deal separately and in greater detail with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872—

	1872.	1900.	1901.	1902.
Public - - - - -	—	2,744	2,788	2,786
Church of Scotland - - - - -	1,311†	27	24	21
Free Church - - - - -	523	6	4	4
Episcopal - - - - -	46	68	67	66
Roman Catholic - - - - -	22	188	189	190
Udenominational and other schools - -	— ‡	71	69	78
Total - - -	1,902	3,104	3,141	3,145

† Including parish (new public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

School
places.

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1902 sufficient for 926,219 scholars, or 20·5 per cent. of the population.

Of the total increase of 644,531 seats in schools under inspection, we reckon that about 200,000 have been required to meet the growth of the population during the last 30 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School
Building
Grant.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8½*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then * loans to the amount of 6,000,448*l.* 4*s.* 2*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 8,399,250*l.* 12*s.* 11*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of this amount represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 6,301,368*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

Loans.

From these various resources, school accommodation to the amount of 926,219 places, showing an increase of 229 per cent. in the last 30 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

We have next to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch

Attendance to be expected.

* To 31st January last.

Education Acts) constituted in 1901 19·38 per cent. of the total population, and are now estimated to amount in Scotland to 876,444. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while some deduction must also be made on account of the non-attendance in rural districts of children of tender years for which reasons more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1902 was 4,521,192, one-sixth of which is 753,532. The actual supply is in excess of this by about 180,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is redundant; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

We publish in the Appendix :—

Returns.

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement of schools, of the sales of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, of the transfers of schools sanctioned under Sections 38 and 39 of the Education (Scotland) Act, 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 904,238 (1 in 5) on the registers, and 753,532 (1 in 6) in average daily attendance.* But our returns show only 768,598 children on the registers of all the schools upon the annual grant list, and 646,501 in average attendance in respect of these schools.

* We are here following the proportion that has been accepted in the past, and propose to consider very carefully how far it is in accordance with present circumstances.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 85 scholars on the registers, and 71 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, and of those who before the passing of that Act had passed the standard then required for exemption from school attendance, it follows, if we assume that every child may be reasonably expected to go to school for seven years, that there might be considerably over a hundred thousand scholars more than at present on the registers of aided schools. The operation of the Education (Scotland) Act, 1901, will, we trust, lead to a large increase in the average attendance in the near future.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the Country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

	1884-5.*	1890-1.	1896-9.	1899-1900.	1900-1.	1901-2
1. Average attendance of Scholars of Schools on the Annual Grant List	471,175	540,028	621,040	626,089	636,374	646,501
2. Estimated population	3,897,277	4,083,108	4,290,618	4,324,944	4,472,108	4,521,192
3. Scholars on the School Registers of Annual Grant Schools	612,094	680,580	741,737	753,237	767,421	768,598
Percentage of (1) to (2)	12·08	13·38	14·47	14·48	14·23	14·30
" (3) to (2)	15·70	16·87	17·29	17·42	17·16	17·00
" (1) to (3)	76·97	79·34	83·73	83·11	82·92	84·11

* First year for which figures are now available.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890,

Relief of fees.

applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5-14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3-15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1902 the sum so voted was 322,702*l.* During the year ended 31st March 1903, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 49,277*l.* is available under section 2 (6) of the Education and Local Taxation Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available; and arrangements have been made by which the amount necessary to allow this rate to be continued shall be provided in the Estimates, should the amount otherwise available not be sufficient to permit this.

The table below* shows the amount granted to various descriptions of schools for the year ended 31st March 1902. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on annual grant list between 3 and 15 years of age - - - - -	761,535
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - - -	17,000
Extent of relief granted by the Code -	<u>744,535</u>

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1902.

	£	s.	d.	£	s.	d.
To school boards for public schools -	338,562	8	0	338,562	8	0
To managers of voluntary schools:—						
Church of Scotland - - - - -	2,264	11	0			
Free Church - - - - -	1,089	0	0			
Episcopal Church - - - - -	6,353	8	0			
Roman Catholic Church - - - - -	35,103	17	0			
Undenominational - - - - -	3,704	11	0			
				<u>48,515</u>	<u>7</u>	<u>0</u>
				<u>£387,077</u>	<u>15</u>	<u>0</u>

III.—*Subjects of Instruction, &c.*

The main subjects of instruction are reading, writing, and arithmetic. During recent years the instruction in those subjects has been so arranged as to lead to the attainment of the Merit Certificate—the requirements of which were stated in Article 29 of the Code—at or about the age of 13, in the case of children of average ability and regular attendance. This standard might be attained at an earlier age by a certain proportion of the pupils, but we thought it right, with a view to preventing over-pressure or undue concentration upon the fundamental subjects to the neglect of other elements of a good education, to fix a minimum age for the granting of this certificate. It was felt that the formation of character and habits of obedience and good behaviour is no less the function of the school than the imparting of instruction, and should receive no less weight in the award of the certificate. We directed attention to this side of school work in Circular 347, to which we would again call the attention of Managers.

Main
Subjects

The number of Merit Certificates issued during the year ending 31st August, 1902, was 22,886 as compared with 23,239 in the previous year.

While the subjects of reading, writing, and arithmetic naturally form the staple of work of the school, it has never been the practice in Scotch schools to confine the instruction, even in the more elementary stages, to those subjects. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further rather than to retard progress in the essential subjects. But these subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, though that may be not inconsiderable.

Auxiliary
Subjects.

The auxiliary subjects, as described in Article 19 of the Code, are:—Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction,

are essential concomitants of it, while sewing is a subject in which some degree of expertness must be acquired during school life if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we would regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises (including military drill) and drawing, but it is to be hoped that this defect will be remedied at no distant date through the agency of the classes for the further instruction of teachers, which we have established under Article 91 (d) of the Code. After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

**Inquiry into
Physical
Training.**

A Royal Commission was last year appointed to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training may be made to conduce to the welfare of the pupils, and, further, how such opportunities may be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission has recently made its Report, and the recommendations therein are receiving our careful attention.

Drawing.

Grants for instruction in drawing were made under Article 19. B. 4. to 2,732 schools out of 3,145, but this does not represent the complete number of schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in many cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant. Means whereby instruction in this subject may be extended and improved are engaging our attention.

Singing.

Singing is taught in 3,087 schools, out of 3,145, and in all but 102 of these cases it was taught from notes. From the reports of our Inspectors we may reasonably hope that even this small residuum of schools in which singing is not taught, or taught incompletely, will be further reduced. The other auxiliary subjects (nature knowledge, geography, history, and

needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

The Higher Grade Schools and Departments under Chapter IX. of the Code (at present 35 in number) provide a regularly organised course of instruction, extending over at least three years, and possess a correspondingly more numerous staff and special equipment. The courses of instruction are classified as being predominantly scientific, predominantly commercial, or as specially suitable to girls. During the past year in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 1,040 (752 boys and 288 girls) in the Science Course; of 2,190 (831 boys and 1,359 girls) in the Commercial Course; and of 591 (247 boys and 344 girls) in Girls' or other Courses. There were 2,209 scholars in the first year's stage of the various courses, 1,006 in the second, and 606 beyond the second. In the Science Course, 353 scholars, in the Commercial Course, 917 scholars, and in Girls' or other Courses, 287 scholars, were paid for at the higher rate on account of exceptional efficiency.

Higher
Grade
Schools and
Departments.

Under Article 143 payments were made for attendance in Higher Grade Schools at courses of lessons in experimental science, manual instruction, cookery, laundry work, dress-making, and household economy.

It is of interest to note that savings banks have been established in 113 schools, the amount standing to the credit of the depositors (7,229 in number) at the end of the school year being £4,577, and that there are school libraries in 689 schools, with an aggregate of 168,902 books.

Savings
banks and
school
libraries.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, the large part of every school which consisted of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897-98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might

General
Review.

fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be a preliminary or concomitant of the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versa*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum.

The passing of the Education (Scotland) Act, 1901, has rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, have accordingly been made in the Code of the present year. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it is found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtain the Merit Certificate a considerable time before they are entitled to leave school. The provision of suitable courses of instruction for such pupils has therefore become imperative. The steps which we proposed to take to this end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have now been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, is another of similar importance. It is desirable that the Merit Certificate should continue as hitherto to mark the successful completion of the whole course of the Elementary School proper. For that purpose it is necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he has done subsequently while in the Supplementary Course. It can, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency has

been indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate, takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. We have also decided, after careful consideration, that the question of the pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly, during the six months preceding his possible transference, during which the Headmaster of the school will be charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of respective candidates. It will, of course, be the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

We hope that one effect of these changes will be an improvement in school organization, resulting from the transfer at an earlier age to secondary or higher grade schools of those pupils who desire, and are fit to enter upon, the work of such schools, while, in the case of those who remain in the elementary schools, further instruction in elementary subjects will be given in such form as to have a higher practical value for the work of life.

IV.—Teaching Power.

The number of schools under inspection in 1902 was 3,145, with an average attendance of 646,501 children. The Staff provided for the instruction of these scholars was made up as follows:—

	<i>Total No. of Teachers.</i>
1. Certificated Teachers (Art. 42).—	
(a) Trained - - - - -	7,958
(b) Untrained - - - - -	3,566
	} - 11,524
2. Provisionally Certificated Teachers (Art. 60) - - - - -	114
3. Assistant Teachers (Art. 79).—	
(a) Qualified under Art. 79 (a) - - - - -	1,492
(b) " " " " 79 (b) - - - - -	43
(c) " " " " 79 (c) - - - - -	1,071
	} - 2,606
4. Female (Assistants (Art. 32 (c) 3) - - - - -	211
5. Pupil Teachers (Art. 70).—	
(a) In 1st year - - - - -	943
(b) " 2nd " - - - - -	995
(c) " 3rd " - - - - -	891
(d) " 4th " - - - - -	960
	} - 3,789
6. Stipendiary Monitors (Art. 70 (h) and (i) - - - - -	28
Total number of Teachers of all grades	18,272

From the above statement it will be seen that 11,524 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 56 children. But, if the average attendance reached its proper level, the number of children under instruction in aided schools daily ought to be about 753,000, and for this number 13 446 certificated teachers would, at the same rate, which is certainly not too high, be required. It might, indeed, become necessary to employ even a larger number. The tendency of late years has been towards a reduction in the number of pupil-teachers, and this may probably lead to an increase in the number of adult teachers. The number of female assistant teachers recognised under Article 32 (c) 3 has this year remained unchanged at 211. We would welcome also a further development of separate infant departments, under independent female teachers, and we trust that this may be the result of increased attention to, and appreciation of, the advantages of infant training. These causes may lead to the employment of a number of certificated teachers even in excess of our estimate.

Sources of Supply.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and the number must constantly diminish whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates (which are valid on certain conditions until the teacher completes his or her 27th year) granted upon the completion of an entirely satisfactory course as pupil-teachers. These qualify the holder to take charge of a small school with less than 60 children in average attendance. A somewhat lower qualification has been accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and at a smaller cost than the salary of a fully-trained teacher would involve. The number of such

teachers, however, is practically stationary, though we find from our returns that, during last year, 114 teachers of these grades were actually in charge of such schools in place of 101 so in charge in the previous year.

Setting aside these necessarily limited sources of supply we find that the general sources from which the body of certificated teachers may be recruited, are to be found in those who have successfully completed their period of training as Students in Training Colleges, or as King's Students, and in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1,054 teachers were thus added to the body.

The number includes students in training colleges, University King's Students under Article 96, graduates under Articles 47 II. (c), and 48 (b) of the Code, and acting teachers, as shown in the following table:—

Additions during the year.

—	Male	Female.	Total.
Students in training colleges - - - - -	181	470	651
King's Students (Art. 96) - - - - -	26	28	54
Graduates under Art. 47 II. (c) - - - - -	18	7	25
„ „ „ 48 (b) - - - - -	1	3	4
Acting teachers - - - - -	13	307	320
Totals - - - - -	239	815	1054

This shows an increase as compared with last year, when the numbers were 198 males and 707 females, or 905 in all.

Turning again to the whole existing supply of teachers, we find that of 4,366 male teachers, 80·67 per cent. had been students in training colleges or King's Students, while of 7,158 female teachers, 61·97 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession, by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1171 are graduates (1107 male and 64 female), while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined to those subjects only which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Proportion of Trained Teachers.

Training
Colleges.

The training colleges, however, continue to constitute the chief source of the teaching supply, and we found it expedient in 1898 and in 1900 considerably to increase the number of recognised students. These colleges, which are eight in number, are now recognised for 1,382 students.

Attendance
at University
Classes.

We estimate very highly the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of students who attended the university classes in the past winter is shown in the following table.

COLLEGE.	Total number of Students in training.			Number of Students at- tending the University.		
	Males.	Females	Total.	Males.	Females	Total.
Aberdeen C.S. . . .	21	109	130	18	4	22
„ U.F.C. . . .	27	103	130	22	22	44
Edinburgh C.S. . . .	82	138	220	56	33	89
„ U.F.C. . . .	81	140	221*	53	39	92
„ Episcopal . . .	—	72	72	—	4	4
Glasgow C.S. . . .	81	169	250	75	24	99
„ U.F.C. . . .	84	166	250	80	55	135
„ R.C. . . .	—	101	101	—	2	2
Total . . .	376	998	1,374	304	183	487

* Excluding 3 Students (2 male and 1 female) who are taking their third year of training abroad under Article 83 (c).

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Candidates
for admission
to the
Training
Colleges—
pupil-
teachers.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.

Last year there were 3,789 pupil-teachers of all years, 960 of whom were in the last year of their engagement. In December, 1902, 934 pupil-teachers and ex-pupil-teachers were

presented at the examination for admission to the training colleges, of which number 455 passed the examination in the first or second class. There were also presented 129 candidates who had not been pupil-teachers, of whom 39 qualified for admission. In addition, 463 candidates (367 pupil-teachers and 96 non-pupil teachers) having passed the qualifying examinations mentioned in Articles 70 (d) 6 (a), 70 (d) 6 (b), 95 (a) 2, 95 (a) 3, 96 (a) and 96 (b) of the Code were eligible for admission without further examination. It appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges.

The Code now restricts the examinations of pupil-teachers to an examination at the end of the second year, and another at the close of their engagement, whilst those who have been successful at the Leaving Certificate Examination are on certain conditions exempted even from these tests (see Article 70 (d) 5 and 6).

It has been found advisable, however, to take steps to secure that certain subjects of prime importance in the training of future teachers should receive regular attention throughout the pupil-teacher course.

The table below gives particulars of the King's Scholars in training, October 1902.

* NUMBER OF KING'S SCHOLARS IN TRAINING, OCTOBER 1902.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year - - - - -	151	451	602	12	53	65	163	504	667
Second Year - - - - -	140	417	557	27	55	82	167	472	639
Third Year (Article 83 (c)) - -	42	13	55	6	10	16	48	23	71†
Totals - - - - -	333	881	1,214	45	118	163	378	999	1,377†

† There were no students admitted for one year under Article 95 (b).

† Including three students (two males and one female) training abroad.

But there is another source from which the supply of trained teachers may be kept up. In the Code for 1895, important changes were introduced, by which it is made possible for the universities to share, even more fully in the training of teachers. That Code provided for a new class, called King's students, who receive the chief part of their instruction at the universities, while otherwise they are under the supervision of a Local Committee, responsible for their professional training. Advantage is being taken of this new provision to an increasing extent.

King's
Students,
Art. 96.

Particulars of the King's students in training during the year 1901-02 will be found in table 2 of Part III. of the Appendix, whilst the following table shows the number during the present session :—

NUMBER OF KING'S STUDENTS IN TRAINING, OCTOBER 1902.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year -	8	23	31	17	19	36	25	42	67
Second Year	7	20	27	14	14	28	21	34	55
Third Year, (Article 83 c)	3	5	8	14	11	25	17	16	33
Total	18	48	66	45	44	89	63	92	155

Course of Training.

The need for teachers of the very highest attainments, particularly in Science and Modern Languages, has been emphasized by the establishment, under the Code of 1899, of Advanced and Higher Grade departments, in which special attention will be given to these subjects, and we are of opinion that for the supply of such teachers we must look to the special class of University King's Scholars and Students. It accordingly became necessary to take steps to define more exactly the course of instruction to be pursued by these University King's Scholars, and, while making provision for their practice in teaching, and for their due proficiency in certain non-University subjects, to ensure that as far as possible their studies shall be of a University standard. As a step in this direction it was enacted in the Code for 1901 that all University King's Scholars or Students shall have passed the University preliminary examination or hold leaving certificates exempting them therefrom before admission to University classes as part of their course of training.

As regards the remaining King's Scholars also, the recent alterations in the Code, in particular the introduction of Drawing as a compulsory subject and the institution of the new subject of Nature Knowledge, would have rendered necessary some re-adjustment of the Training College Syllabus. The changes foreshadowed in the report for 1901 have, after careful consideration, been adopted, and will be found embodied in Circular 329, while the corresponding changes in the method of examination are explained in Circulars 352 and 362. These Circulars will be found in the Appendix.

Teachers' Salaries.

The average salary of a schoolmaster (whether principal or assistant) is now 147*l.* 10*s.* 8*d.*, whereas in 1870 it was

10*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 73*l.* 9*s.* 8*d.* Besides this, 1,594 masters and 489 mistresses are provided with residences free of rent.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—Pensions.

We have received, during the year ended at Michaelmas 1902, 14 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875 and 16th June 1884, and have awarded 2 pensions of 30*l.*, 4 of 25*l.*, 3 of 20*l.*, and 3 of 10*l.*

Code
Pensions.

Since the practice of granting pensions was resumed in 1875, we have dealt with 796 Scotch applications. We have awarded 59 pensions of 30*l.*, 148 of 25*l.*, 240 of 20*l.*, 1 of 15*l.*, and 9 of 10*l.*, and 72 gratuities to the amount of 1,773*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August 1851; viz., 40 of 30*l.*, 74 of 25*l.*, and 136 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we have obtained the sanction of the Treasury, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

During the year ended 31st March, 1903, superannuation allowances, amounting to 383*l.* 12*s.* 4*d.*, were granted under the Elementary School Teachers (Superannuation) Act, 1898, to 14 teachers (8 men and 6 women) who had attained the age of 65 years.

Allowances
under the
Superannua-
tion Act.

During the same period disablement allowances, amounting to 642*l.* 19*s.* 6*d.* were granted under Section 2 of the Act to 23 teachers under 65 years of age (7 men and 16 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools.

Disablement
Allowances.

Three applications for disablement allowances were refused on the ground that, in the opinion of the Treasury, the incapacity of the teachers was not likely to be permanent, and one was refused owing to the application not having been made within the prescribed time.

In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April the rate of contribution for men teachers in Scotland was increased, under Section 1 (2) (b) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum under Treasury Warrant dated 19th February, 1902. Since the 1st of April

Contribu-
tions under
the
Superannua-
tion Act.

1899, when the Act came into force, the sum of 68,185*l.* 10*s.* 6*d.* has been received for the purposes of the fund, the respective contributions of men and women teachers amounting to 35,986*l.* 15*s.* 6*d.*, and 32,198*l.* 15*s.* 0*d.*

Extension of
Certificates.

The certificates of 34 teachers have been extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. Since the Act came into operation we have sanctioned payments by school boards in respect of 348 children (215 deaf-mute, 131 blind, 2 both blind and deaf-mute). The payments sanctioned run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

Thirteen institutions not otherwise on the annual grant list, and 28 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August 1902, on account of 663 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case on account of 644 scholars who had made satisfactory progress in some course of manual instruction.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars.

Defective and Epileptic Children.

VII.—*Highland Schools.*

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 685 out of 704 schools inspected during the past year in the specified counties, and extra grants, amounting to 10,638*l.* 6*s.*, have been paid under its provisions during the year.

Special Attendance Grants.

This Minute offered another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Grant for Higher Instruction.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Article 22 an additional sum of 2,494*l.* 16*s.* has been paid in respect of an average attendance of 8,316 scholars.

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers.

Grant for Gaelic-speaking Pupil-Teachers.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and as a result, under a Minute of 21st December 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools, and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these

Special Assistance to certain Boards.

applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort—the provisional arrangement has been terminated, the Boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March 1895 (which modified the Minute of 21st December 1888), a sum of 1,200*l.* has been entered in the Estimates for this year. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, local responsibility may in the case of some, if not all, of these Boards be fully restored.

VIII.—*Secondary and Technical Education.*

Inspection.

In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after the re-organization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. The number of schools under inspection is now 95, 32 being higher class public schools, 25 endowed schools, and 38 schools under voluntary managers who have invited the inspection of the Department.

Maintenance
—Grants
administered
by Burgh and
County
Committees.

By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1902–1903 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May 1893 to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Depart-

ment. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 13 counties, 10 burghs, and 21 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 12,019*l.* 2*s.* 10*d.* was this year handed over to the Secondary Education Committees for distribution.

A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1902, and the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix.

Synopsis of
Schemes.

Speaking generally, we find that out of a total grant for the year ended 31st March, 1903, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 19,000*l.* has been assigned in direct subsidies to higher class schools, and about 19,500*l.* in direct subsidies to higher grade and advanced departments of State-aided schools, in addition to anything which these schools and departments may receive in the form of capitation grants. The larger portion of what remains is allocated for capitation grants and bursaries.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland, and in terms of the Minute of 27th April 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1901-1902 was allocated as follows:—

Grants under
the Minute
of 27th April
1899.

	£	s.	d.
Inspection of Higher Class Schools, and			
Leaving Certificate Examination - - - -	2,000	0	0
Agricultural Education - - - - -	2,000	0	0
Grants to Higher Class Secondary and Technical			
Schools (Paragraph 3) - - - - -	24,250	0	0
Fund established under Paragraph 6 of Minute -	9,837	15	6
	<hr/>		
TOTAL - - -	38,087	15	6

Grants amounting to 6,500*l.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings for the Glasgow and West of Scotland Technical College and the Glasgow School of Art. This leaves a balance of 20,343*l.* 10*s.* 6*d.* standing to the credit of the fund. Details of the grants under paragraph 3 and paragraph 6 will be found in the Appendix.

In determining the grants under paragraph 3 to Higher Class Schools, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 750*l.* was allowed, and the grants to schools, which would otherwise have received less than 300*l.*, were augmented to that sum. In accordance with the Minute of 14th June 1901 the sum of 37,688*l.* 2*s.* 1*d.* available for 1902-1903 will be distributed in terms of the previous Minutes.

Leaving
Certificate
Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of secondary or higher class schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 443 (including 356 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 18,212; and that the total number of papers taken, which was 4,300 in 1888, was last year 57,192. Pupil-teachers were also presented from 309 schools from which no ordinary pupils were presented.

We are not yet in a position to give particulars as to the numbers to be presented for the present year. The general results of the inspection of higher class schools and of the Leaving Certificate Examination will be given in the report of the Director of Higher Inspection, which will be published in the Appendix.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their directions.*

* Amongst these we may name :

The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The London Chamber of Commerce;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

In connection with the transfer of the administration of Science and Art Grants in Scotland to this Department, an opportunity has been afforded for making certain desirable changes in the organization of Secondary Education in the country. The subjects of the Science and Art Directory have hitherto, like the specific subjects already referred to, been taught without much regard to the general curriculum of the school, and very largely without any definite aim or purpose beyond that of bringing additional grants to the school. In considering the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education such as is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have already completed their school career, and who, while engaged in some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

Instruction
in Science
and Art.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction of the pupils who by obtaining the Merit Certificate, have shown their fitness for more advanced instruction. In very few of these schools do the pupils remain beyond the age of 15 years, and regard must be had in framing a curriculum for the advanced departments of these schools to this circumstance, as well as to the fact that a very considerable proportion of these pupils will on leaving school follow occupations of an industrial or commercial nature. Great stress has accordingly been laid on the teaching of science, drawing, and modern languages in such schools, in comparison with subjects which, although intellectually valuable, are less likely to be of practical use to pupils who will leave school at a comparatively early age. Further, it has been thought that the teaching of science should consist rather in the experimental investigation of fundamental principles than in detailed study of some special branch, while in the teaching of such subjects as arithmetic, drawing and languages, opportunities of practical application should be kept constantly in view. But considerable freedom has been left to managers to adapt curriculums to special schools, and the grant is paid on a satisfactory completion of the curriculum as a whole, and not according to the number of separate subjects which may be taken up.

In Schools
under the
Code.

In Higher
Class Schools

Higher class schools are, as already stated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects according to the syllabuses of the Science and Art Directory. Certain others have received aid from this Vote in a different form; namely, as Schools of Science, the Grants to which are for the most part paid on a general curriculum embracing a definite amount of instruction in specified branches of Science and Art. It is our desire to foster instruction in Science and Art in higher class schools in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 24th August, 1900, have been devised, and have met with general approval, 48 schools having applied for, and having been accorded, recognition during the last year.

IX.—*Continuation Classes.*

Continuation
Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction from the most elementary, to that given in those specially selected central institutions which may be described as industrial universities.

For the year ended 31st July, 1902, grants were paid on account of 774 separate centres for Continuation Classes, 483 having classes in Division I, 622 in Division II, 45 in Division III, and 120 in Division IV. Also three Navigation Schools at Aberdeen, Dundee, and Leith were paid respectively sums of 126*l.*, 94*l.*, and 119*l.*, under the Minute of 30th June, 1899. In addition to these, four institutions have been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special Minutes applicable to each institution, to which the consent of the Treasury has been given.

The detailed Statistics of Continuation Classes for the Session ended 31st July last could not be completed until all the claims for grants under the Code had been examined and passed and these were not finished until the 31st March last. A separate return of these particulars is in preparation and will be published in the Appendix.

Examina-
tions
under the
Board of
Education
Regulations.

In the local examinations in subjects of Science and Art in Scotland held during the months of April, May, and June, 1902, there were 13,441 presentations, comprising 3,883 in subjects of Science, and 9,558 in Art. Of these, 2,507 candidates in Science, and 4,713 in Art succeeded in satisfying the examiners,

and the Board of Education awarded to the successful candidates 7,220 certificates. These examinations numbered 1,425 held in the evening, and 76 in the day, being 819 in Art subjects, and 682 in Science.

The expenditure under the following heads from the Vote for Continuation Classes and for instruction in Science and Art for the year ended 31st March 1903, was as follows:—

I. Expenditure under the Continuation Class	£
Code- - - - -	83,320
II. Grants to 48 Schools under the Minute of 24th August, 1900 - - - -	11,819
Total - - -	<u>£95,139</u>

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth at least of the expenditure upon these classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the central institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900, when a sum of 87,600*l.* 3*s.* 0*d.* was paid, as compared with the preceding year's grant of 71,192*l.* 2*s.* 9*d.*, consequent upon a reduction of the receipts from the Customs and Excise Duties. In 1901 the amount stood at 79,448*l.* 15*s.* 5*d.*, and this again fell to 69,491*l.* 4*s.* 10*d.* in 1902. The Return which is shortly to be submitted to Parliament for the year 1901-1902 deals with the sum of 79,448*l.* 15*s.* 5*d.*, the grant available in respect of the year ended 15th May, 1902. Of this amount 23,339*l.* 1*s.* 0*d.* was allocated by local authorities to the relief of rates, while 56,109*l.* 14*s.* 5*d.* was allocated for purposes of technical education, representing about 70 per cent. of the total sum available.

Residue
Grant and
Technical
Education.

This sum of 56,109*l.* 14*s.* 5*d.* was augmented from unexpended balances and other sources to the sum of 77,733*l.* 2*s.* 7*d.*, of which 58,407*l.* 8*s.* 11½*d.* was expended during the year, leaving a balance (reserved for purposes of technical education) of 19,325*l.* 13*s.* 7½*d.* as against last year's balance of 20,258*l.* 4*s.* 3*d.* This balance has hitherto shown a progressive increase in succeeding years, and it would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a

Application
of the
Residue
Grant.

perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage, and we would urge that in distributing their funds local authorities should be careful to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, more adequate support should be given to technical colleges and other central institutions, which, by carrying technical education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

X.—*Agriculture.*

Agricultural Colleges.

We referred in our last report to the establishment of the Edinburgh East of Scotland College of Agriculture, on lines similar to the institution already existing in the West of Scotland.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and land-owners. To the bodies of Governors so constituted, we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible or desirable to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. When it is desired that opportunity should be afforded to teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article 91 (*d*) of the Code, and we are of opinion that such classes for

the instruction of teachers in matters appertaining to Agriculture should as a rule be held at the central Agricultural Institutions and should be under the general direction of the Managers thereof. But the funds for the maintenance of such classes should be provided in the manner specified in Article 91 (d) of the Day School Code. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place by making the results of scientific research known as widely as possible among the farming community by suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

The grant of 2,000*l.* borne in the Estimates for Agricultural Education was augmented by a further sum of 2,000*l.* a year under Section 2, sub-section 4, of the Local Taxation Account (Scotland) Act, 1898. The sum available for distribution in the year 1902-1903, including a balance of 255*l.* 17*s.* 6*d.* from the preceding year, was 4,255*l.* 17*s.* 6*d.*, and the following table shows the sums actually distributed to the various institutions for the present, as compared with the preceding year:—

Grants to Agricultural Colleges.

Institution, &c.	Sums Paid.	
	1901-1902.	1902-1903.
	£ s. d.	£ s. d.
Aberdeen University (Agricultural Department)	500 - -	500 - -
Edinburgh East of Scotland College of Agriculture	1,780 - -	1,850 - -
West of Scotland Agricultural College	2,350 - -	2,041 - -
Expenses of Inspection, &c.	61 11 2	64 17 6
Totals	£4,691 11 2	£4,255 17 6

The amount required for the Agricultural Colleges no longer appears as a separate Sub-head on the Estimates, but will be paid on the principles laid down in Article 87 of the Continuation Class Code.

XI.—Museum of Science and Art, Edinburgh.

We explained last year that on the transference of the Edinburgh Museum of Science and Art to this Department on 1st April, 1901, we took steps to make that institution more useful to the public by increasing the free opportunities for inspection of the collections and also made some changes with the view of bringing the whole Museum into closer relation with the work of other educational agencies. The entrance fee was abolished, the Museum was opened for three hours on Sunday afternoons, and

Edinburgh Museum of Science and Art.

the staff was increased so as to allow of special attention being devoted to the development of the collections related to Technical Education.

We continue to keep in view the usefulness of the Museum as a means of interesting the people in the study of Nature, in works of Art and of Art industry, and in the products of invention.

The conditions under which the valuable collections in the Museum may be examined by the public have been considerably improved during 1902. The former gas lighting has been replaced by the installation of a most effective arrangement of electric lamps, not only providing a suitable general illumination of the interior, but also making it possible for the visitor to carry out as careful an inspection of most of the specimens in the evening as in the daytime. Not the least of the advantages of the new system of lighting is that the air in the upper gallery is no longer heated and contaminated by the products of gas combustion, so that evening work in that part of the gallery is not now attended by discomfort.

After the installation of the electric lighting, a commencement was made with the painting of the interior of the building. The brightened appearance of those halls already completed adds considerably to their attractiveness, and the fresh colours increase the diffusion of the light so as to assist materially in the illumination of the specimens in the cases.

Of the several devices introduced during the year as means of making objects in the collections as fully available for examination and as instructive as possible, perhaps the most noteworthy is the method of the application of electrical power to certain of the fine models in the engineering section. The appliances are so arranged that the visitor has full control of the movement of the model and may set it going, examine all its details while in motion, and stop it at any point of its cycle.

In the Natural History Department special attention has been paid to the further development of sections of the Reference and Type Collections, while several striking specimens of species, which have been added to the groups of the larger mammalia, are interesting alike as popular acquisitions and as presenting features of scientific importance to students of natural history.

In the Art and Ethnographical Department two important collections—the Egyptian Collection and that of Pottery and Porcelain—have been revised by the museum staff with the assistance of experts in these sections. To the general art collection additions of unusual distinction and value were obtained at the Gibson-Carmichael sale in May. These consisted of unique carvings in ivory of the 14th century, works in

bronze, in silver, in inlay and in wrought iron, and they add in a marked degree to the interest of those groups in the Museum with which they are now permanently associated. The purchase of a selection from a large number of rare Chinese bronzes which had been gathered together in the interior of the country by a Scottish Officer in the Chinese Imperial Service, has made additions to the Chinese collections which go far to complete one of its sections. Further acquisitions of metal work are in the form of electrotypes of objects in the permanent possession of other Museums. Electrotypes reproductions were made for this Museum from typical specimens of Irish Celtic work selected from the collection of the Royal Irish Academy in Dublin. These were prepared under expert supervision and show the utmost accuracy of detail. Electrotypes have also been acquired of the series of national historical medals in the British Museum.

The Ethnographical Collection generally, has been increased by numerous additions which have come partly as gifts and partly by purchase.

During the year the prize drawings of the students of the Royal Institute of British Architects and also the students' drawings, paintings and designs selected for the National Competition of the year were fitted up and exhibited for short periods and were inspected by large numbers of visitors.

The executors of Sir Noel Paton have kindly agreed to place his valuable collection, consisting of arms and armour, Scottish weapons, and Scottish furniture and antiquities on loan in the Museum for two years. The collection is now being arranged and when fully set out will prove to be of national interest, as it includes not only many specimens of great beauty, but also many which are unique in their historical association.

In the Technological Department the main feature of the work of the year has been the preparation and display of a series of temporary exhibitions. Illustrations of Educational Handwork and of Nature Study constituted two of these collections. The third consisted of examples of the equipment, the clothing, sledges, kayaks, etc., and the instruments, of the Scottish National Antarctic Expedition; the fourth was a collection bearing upon volcanic phenomena, with special reference to the recent eruptions in the West Indies. These temporary exhibitions, suggested by subjects of special or immediate interest or by events passing during the year, have served to attract large numbers of visitors, to whom not only the objects exhibited but also their careful and instructional arrangement, display, and labelling, provided a source of much accurate and highly interesting information.

Considerable additions, both by gift and purchase, have been made during the year to the Museum Library and a classified list, extending to 237 pages, of books, journal articles, etc., relating

to Ornament and Decoration has been published. Two popular "Guides" to the Museum Collections, one dealing with Egyptian Antiquities and the other with the Scottish Mineral Collection, have been prepared and are now in the press.

(Signed) DEVONSHIRE.

BALFOUR OF BURLEIGH.

HENRY CRAIK, *Secretary*,

Scotch Education Department,
the 11th day of May, 1903.

APPENDIX TO REPORT.

PART I.



AUGUST, 1903.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1901 ; the names and addresses of the Clerks of the Boards ; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes are printed in italic.*
4. The *counties* are arranged in alphabetical order.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen	318,825	92	Kinross	6,064	5
Argyll	74,241	46	Kirkcudbright	30,511	30
Ayr	253,872	51	Lanark	1,314,810	50
Banff	61,789	25	Linlithgow	66,443	12
Berwick	81,123	32	Nairn	8,721	5
Bute	13,787	6	Orkney	23,609	20
Caithness	33,870	12	Peebles	16,034	14
Clackmannan	31,907	6	Perth	123,991	79
Dumbarton	113,989	14	Benfrew	294,563	23
Dumfries	72,571	45	Ross and Cromarty	76,450	35
Edinburgh	485,061	30	Roxburgh	43,500	32
Elgin	44,499	21	Selkirk	23,338	9
Fife	218,840	69	Shetland	23,106	12
Forfar	284,082	60	Stirling	141,948	24
Haddington	33,665	26	Sutherland	31,440	13
Inverness	90,075	37	Wigtown	32,557	18
Kincardine	31,537	19			
			Totals	4,472,103	972

LIST.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[92.]* ABERDEEN.	313,825		1873.		
ABERDEEN (Burgh) -	153,503	15	29 Mar.	T. Hector -	22, Union Terrace, Aberdeen.
Aberdour - - -	1,476	5	4 Apr.	W. Chapman -	Woodhead, New Aberdour, Frisburgh.
Aboyne and Glentanner	1,477	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne Aberdeenshire.
Alford - - -	1,486	5	18 Mar.	J. Reid - -	Alford, Aberdeenshire.
Ardallie - - -	1,080	5	2 Apr.	G. Pirie - -	North of Scotland Bank, Ltd., Ell
Auchindoir and Kearn	1,216	5	24 Mar.	J. Paterson, jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,623	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless Auchterless Station, Aberdeenshire.
Belhelvie - - -	1,614	7	15 „	R. Rae - -	Balmedie, Aberdeen.
Birse - - - -	1,085	5	19 „	W. Burnett -	Fenton Cottage, Marywell, Birse Aboyne, Aberdeenshire.
Bourtie - - - -	408	5	19 „	W. Moir, jun. -	Shadowside, Bourtie, Old Meldrum Aberdeen.
Cairney - - - -	1,283	5	11 „	J. Barclay -	Binhall, Cairney, Huntly.
Chapel of Garioch -	1,472	7	5 „	J. Diack, jun. -	Pittodrie, Pitcaple, Aberdeen.
Clatt - - - -	425	5	10 „	J. Petrie -	Hardgate Clatt, Kennethmont, Aberdeenshire.
Cluny - - - -	1,207	5	16 May	P. Crighton -	Sauchen, Aberdeen.
Coull - - - -	422	5	29 Mar.	W. Kennedy -	Springbank, Coull, Aboyne, Aberdeenshire.
Crathie and Braemar -	1,442	5	19 Apr.	W. Michie -	Tillocheoy, Inver, Ballater, Aberdeenshire.
Crimond - - - -	735	5	12 „	W. Clubb, jun.	Elliewell, Crimond, Peterhead.
Cruden - - - -	3,060	7	29 Mar.	A. Bruce - -	Port Errol, Aberdeenshire.
Culsalmond - - -	683	5	20 „	W. Alexander	Glenniston, Inch.
Daviot - - - -	730	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum, Aberdeen.
Drumblade - - -	948	5	14 „	W. Leslie -	11, Castle Street, Huntly.
Drumoak - - - -	865	5	8 „	J. Merson -	High Street, Banchory, Kincardineshire.
Dyce - - - -	1,482	5	24 Mar.	J. Thom -	Upper Kirkton, Dyce, Aberdeen.
Echt - - - -	1,249	5	10 May	J. Coutts -	Waterton, Dunecht, Aberdeen.
Ellon - - - -	3,395	7	8 Apr.	A. J. Raeburn -	Ellon.
Fintray - - - -	866	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.

* The figures in brackets [] indicate the number of School Boards in each county.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN— <i>cont.</i>			1873.		
Forgue - - -	1,107	5	5 Apr.	G. Winton -	Forgue, Huntly.
Foveran - - -	1,793	7	19 „	L. Tait - -	Old Mill, Foveran, Newburgh, Aberdeen.
Fraserburgh (including Town).	9,715	7	15 „	A. Henderson	11, Frithside Street, Fraserburgh.
Fyvie - - - -	2,699	9	13 Mar.	W. A. Johnston	Fyvie, Aberdeenshire.
Gartly - - - -	862	5	17 Apr.	W. Grant -	Faichhill, Gartly, Aberdeenshire.
Glass - - - -	909	5	10 „	T. Gauld -	Blairmore Cottage, Glass, Huntly.
Glentworth - -	403	5	24 Mar.	J. Forbes -	Tombreck, Bridge of Bucket, Gartly, Aberdeenshire.
Glengairn - - -	207	5	12 Apr.	J. F. Gillanders	Lary, Glengairn, Ballater, Aberdeenshire.
Glennis and Tullich	2,162	5	5 Apr.	J. Simpson -	Union Bank of Scotland, Ballater, Aberdeenshire.
Groathurst (including Town)	4,899	9	10 „	W. Leslie -	11, Castle Street, Huntly.
Inch - - - -	1,406	5	14 Mar.	W. A. Macdonald.	High Street, Inch.
Inverurie (including Burgh).	3,491	7	13 „	A. I. Smith -	7, West High Street, Inverurie.
Keig - - - -	626	5	3 Apr.	W. Anderson -	West Cividley, Keig, Whitehouse, Aberdeen.
Keithhall and Kinkell	903	5	1 „	J. McGlashan -	Keithhall, Inverurie.
Kemnay - - - -	2,084	5	22 „	A. Whyte -	Kemnay, Aberdeen.
Kennethmont - -	920	5	4 „	J. Reid -	New Flinder, Kennethmont, Aberdeenshire.
Kildrumny - - -	574	5	22 „	J. Milne -	Town and County Bank, Kildrumny, Mossat, Aberdeenshire.
Kingcardine O'Neil	2,005	5	28 „	J. McLaggan -	Town and County Bank Torphina, Aberdeenshire.
King Edward - -	897	5	29 Mar.	P. Duncan -	Balchery, King Edward, Banff.
			1874.		
Longside (School District, § 17, parts of Kemnay, Strichen, Old Deer and Longside).	918	5	18 Apr.	G. Davidson -	Longside, Aberdeen.
			1873.		
Longside - - - -	551	5	15 Sept.*	N. Smith -	Blackburn, Aberdeen.
Longside (including Burgh).	2,553	5	1 Apr.	J. C. Innes -	Port Elphinstone, Inverurie.
Longside-Cushnie -	1,280	7	27 Mar.	P. R. D. Williams	Milton of Cushnie, Alford, Aberdeen,
Longside - - - -	443	5	4 Apr.	J. Anderson -	Bogs of Leslie, Inch.
Longside-Buchan -	651	5	5 „	G. Pirie - -	North of Scotland Bank, Ellon.
Longside-Coldstone -	962	5	31 Mar.	A. Farquharson	Loanhead, Dinnit, Aberdeenshire.
Longside - - - -	2,697	7	19 Apr.	G. Davidson -	Longside, Aberdeen.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 1st March.

Parish or Burgh	Popu- lation in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—cont.			1873.		
Lonmay . . .	1,622	5	19 Apr.	J. W. Forbes	Lonmay, Aberdeenshire.
Lumphanan . . .	966	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeenshire
Meldrum . . .	1,855	7	9 „	W. Baxter	Town and County Bank, Old Meldrum Aberdeen.
Methlick . . .	1,692	5	7 „	J. Allan	Methlick, Aberdeen.
Midmar . . .	1,000	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex . . .	1,207	5	16 Apr.	W. A. Johnston	Fyvie, Aberdeenshire.
Monquhitter . . .	2,170	7	20 Mar.	P. Cowie	Netherton, Monquhitter, Turriff.
Monymusk . . .	1,106	5	27 „	R. Grant	Pitfichie, Monymusk, Aberdeen.
New Byth . . .	1,644	7	12 Apr.	W. Fraser	New Byth, Turriff.
New Deer . . .	3,619	7	8 „	W. Watt	Church Crescent, New Deer, Aberdeen
Newhills . . .	5,753	7	19 „	Rev. J. Wiseman.	Bucksburn, Aberdeenshire.
New Machar . . .	1,393	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberdeen
New Pitaligo . . .	2,332	7	29 Mar.	G. Robertson	Church Hill, New Pitaligo, Aberdeen
Old Deer . . .	3,144	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station, Aberdeenshire.
Old Machar . . .	1,457	5	19 „	A. Webster	139, King Street, Aberdeen.
Oyne . . .	770	5	31 Mar.	C. J. Weir	222, Union Street, Aberdeen.
Peterculter . . .	4,940	7	26 Apr.	A. Sands	183a, Union Street, Aberdeen.
PETERHEAD (Burgh) . . .	11,794	9	14 „	T. Mackie	Court House, Peterhead.
Peterhead (Landward) . . .	3,352	7	10 May	T. Mackie	Court House, Peterhead.
Pitaligo . . .	2,307	5	5 July	A. M. Shirran	Union Bank, Roseheart, Fraserburgh.
Premnay . . .	926	5	15 Mar.	A. Mennie	Auchleven, Premnay, Insh.
Rathen . . .	2,577	7	3 May	G. Dawson	Memsie House, By Fraserburgh.
Rayne . . .	1,097	5	11 Mar.	G. Shewan	Lochend, Warthill, Meikle Warthill Aberdeenshire.
Rhynie . . .	1,005	5	9 Apr.	R. Bremner	Rhynie, Gartly, Aberdeenshire.
St. Fergus . . .	1,194	5	10 „	D. S. Malcolm	Peterhead.
Savoeh . . .	1,736	5	7 „	G. Knox	Auchnagatt, Aberdeenshire.
Skene . . .	1,546	5	3 „	J. Wyness	Skene, Aberdeen.
Slains . . .	936	5	17 Apr.	J. Sangster	Slains, Ellon.
Strathdon . . .	1,096	5	10 Mar.	A. Kellas	Mains of Glencarvie, Strathdon Gartly, Aberdeenshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—cont.			1873.		
Strichen - - -	2,023	5	19 Apr.	W. Cheyne	79, High Street, Fraserburgh.
Tarland - - -	733	5	2 „	W. Thomson	Tarland, Aboyne, Aberdeenshire.
Tarves - - -	2,101	5	4 „	J. Anderson	Tarves, Aberdeen.
Tough - - -	675	5	19 „	J. Davidson	Whitehouse, Aberdeen.
Towie - - -	938	5	11 Mar.	J. Thomson	Belnaboth, Glenkindie, Gartly, Aberdeenshire.
Tullyneale and Forbes	903	5	17 „	J. Lawson	Scotmill, Tullyneale, Alford, Aberdeenshire.
Turriff - - -	4,139	7	12 Apr.	W. F. Stewart	High Street, Turriff.
Tyrie - - -	747	5	19 „	J. Merson	Cairnmourning, Tyrie, Fraserburgh.
Udny - - -	1,564	5	5 „	T. Duguid	Moshead, Udny, Aberdeen.
Ythan Wells - - -	1,005	5	3 May	J. Stephen	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
[46.] ARGYLL.		74,241			
Acharacle - - -	1,199	7	25 June.	A. D. Gillies	Laga, Salen, Ardgour, Argyllshire.
Ardchattan and Muckairn.	2,126	5	8 May	A. M. Sinclair	Taynuilt, Argyllshire.
Ardgour - - -	547	5	1895. 24 Apr.*	N. B. Mackenzie, junr.	Estate Offices, Fort William.
Ardnamurchan - - -	835	5	1873. 18 June	A. D. McKenzie	Swordie, Ardnamurchan, Oban.
CAMPBELTOWN (Burgh)	8,286	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,950	5	4 Apr.	J. Lothian	Argyll Street, Campbeltown.
Coll - - -	432	5	17 „	Rev. D. McEchern.	The Manse, Coll, Oban.
Colonsay and Oronsay	313	5	15 Sept.†	A. McNeill	Colonsay, Greerock.
Craigish - - -	327	5	19 Apr.	T. Kay	Ardfern, Argyllshire.
Cumloiden - - -	629	5	29 July	G. Scott	Chamberlain's Office, Inveraray.
Dunoon and Kilmun -	10,468	9	12 Apr.	D. Anderson	Victoria House, Dunoon.
Gigha and Cara - - -	374	5	3 „	W. W. Philip	Gigha, Argyllshire.
Glenary - - -	1,185	5	15 „	A. Dewar	Lochgilphead.
Glenary (including Burgh of Inveraray).	1,118	5	26 Mar.	R. S. Corrigan	Inveraray.
Glenorchy and Inishail	1,034	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
Inveraray (Burgh), (united to Glenary).	—	—	—	—	—

* Date is regulated by that for Kilmallie, viz., 9th April.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed 25th April.

Parish or Burgh.	Popu- lation in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—cont.			1873.		
Inverchaolain. . . .	334	5	18 Apr.	Rev. G. A. Stalker.	Manse of Inverchaolain, Toward Point, Argyllshire.
Jura	625	5	25 Mar.	J. McGillivray	New Brodale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,568	5	8 May	A. Cowan .	Easdale, Oban.
Kilcalmonell	495	5	15 July	A. McDougall	Tarbert (Loch Fyne).
Kilchoman	2,360	7	2 Apr.	M. Mactaggart	Bowmore, Argyllshire.
Kilchrenan and Dalavich.	554	5	18 „	D. McIntyre .	Kilchrenan, Argyllshire.
Kildalton	1,872	5	26 „	D. McKenzie .	Port Ellen.
Kilfinan	1,915	5	12 Mar.	D. Kerr . . .	Tigh-na-bruaich, Argyllshire.
Kilfinichen and Kilviekeon.	1,529	5	12 May	A. McGregor .	Kilfinichen, Bunessan, Oban.
Killarow and Kilmery	2,635	7	26 Mar.	M. Mactaggart	Bowmore, Argyllshire.
Killean and Kilchenzie	1,078	5	8 Apr.	N. MacCallum	Lochend House, Campbeltown.
Kilmartin	663	5	21 Mar.	M. B. Cordiner	School House, Kilmartin, Argyllshire.
Kilmodan	387	5	28 „	J. MacInnes .	Glendaruel, Colintrave, Argyllshire.
Kilmore and Kilbride (exclusive of Burgh of Oban).	874	5	6 May	D. MacGregor	Albany Street, Oban.
Kilninian and Kilmore	2,167	7	8 Apr.	H. Morison .	Tobermory, Argyllshire.
Kilninver and Kilmelford.	357	5	5 May	Rev. J. A. Nicholls.	The Manse, Kilmelford, Argyllshire.
Lismore and Appin .	3,707	7	9 „	D. Macintyre .	Port Appin, Argyllshire.
Lochgilphead	3,560	7	11 Mar.	A. Mac Ewan .	Lochgilphead.
Lochgoilhead and Kilmorich.	671	5	23 Apr.	R. Brown . .	156, St. Vincent Street, Glasgow.
Morvern	730	5	8 „	J. F. McLaren	22, George Street, Oban.
North Knapdale . . .	768	5	2 May	H. McDiarmid	48, Argyll Street, Lochgilphead.
OBAN (Burgh)	5 427	7	14 Mar.	W. Jolly . . .	Columba Buildings, Oban.
Saddell and Skipness .	1,087	5	14 May	J. MacKinven	Carradale, Argyllshire.
Salen	441	5	2 July	J. MacLachlan	Tobermory, Argyllshire.
Southend	732	5	8 Apr.	J. Lothian . .	Argyll Street, Campbeltown.
South Knapdale . . .	733	7	25 „	A. L. MacGillp	Ardrihaig, Argyllshire.
Strachur and Stralachlan.	734	5	15 Sept.*	J. Rhind . . .	Tighnacriche, Strachur, St. Catherine's, Argyllshire.
Strontian	519	5	18 July	N. B. Mackenzie.	British Linen Bank Buildings, Fort William.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 28th May.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—cont.			1873.		
Tarbert - - -	2,126	5	8 July	A. McDougall -	Tarbert (Loch Fyne).
Terosay - - -	575	5	13 May	J. F. McLaren	22, George Street, Oban.
Tyree - - -	2,195	7	28 Mar.	M. McLean -	Kirkapool, Tyree, Oban.
[51.] AYR.	253,372				
Alloway - - -	968	5	23 Mar.	D. Gray *	Alloway, Ayr.
Ardrossan - - -	11,845	7	5 Apr.	J. Cook -	Town Clerk's Office Ardrossan.
Auchinleck - - -	6,605	7	14 Mar.	D. Smith -	Auchinleck, Ayrshire.
AYR (Burgh) - - -	28,697	9	10 May	J. Douglas -	Wellington Chambers, Ayr.
Ayr (Landward) - - -	1,043	5	30 Oct. †	D. Gray -	Alloway, Ayr.
Ballantrae - - -	1,124	5	8 May	J. R. G. Phillips, jun.	Ballantrae, Ayrshire.
Barr - - -	581	5	12 Apr.	A. Caldwell -	Barr, Girvan.
Beith - - -	7,523	7	11 "	A. Stewart -	Beith.
Colmonell - - -	1,954	5	23 "	G. Rowan -	Ballochmorrie, Daljarrock, Ayrshire.
Coylton - - -	2,542	7	26 "	J. Smith -	Coylton, Ayr.
Craigie - - -	509	5	17 May	A. McFarlane -	Craigie, Kilmarnock.
Crosshill - - -	1,108	5	18 Apr.	J. Cooper -	King Street, Crosshill, Maybole.
Dailly - - -	1,673	5	22 Mar.	W. G. Wilson -	Dalquharran, Dailly, Ayrshire.
Dalmellington - - -	5,261	7	26 "	A. S. Glass -	Dalmellington, Ayrshire.
Dalry - - -	8,212	9	29 Apr.	A. Comrie -	Dalry, Ayrshire.
Dalrymple - - -	1,206	5	3 "	W. Clark -	Dalrymple, Ayr.
Dreghorn - - -	4,332	7	3 "	{ N. Auld, sen. N. Auld, jun., joint clerks. }	Bankhead, Kilmarnock.
Dundonald - - -	6,441	7	5 "	R. Young -	Town Clerk's Office, Troon.
Dunlop - - -	1,542	5	18 Mar.	J. G. Wyllie -	Post Office, Dunlop, Kilmarnock.
Fenwick - - -	1,063	5	25 "	J. McMurray -	Fenwick, Kilmarnock.
Galston - - -	6,979	7	22 "	R. Blair -	British Linen Company Bank, Galston, Ayrshire.
GIRVAN (Town) - - -	3,311	7	18 Apr.	T. G. Tait -	Girvan.
Girvan (Landward) - - -	1,561	5	18 "	A. Dunlop -	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) - - -	9,618	7	27 Mar.	W. C. Wilson -	Irvine.

* Also clerk to combined Board of Alloway and Ayr (Landward).

† Date of nomination by Board of Education, no election having taken place. No date fixed.

PARISHES AND BURGHS IN EACH COUNTY OF

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
AYR— <i>cont.</i>			1873.		
Irvine (Landward)	1,649	5	14 Apr.	H. McG. Hight	Irvine.
Kilbirnie	7,207	7	29 Mar.	J. Lusk	Clydesdale Bank, Dalry.
KILMARNOCK (Burgh)	34,165	9	15 "	J. P. Stevenson	Kilmarnock.
Kilmarnock (Landward)	1,992	7	21 "	J. P. Stevenson	Kilmarnock.
Kilmaurs	4,549	7	10 Apr.	D. Carruthers	Market Lane, Kilmarnock.
*Kilwinning	8,125	7	10 "	R. C. King D. Stevenson, <i>Depute Clerk.</i>	20, Howgate, Kilwinning, Ayrshire.
Kirkmichael	854	5	17 "	W. Dunn	High Woodstone, Dalrymple, Ayrshire.
Kirkoswald	1,411	5	19 "	W.A. Templeton	Post Office, Kirkoswald, Maybole.
Largs	4,405	7	20 Mar.	J. Fleck	Largs, Ayrshire.
Loudoun	8,205	7	14 "	A. Cameron	Newmilns, Ayrshire.
Mauchline	2,572	5	15 "	J. D. McMillan	Mauchline.
Maybole (combined District).	7,503	7	5 & 12 Apr	J. Gilmour	Cassilis Road, Maybole.
Monkton and Prestwick	3,854	7	19 Apr.	H. Boyd, jun.	Prestwick, Ayrshire.
Muirkirk	5,670	7	29 Mar.	R. A. Leslie	Wellwood Street, Muirkirk, Ayrshire.
New Cumnock	5,367	7	22 "	A. Moodie	Pathhead, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	—	—
Ochiltree	1,932	5	29 Mar.	A. Urquhart	Ochiltree, Cumnock (Old).
Old Cumnock	5,144	7	27 "	A. Brakenridge	Glaisnock Street, Cumnock (Old).
Riccarton	5,065	7	29 "	J.D. Mackintosh	49, John Finnie Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, (Landward))	1,219	5	10 May	J. Meikle	Mount Hamilton, Ayr.
Sorn	3,607	7	5 Apr.	R. B. Conner	Catrine, Ayrshire.
Stair	1,175	5	3 "	R. Sloan	Keyshill, Stair, Mauchline.
Stevenston	9,497	7	12 "	A. Wilson	Stevenston, Ayrshire.
*Stewarton	3,958	7	2 "	J. & J. J. Love	Stewarton, Ayrshire.
Straiton	1,016	5	29 Mar.	J. McFadzean	Straiton, Maybole.
Symington	592	5	28 "	D. Carruthers	2, Clerk's Lane, Kilmarnock.
Tarbolton	3,961	7	14 Apr.	A. Guthrie	Tarbolton, Ayr.
West Kilbride	2,978	5	2 "	G. McNee	Gateside, West Kilbride, Ayrshire.

* Auchentiber Combination—R. C. King, Kilwinning, Ayrshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[25.] BANFF.	61,789		1873.		
Aberlour - - -	2,538	5	8 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
Alvah - - -	1,155	5	26 "	J. MacWilliam	Deuchries, Alvah, Banff.
BANFF (Burgh) - -	3,732	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q. S. Par. of Ord, united under § 17) (Landward).	1,169	5	19 Apr.	W. Joss	Blairshinnoch, Banff.
Boharm - - -	1,128	5	17 "	Thurburn and Fleming.	Keith.
Botriphnie - - -	754	5	3 May	Thurburn and Fleming.	Keith.
Boydie - - -	1,843	5	25 Apr.	J. McCulloch	Whitehills, Banff.
Buckie (included in Rathven).	—	—	—	—	—
Brach - - -	581	5	12 Apr.	J. L. Craig	Dufftown, Banffshire.
Cullen - - -	2,116	7	26 "	A. Sim	Cullen, Banffshire.
Deskford - - -	714	5	7 May	R. Cruickshank	Berryhillock, Deskford, Cullen, Banffshire.
Enzie - - -	2,277	5	13 "	A. J. Taylor	Post Office, Enzie, Buckie.
Fordyce - - -	3,941	7	16 Apr.	W. Ingram	Portsoy, Banffshire.
Forzlen - - -	653	5	31 Mar.	J. L. Keith	Turriff.
Garrie - - -	6,409	9	21 Apr.	A. George	Town Clerk's Office, Macduff.
Glenrines - - -	337	5	17 Mar.	Rev. C. Bruce	Glenrines, Dufftown, Banffshire.
Grange - - -	1,673	5	12 Apr.	J. Clarke	Croftgib, Grange, Keith.
Inveravon - - -	2,201	7	31 Mar.	W. Phimister	Drumin, Glenlivet, Ballindalloch, Banffshire.
Inverkeithny - -	769	5	19 Apr.	P. Chapman	Fortrie, Turriff.
Keith - - -	6,828	7	5 "	Thurburn and Fleming.	Keith.
Kirkmichael - -	1,035	5	10 "	J. Taylor, jun.	Town & County Bank, Tomintoul, Ballindalloch, Banffshire.
Marnoch - - -	2,784	7	26 "	W. Grant	33½, Main Street, Aberchirder, Banffshire.
Mortlach - - -	3,170	7	12 "	A. Walkinshaw.	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill - - -	642	5	15 Sept.*	A. Gray	Mill of Park, Ordiquhill, Banff.
Rathven (including Beckie).	12,088	9	15 Apr.	J. Macdonald	Cluny Square, Buckie.
Rothiemay - - -	1,252	5	21 "	Thurburn and Fleming.	Keith.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[32.] BERWICK.	51,138		1873.		
Abbey St. Bathan's -	213	5	22 Mar.	E. J. Wilson -	Abbey St. Bathan's, Grantshow Berwickshire.
Ayton - - - -	1,629	5	13 "	G. M. Geddes -	Ayton, Berwickshire.
Bunkle and Preston -	629	5	25 Apr.	G. Mason -	Bunkle, Edrom, Berwickshire.
Channelkirk - - -	568	5	7 "	H. M. Liddell	Channelkirk, Lauder, Berwickshire
Chirnside - - - -	4,580	5	31 Mar.	D. Denholm -	Chirnside, Berwickshire
Cockburnspath - -	982	5	5 Apr.	J. Stevenson -	Cockburnspath, Berwickshire.
Coldingham - - -	2,813	9	2 "	A. Macvie -	Coldingham, Berwickshire.
Coldstream - - -	2,281	7	31 Mar.	J. Porteous -	Coldstream.
Cranshaws - - - -	159	5	19 Apr.	W. B. Tomison	Cranshaws, Duns.
Duns - - - - -	3,199	7	13 Mar.	W. Home Waite	Duns.
Earlston - - - -	1,677	5	27 "	A. G. Sinclair -	Commercial Bank of Scotland, Earl ton, Berwickshire.
Eccles - - - - -	1,433	7	27 "	Dove & Ste- venson.	Kelso.
Edrom - - - - -	1,290	7	26 Feb.	J. B. Kellie -	Duns.
Eyemouth - - - -	2,487	7	17 Mar.	J. Donaldson -	Eyemouth, Berwickshire.
Fogo - - - - -	445	5	14 Apr.	J. Duns - -	Duns.
Foulden - - - -	386	5	4 "	J. Shed - -	Rose Villa, Chirnside, Berwickshire
Gordon - - - - -	791	5	5 "	G. R. Hyslop -	Earlston, Berwickshire.
Greenlaw - - - -	1,015	5	12 "	D. Leitch -	Greenlaw, Berwickshire.
Hume and Stichill -	615	5	8 "	A. L. McGregor	27, Woodmarket, Kelso.
Hutton - - - - -	750	5	17 Mar.	A. P. Hope -	Sunwick, Hutton, Berwick.
Ladykirk - - - -	316	5	10 Apr.	Rev. W. Dobie	The Manse, Ladykirk, North Northumberland.
Langton - - - - -	398	5	10 Mar.	W. Home Waite	Duns.
Lauder (including Burgh).	1,461	5	4 Apr.	G. L. Broom- field.	Lauder, Berwickshire.
Legerwood - - - -	431	5	10 "	R. Martin -	Legerwood, Earlston, Berwickshire
Longformacus - - -	281	5	5 "	W. Home Waite	Duns.
Mertoun - - - - -	576	5	12 "	J. Dodds -	Mertoun, St. Boswell's, Newtown Boswell's.
Mordington - - - -	284	5	4 June	Rev. H. Flem- ing.	Mordington, Berwick.
Nenthorn - - - -	416	5	5 Apr.	W. Winton -	Nenthorn, Kelso.
Polwarth - - - -	203	5	22 Mar.	R. Johnstone -	Polwarth, Duns.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—cont.			1873.		
Bwinton - - -	791	5	29 Mar.	A. M. Porteous	Coldstream.
Westruther - - -	504	5	11 Apr.	G. Mill, jun.	Hindsidehill, Lauder, Berwickshire.
Whitesome - - -	525	5	21 „	G. Tweedie	Duns.
[6.] BUTE.	18,787				
Cumbræ - - -	1,769	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Bute.
Kilbride - - -	2,518	5	18 Mar.	J. B. Sweet -	Lamlash, Isle of Arran.
Kilmory - - -	2,319	7	25 „	C. Sym - -	Tormore, Shiskine, Isle of Arran.
Kingarth - - -	1,066	5	4 Apr.	J. Mackinnon-	Town Clerk's Office, Rothesay.
North Bute - - -	1,747	5	19 „	J. R. Thomson	5, High Street, Rothesay.
ROTHESAY (Burgh) -	9,378	7	27 Mar.	R. D. Whyte -	Rothesay.
[12.] CAITHNESS.	53,870				
Bower - - -	1,453	5	20 Mar.	R. S. W. Leith	County Buildings, Wick.
Dunsbay - - -	2,006	7	27 „	D. K. Murray	Thurso.
Dumet - - -	1,232	5	16 Apr.	A. Mackay -	Bank of Scotland, Thurso.
Halkirk - - -	2,355	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Leis - - -	1,110	5	10 „	A. Bruce -	County Buildings, Wick.
Letheron - - -	5,223	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
Strig - - -	1,555	5	5 May	J. Gunn - -	Castletown, Thurso.
Thurso - - -	974	5	23 Apr.	Miss A. Macleod.	Reay, Thurso.
Watten - - -	5,406	7	20 Mar.	A. Manson -	Thurso.
Watten - - -	1,230	5	3 Apr.	D. Alexander -	Watten, Caithness
Wick (Burgh) - - -	7,911	7	2 „	D. W. George- son.	Wick.
Wick (Landward) -	3,415	7	11 „	D. Leith - -	Wick.
[8.] CLACKMANNAN.	51,907				
Alloa (Town) - - -	11,421	9	14 Mar.	J. Cuthbert -	Candleriggs, Alloa.
Alloa (Landward) -	5,437	7	5 Apr.	J. W. Moir -	20, Bank Street, Alloa.
Alloa - - -	5,641	7	5 „	J. Young - -	Royal Bank of Scotland, Alloa.
Clackmannan - - -	2,444	7	25 Mar.	A. P. Moir -	20, Bank Street, Alloa.
Dollar - - -	1,977	7	17 „	R. M. Fraser -	Bridge Street, Dollar, Clackmannan- shire.
Tillicoultry - - -	4,987	7	27 „	T. J. Young -	Forrester Cottage, Tillicoultry, Clack- mannanshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[14.] DUMBARTON.	113,939		1873.		
Arrochar	605	5	8 May	M. H. Conley.	Tarbet (Loch Lomond), Dumbartonshire.
Bonhill	14,581	9	12 Apr.	J. Brown .	Albert Buildings, Alexandria, Dumbartonshire.
Cardross	6,486	7	19 „	A. Bayne .	Back Street, Renton, Dumbartonshire.
¶Cumbernauld . . .	4,979	7	19 „	J. Longwill .	Royal Bank, Cumbernauld, Glasgow.
§DUMBARTON (Burgh)	19,985		8 Mar.	A. Roberts .	Municipal Buildings, Dumbarton.
Dumbarton(Landward)	220	5	10 Oct.*	G. Boyd . .	Dumbarton.
Kilmaronock . . .	874	5	29 Mar.	R. McEwen .	Lomondview, Gartocharn, Alexandria, Dumbartonshire.
† KIRKINTILLOCH (Town).	10,502	7	8 Apr.	D. Patrick .	Kirkintilloch, Glasgow.
¶Kirkintilloch (Landward).	3,899	5	4 „	H. Hutcheson.	115, Wellington Street, Glasgow.
Luss	572	5	9 May	G. R. Murray.	Municipal Buildings, Helensburgh.
New or East Kilpatrick	10,815	7	10 Mar.	J. Cranmer .	“Killorn,” Milngavie, Glasgow.
Old or West Kilpatrick	27,311	9	5 Apr.	J. McBride .	50, Kilbowie Road, Clydebank, Glasgow.
Roseneath	1,923	5	28 Feb.	A. McNeilage.	Kilcreggan, Dumbartonshire.
Row	11,187	7	11 Apr.	G. MacLachlan	Helensburgh.
[45.] DUMFRIES.	72,571				
Annan (including Burgh)	6,378	7	1876. 11 Apr.	W. Roddick .	Commercial Bank of Scotland, Annan.
Applegarth and Sib-baldie.	807	5	1873. 12 Apr.	J. F. Cormack	Lockerbie.
Brydekirk	832	5	15 Sept.‡	I. Moffat .	Kirtlebridge, Ecclefechan.
Caerlaverock . . .	841	5	4 Apr.	J. Hunter .	31, Castle Street, Dumfries.
Canonbie	1,959	7	14 „	J. Watson .	Byreburn, Canonbie, Dumfriesshire.
Closeburn	1,275	5	31 Mar.	G. McFarlan .	Closeburn, Thornhill.
Cummertrees . . .	938	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton	563	5	8 „	J. Hayes . .	Dormont Grange, Lockerbie.
Dornock	871	5	19 Apr.	M. Little .	Annan.
Dryfesdale	3,130	7	28 „	D. McJarrow .	Lockerbie.
DUMFRIES (Burgh) .	13,239	9	15 Mar.	J. E. Blacklock	93, Irish Street, Dumfries.
Dumfries (Landward) .	4,907	7	29 „	J. H. McGowan	Dumfries.

* Date of nomination by Board of Education, no election having taken place. No date fixed.

† Lenzie combination. *D. Miller, 48, West Regent Street, Glasgow.*

‡ Condorrat combination. *J. Longwill, Bank House, Cumbernauld, Glasgow.*

§ Date of nomination by Board of Education, no election having taken place. Date originally fixed 3rd April.

§ School Board area extended by Order of Department dated 31st December, 1901, under of the Education (Scotland) Act, 1878, to include the parts of the parishes of Cardross, Dumbarton (Landward), and Old Kilpatrick, annexed to Burgh in terms of Dumbarton Burgh Act, 1899.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—cont.			1873.		
Dunscore - - -	1,055	5	8 Apr.	J. Laurie	Dunscore, Auldgirth, Dumfriesshire.
Grisdale - - -	970	5	8 "	J. R. Wilson	Sanquhar, Dumfriesshire.
Kildalemuir - - -	441	5	17 "	J. Malcolm	Schoolhouse, Eskdalemuir, Langholm.
Langholm - - -	261	5	18 "	J. C. Lyall	Ewes, Langholm.
Moniaive - - -	1,490	5	17 Mar.	D. Corson	Moniaive, Thornhill.
Gretna or Graitney - - -	1,250	5	25 "	T.H. McTaggart	Gretna, Carlisle.
Edinburgh - - -	346	5	18 "	A. K. Gibson	Estate Office, Springkell, Ecclefechan.
Edinburgh - - -	1,415	5	7 Apr.	D. Reid	Royal Bank, Ecclefechan
Edinburgh - - -	938	5	12 "	A. Dobie	Maxwelltown, Dumfries.
Edinburgh and Corrie - - -	663	5	14 "	W. & J. McClure	Clydesdale Bank, Lockerbie.
Edinburgh - - -	800	5	14 "	D. McJarrow	Lockerbie.
Edinburgh - - -	540	5	24 Mar.	W. Scott	Keir Mill, Thornhill.
Edinburgh - - -	1,248	5	17 Apr.	J. R. Wilson	Sanquhar, Dumfriesshire.
Edinburgh - - -	1,106	5	5	J. Carmont	Kirkton, Kirkmahoe, Dumfries.
Edinburgh - - -	748	5	19 "	H. S. Gordon	Dumfries.
Edinburgh Fleming - - -	1,466	5	7 "	J. B. Leslie	East Lodge, Mossknow, Ecclefechan.
Edinburgh Juxta - - -	980	5	26 "	W. Tait	Moffat.
Edinburgh - - -	3,500	7	27 Mar.	R. McGeorge	Langholm.
Edinburgh (including Burgh).	2,388	7	28 "	J. B. McNish	48, Queen Street, Lochmaben, Dumfriesshire.
Edinburgh - - -	1,823	5	25 "	G. Moffat	St. Ann's, Ecclefechan.
Edinburgh - - -	2,799	7	11 Apr.	W. Tait	Moffat.
Edinburgh - - -	1,872	5	10 "	R. Wilson	Thornhill.
Edinburgh - - -	475	5	3 Mar.	Rev. A. Angus	Mouswald Ruthwell, Dumfriesshire.
Edinburgh - - -	923	5	3 Apr.	R. Wilson	Thornhill.
Edinburgh - - -	766	5	24 Mar.	J. Kerss	Hope Cottage, Ruthwell, Dumfriesshire.
Edinburgh - - -	567	5	12 Apr.	W. & J. McClure	Clydesdale Bank, Lockerbie.
Edinburgh (including Burgh).	2,933	7	14 "	D. Paterson	Thornhill, Dumfriesshire.
Edinburgh - - -	741	5	22 Mar.	J. Geddes	8, English Street, Dumfries.
Edinburgh - - -	779	5	21 "	J. Wilson	16, Buccleuch Street, Dumfries.
Edinburgh - - -	403	5	31 "	W. & J. McClure	Clydesdale Bank, Lockerbie.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—cont.					
Tynron	334	5	1873. 8 Apr.	J. Laurie . . .	Tynron, Thornhill.
Wamphray	396	5	8 „	G. Rae	Wamphray, Beattock, Dumfriesshire.
Westerkirk	415	5	28 Mar.	R. McGeorge . .	Langholm.
[30.] EDINBURGH.	488,061				
Borthwick	1,237	7	14 Apr.	R. Stoddart . .	Gorebridge, Mid-Lothian.
Carrington	460	5	5 „	R. B. Brunton . .	Schoolhouse, Carrington, Gorebridge, Mid-Lothian.
Cockpen	3,720	7	19 „	D. B. Tod	Bonnynrigg, Lasswade.
Colinton	5,499	7	5 „	A. Shankie . . .	Colinton, Mid-Lothian.
Corstorphine	2,725	5	18 „	J. E. Cowan . . .	Manse Road, Corstorphine, Mid-Lothian.
†Cramond	3,041	7	18 Mar.	R. C. Bell	13, Hill Street, Edinburgh.
Cranston	846	5	5 Apr.	R. Hanton	Cranston Cottage, Ford, Dalkeith.
Crichton	810	5	4 „	J. Simpson	Pathhead, Ford, Dalkeith.
Currie	2,513	7	4 „	M. W. Scott . . .	Currie, Mid-Lothian.
DALKEITH (Town) . .	6,753	7	15 Mar.	T. Sturrock . . .	66, High Street, Dalkeith.
Dalkeith (Landward) .	544	5	19 Apr.	C. B. Hutchison .	Estates Office, Dalkeith Park, Dalkeith.
†Duddingston (Landward).	—	—	—	—	—
†EDINBURGH (City) .	317,145	15	29 Mar.	J. Arnot	Castle Terrace, Edinburgh.
Fala and Soutra . . .	319	5	15 Sept.*	J. Duncan	The Schoolhouse, Fala, Blackshades, Mid-Lothian.
Glencorse	1,347	5	5 Apr.	C. H. Jones	Penicuik.
Heriot	417	5	17 „	W. Weir	Heriot, Mid-Lothian.
Inveresk (Landward) .	2,939	7	28 Mar.	J. Richardson . .	183, High Street, Musselburgh.
Kirknewton and East Calder.	3,221	7	19 June	W. Robb	Stoneyrig, Kirknewton, Mid-Lothian.
Lasswade	9,708	7	5 Apr.	C. K. Brown	Eliza Bank, Loanhead, Mid-Lothian.
LEITH (Burgh)	77,439	13	9 „	R. Hardie	8, Links Place, Leith.
†Leith (Landward) . .	—	—	—	—	—
†Liberton	7,159	7	4 „	T. J. Cochrane . .	2, Abercromby Place, Edinburgh.
Mid-Calder	3,132	7	26 „	W. Brown	Mid-Calder.
MUSSELBURGH (Burgh)	11,711	7	15 Mar.	J. Richardson . .	183, High Street, Musselburgh.
Newbattle	3,754	5	15 Apr.	W. J. Jones	White Hart Street, Dalkeith.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 19th April.

† By Order of the Secretary for Scotland, dated 12th May, 1902, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, the School Board districts of Edinburgh was extended to include the whole of the School Board districts of Duddingston, Portobello (Burgh) and Leith (Landward), and the parts of the parishes of Cramond and Liberton annexed to the City of Edinburgh under that Order.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—cont.					
Newton	1,028	5	1873. 22 Mar.	W. M. Mowat	Alpha Cottage, Millerhill, Midlothian.
Penicuik	5,097	7	29 "	C. H. Jones	Penicuik.
PORTOBELLO (Burgh)					
Ratho	1,946	5	14 Mar.	W. Rankine	Hatton Mains, Kirknewton, Mid-Lothian.
Roobhill	3,514	7	10 May	R. Stoddart	Gorebridge, Mid-Lothian.
Stow	1,560	7	9 "	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple	385	5	10 "	J. Low	Temple, Gorebridge, Mid-Lothian.
West Calder . . .	8,092	7	3 Apr.	J. T. Mungle	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.					
Alves	1,025	5	20 Mar.	C. G. Mackenzie	National Bank Buildings, Forres.
Bellie	1,801	5	14 Apr.	C. Gray	Fochabers.
Burnie	356	5	19 "	J. Wink	Elgin.
Cowdale	3,229	7	25 Mar.	R. C. Lobban	Carr Bridge, Inverness-shire.
Dallas	738	5	21 Apr.	C. G. Mackenzie	High Street, Forres.
Drainie	4,380	7	22 "	J. H. Glennie	Lossiemouth, Morayshire.
Duffus	4,065	7	9 "	J. S. George	Hopeman, Elginshire.
Dyke	1,049	5	29 Mar.	C. G. Mackenzie	High Street, Forres.
Minkillie	869	5	26 Apr.	C. G. Mackenzie and W. Grant	High Street, Forres.
Elgin (Burgh) . . .	8,407	9	18 Mar.	E. D. Jameson	Bank House, Elgin.
Elgin (Landward) .	3,153	5	14 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
Forres (Burgh) . .	4,313	7	28 Mar.	C. G. Mackenzie	High Street, Forres.
Forres (Landward) .	928	5	29 Apr.	C. G. Mackenzie and W. Grant.	High Street, Forres.
Glenties	929	5	3 May	C. G. Mackenzie	High Street, Forres.
Lochando	1,756	5	15 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
New Spynie	661	5	17 "	R. B. Gordon	Elgin.
Rothesford	934	5	12 "	C. G. Mackenzie and W. Grant	High Street, Forres.
Rothes	2,361	5	15 "	R. Crnichshank	Rothes, Morayshire.
St. Andrews Lhanbryd	1,209	5	1 "	H. Stewart	Royal Bank Buildings, Elgin.
St. Mary's	1,359	5	21 "	W. S. Murdoch	Garmouth, Morayshire.
St. Peter's	977	5	6 May	H. Stewart	Royal Bank Buildings, Elgin.

* See † footnote to page 50.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[69.] FIFE.	218,840		1873.		
Abdie - - - -	664	5	15 Mar.	A. L. Milne -	Glenburnie, Newburgh, Fife.
Aberdour - - -	1,997	5	18 Apr.	J. Russell -	57, Hanover Street, Edinburgh.
Anstruther Easter -	1,190	5	8 „	A. C. Mackintosh.	Anstruther.
Anstruther Wester -	558	5	17 Mar.	D. Cook -	Anstruther.
Auchterderran - -	3,068	5	28 „	R. Small -	Lochgelly, Fife.
Auchtermuchty - -	1,884	7	15 Apr.	W. D. Borrowman.	Auchtermuchty, Fife.
Auchtertool - - -	742	5	21 „	M. Nicol -	Kirk Wynd, Kirkcaldy.
Ballingry - - - -	1,218	5	12 „	J. Henderson -	Locheraig, Lochgelly, Fife.
Balmerino - - - -	576	5	24 Mar.	W. Scott -	Gauldry, Dundee.
Beath - - - - -	15,812	9	7 Apr.	J. Ross -	Dunfermline.
BURNTISLAND (Burgh)	4,846	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward).	753	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron - - - -	538	5	4 „	W. Morton -	Balcomie, Crail, Fife.
Carnbee - - - -	852	5	17 May	J. Guthrie -	Anstruther.
Carnock - - - -	1,349	5	19 Apr.	W. Bald -	National Bank, Dunfermline.
Ceres - - - - -	1,450	5	5 „	J. Pearson -	Ceres, Cupar-Fife.
Collessie - - - -	2,161	5	26 „	J. L. Anderson	Cupar-Fife.
Crail (including the Island of May, pop. 16).	1,534	5	29 Mar.	J. Guthrie -	Anstruther.
Creich - - - - -	297	5	17 „	G. J. Leslie -	Luthrie, Cupar-Fife.
Culross (including Burgh).	1,120	5	17 Apr.	A. Fraser -	Dunfermline.
Cults - - - - -	581	5	2 „	J. Thoms (<i>int.</i>)	Lower Bunzion, Pitlessie, Ladybat
CUPAR (Burgh) - -	4,511	7	21 Mar.	J. L. Anderson	Cupar-Fife.
Cupar (Landward) -	887	5	8 Apr.	W. D. Patrick	County Buildings, Cupar-Fife.
Dairsie - - - - -	464	5	19 „	Rev. J. Murray	U. F. C. Manse, Dairsie, Cupar-Fife.
Dalgety - - - - -	1,133	5	10 Mar.	A. Burt -	30, Queen Anne Street, Dunfermline.
Dunbog - - - - -	323	5	22 „	J. Ballingall -	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	22,039	9	20 „	D. Gorrie -	Dunfermline.
Dunfermline (Landward).	9,658	7	1 May	D. D. Blair -	9, Viewfield Place, Dunfermline
Dunino - - - - -	359	5	10 Apr.	H. Waddell -	Stravithie Mains, Stravithie, Fife

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
<i>FIFE—cont.</i>			1873.		
DYSART (Burgh) - - -	15,295	9	7 Apr.	D. Nicholson	Loughborough Road, Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,142	5	18 "	W. R. Ketchen	Elie, Fife.
Falkland - - - - -	2,231	7	10 "	J. Sheriff	Falkland, Fife.
Ferry-port-on-Craig -	3,445	7	15 Mar.	D. White	Tayport, Fife.
Flisk - - - - -	195	5	22 "	D. M. Dingwall.	Flisk, Newburgh, Fife.
Forgan - - - - -	4,720	7	12 Apr.	J. Allison	31, Albert Square, Dundee.
Inverkeithing - - -	3,468	7	18 "	R. Baxter	Inverkeithing, Fife.
Kemback - - - - -	412	5	29 Mar.	Rev. J. Henry	Kemback Manse, Cupar-Fife.
Kennoway - - - - -	1,505	5	22 "	H. Normand	Kennoway, Windygates, Fife.
Kettle - - - - -	1,759	7	21 "	A. Angus	Kingskettle, Fife.
Kilconquhar - - - -	1,025	7	5 Apr.	C. G. Dawson	Colinsburgh, Fife.
Kilmany - - - - -	502	5	24 Mar.	D. M. Rollo	67, Crossgate, Cupar-Fife.
Kilrenny - - - - -	2,784	7	19 Apr.	C. H. Maxwell	Town Clerk's Office, Anstruther.
Kinghorn (including Burgh).	2,311	7	12 "	J. Wyllie	Kinghorn, Fife.
Kingladies - - - - -	1,478	5	17 Mar.	R. Small	1, Burgh Buildings, Lochgelly, Fife.
Kingsbarns - - - - -	652	5	22 "	J. Guthrie	Anstruther.
KIRKCALDY (Burgh) -	22,346	9	3 Apr. 1901.	A. Beveridge	Kirkcaldy.
*Kirkcaldy and Dysart (Landward)	1,398	7	30 Nov. 1873.	W. M. Dow	Kirkcaldy
Largo - - - - -	1,895	5	26 Apr.	R. Black	Lundin Links, Lower Largo, Fife.
Largoward - - - - -	901	5	24 May	T-Ireland, jun.	Largoward, St. Andrews, Fife.
Leslie - - - - -	3,960	7	8 Mar.	W. Taylor	Leslie, Fife.
Leuchars - - - - -	2,499	5	12 Apr.	W. S. Birrell	Crossgate, Cupar-Fife.
Lochgelly - - - - -	8,496	7	14 "	R. Small	1, Burgh Buildings, Lochgelly, Fife.
Logie - - - - -	285	5	5 Apr.	D. M. Rollo	67, Crossgate, Cupar-Fife.
Markinch - - - - -	6,803	7	15 Mar.	W. Marshall	Markinch.
Monimail - - - - -	720	5	26 Apr.	J. L. Anderson	Cupar-Fife.
Moonzie - - - - -	138	5	28 Mar.	J. Y. Douglas	Public School, Moonzie, Cupar-Fife.
Newburgh - - - - -	1,780	7	27 "	J. Adamson	Newburgh, Fife.
Newburn - - - - -	296	5	21 Apr.	F. R. Lumsden	Newburn, Lower Largo, Fife.

* New School Board District formed by Order of the Secretary for Scotland, dated 9th October, 1901 under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, comprises the landward areas of the parishes of Kirkcaldy, Dysart and Abbotshall. Date of election of School Board for Dysart (Landward), 21st April 1873 and for Kirkcaldy (Landward) May, 1873

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—cont.			1873.		
Pittenweem	1,911	5	25 Mar.	A. C. Mackintosh.	Town Clerk's Office, Pittenweem, Fife.
ST. ANDREWS (Burgh)	7,621	7	29 „	H. Thomson .	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,789	5	14 Apr.	C. S. Grace .	St. Andrews.
St. Monance	2,007	5	17 May	D. Cook . .	Anstruther.
Saline	1,012	5	29 Mar.	J. Ross . .	Dunfermline.
Scoonie	6,342	7	22 „	C. J. Ogilvy .	Leven, Fife.
Springfield	1,512	5	26 Apr.	A. Duncan .	Springfield, Fife.
Strathmiglo	1,618	5	12 „	J. Peggie .	Strathmiglo, Fife.
Torryburn	1,130	5	26 „	W. Bald . .	National Bank, Dunfermline.
Tulliallan	1,862	5	10 „	J. Simpson .	High Street, Kincardine, Perthshire.
Wemyss	15,031	9	15 Mar.	A. W. Taylor .	East Wemyss, Fife.
[60.] FORFAR.	284,082	.	.	.	.
Aberlemno	804	5	24 Mar.	J. S. Gordon .	The Cross, Forfar.
Airlie	698	5	3 Apr.	J. Davidson .	Kirriemuir.
Arbirlot	800	5	14 „	W. K. Macdonald.	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	22,396	9	28 Mar.	W. Alexander	62, High Street, Arbroath.
Arbroath and St. Vigean (Landward).	2,279	7	24 „	J. M. McBain .	Arbroath.
Auchterhouse	547	5	19 Apr.	A. Jamieson .	Kirkton, Auchterhouse, Dundee.
Barry	4,652	7	12 „	D. Kidd . .	Rowan Cottage, Carnoustie, Forfarshire.
BRECHIN (Burgh)	8,941	7	22 Mar.	J. Craig . .	Swan Street, Brechin.
Brechin (Landward)	1,503	5	7 Apr.	A. Philip . .	11, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	10,142	7	21 Mar.	E. Cowan . .	Royal Bank Buildings, High Street, Dundee.
Careston	221	5	9 May	J. Craig . .	Swan Street, Brechin.
Carmyllie	1,063	5	16 Apr.	J. Mackintosh	27, Commerce Street, Arbroath.
Cortachy and Clova	569	5	29 Mar.	J. Edwards .	Bearfauld, Cortachy, Kirriemuir.
Craig	2,019	7	5 Apr.	D. C. Wills .	Montrose.
Dun	526	5	29 Mar.	A. Middleton .	186, High Street, Montrose.
DUNDEE (Burgh)	161,173	15	19 „	J. E. Williams	32, Castle Street, Dundee.
Dundee (Landward)	934	5	28 „	W. T. Currie .	Dundee.
Dunnichen	1,132	5	5 Apr.	J. Young, jun.	Letham, Forfar.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—cont.			1873.		
Essie and Nevay -	474	5	12 Apr.	J. Robertson -	Newtyle, Coupar Angus.
Edzell - - -	822	5	21 Mar.	T. Adam -	Inglis Memorial Hall, Edzell, Brechin.
Farnell - - -	536	5	3 May	C. M. Denholm	Forebank House, Brechin.
Fern - - - -	322	5	15 Mar.	Rev. J. Ferguson.	The Manse, Fern, Brechin.
FORFAR (Burgh) -	11,397	9	18 „	A. Hay - -	Forfar.
Forfar (Landward) -	1,482	5	19 Apr.	D. Macintosh -	Town House, Forfar.
Fowlis Easter - -	254	5	3 May	G. Colston -	Fowlis Easter, Lochee, Dundee.
Frickheim - - -	1,292	5	11 Apr.	A. Oliver -	Brothock Bank House, Arbroath.
Glamis - - - -	1,351	5	3 „	J. A. Fisher -	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla - - - -	669	5	12 „	A. Robertson -	Holmury, Glenisla, Alyth, Perthshire.
Guthrie - - - -	264	5	10 Mar.	J. Smith - -	Schoolhouse, Guthrie, Forfarshire.
Higherrarity - - -	823	5	17 Apr.	W. Gordon -	52, East High Street, Forfar.
Inverkeilor - - -	1,096	5	15 „	J. Sadler - -	Inverkeilor, Arbroath.
Kettins - - - -	704	5	12 „	R. Watson -	Coupar Angus.
Kingoldrum - - -	355	5	8 „	Rev. J. C. Jack	The Manse, Kingoldrum Kirriemuir.
Lanell - - - -	574	5	7 „	A. Oliver -	Brothock Bank House, Arbroath.
Linnethies - - - -	323	5	27 Mar.	J. A. Fisher -	Royal Bank of Scotland, Glamis, Forfarshire.
Lundie - - - -	500	5	2 Apr.	R. Reid - -	North of Scotland Bank, Frickheim Forfarshire.
Kirriemuir (including Town).	5,902	7	4 „	J. Wilkie -	Bank Street, Kirriemuir.
Monkton and Navar. See Bevar and Lethnot.					
Monkton, Benvie and Invergowrie.	1,834	5	19 Mar.	T. H. B. Rorie	31, Albert Square, Dundee.
Strathathen - - -	559	5	11 „	D. Annand -	Inzion, Lintrathen, Kirriemuir.
Steele - - - -	326	5	27 „	A. Bowman -	Tarfside, Brechin.
St. Peter - - - -	982	5	19 Apr.	A. Middleton -	196, High Street, Montrose.
Lunan - - - -	302	5	15 July	A. Wilson -	Lunan, Arbroath.
Lundie - - - -	268	5	3 May	J. F. Forsyth -	Easter Keith, Lundie, Dundee.
Linnethies and Strathlunneth.	3,648	7	5 Apr.	W. L. Moncur	1, Bank Street, Dundee.
Mayton - - - -	278	5	10 Mar.	C. M. Denholm	Forebank House, Brechin.
Kirriemuir - - - -	704	5	22 „	A. Philip -	30, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,053	7	5 Apr.	D. Gowans -	Monifieth, Dundee.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR— <i>cont.</i>			1873.		
Monikie - - -	1,299	5	17 Apr.	R. Steven -	7, Ward Road, Dundee.
MONTROSE (Burgh) -	12,427	9	15 Mar.	W. Ross -	10, Castle Street, Montrose.
Montrose (Landward)	1,600	5	3 Apr.	J. R. Findlay -	Montrose.
Murroes - - -	1,041	5	10 „	H. A. Forsyth	Schoolhouse, Murroes, Dundee.
Navar and Lethnot -	238	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle - - -	818	5	19 Apr.	J. Jack -	Newtyle, Coupar Angus.
Oathlaw - - -	365	5	15 May	A. Hay -	Forfar.
Panbride - - -	1,885	5	28 Feb.	W. Caesar -	Lochty, Carnoustie, Forfarshire.
Rescobie - - -	594	5	24 Mar.	J. S. Gordon -	The Cross, Forfar.
Ruthven - - -	169	5	29 „	Rev. J. G. McPherson.	The Manse, Ruthven, Meikle.
Stracathro - - -	430	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice - - -	1,106	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar
Tealing - - -	615	5	29 Mar.	P. M. McKenzie	School-house, Tealing, Dundee.
[26.] HADDINGTON.	38,665				
Aberlady - - -	950	5	19 Apr.	A. Brook -	Aberlady, Haddingtonshire.
Athelstaneford - -	635	5	22 Mar.	A. Hendrie -	Haddington.
Bolton - - -	298	5	22 „	A. T. Nicol -	Schoolhouse, Bolton, Haddington.
Dirleton - - -	1,810	5	1 Apr.	A. D. Wallace	North Berwick.
DUNBAR (Burgh) -	3,581	7	13 Mar.	R. White -	Dunbar.
Dunbar (Landward) -	1,450	5	15 Apr.	C. Notman -	Dunbar.
Garvald - - -	628	5	19 „	J. Boucher -	Garvald, Prestonkirk.
Gladsmuir - - -	1,481	5	29 Mar.	W. H. Ferme - T. W. Todrick	Haddington.
HADDINGTON (Burgh)	3,993	7	15 Mar.	(Clerk to <i>combined Board of Haddington, B. and L.</i>)	Haddington.
Haddington (Landward).	1,133	7	24 „	J. Richardson	Haddington.
Humbie - - -	720	5	15 Sept.*	J. Stuart -	Humbie, Upper Keith, East Lothian
Innerwick - - -	782	5	12 Apr.	P. Purdie -	Innerwick, East Lothian.
Morham - - -	201	5	17 „	W. Graham -	Schoolhouse, Morham, Haddington

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 26th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—cont.			1873.		
North Berwick (including Burgh).	3,649	7	12 Apr.	A. D. Wallace	East Road, North Berwick.
Oldhamstocks - - -	429	5	29 Mar.	A. Grainger -	Oldhamstocks, Cockburnspath, Berwickshire.
Ormiston - - - -	1,190	5	10 June	P. Cossar -	Pencaitland, Haddingtonshire.
Pencaitland - - -	1,112	5	29 Mar.	P. Cossar -	Pencaitland, Haddingtonshire.
Prestonkirk - - -	1,673	5	5 Apr.	J. Hall - -	National Bank, East Linton, Prestonkirk.
Prestonpans - - -	3,382	7	11 „	R. H. Hunter -	Prestonpans, Haddingtonshire.
Salton - - - - -	431	5	7 June	D. Logan -	West Salton, Pencaitland, Haddingtonshire.
Spott - - - - -	423	5	19 Apr.	R. Grieve -	Spott, Dunbar.
Stenton - - - - -	511	5	25 Mar.	J. Brown -	Stenton, Prestonkirk.
Tranent - - - - -	6,117	7	3 Apr.	J. Richardson -	Musselburgh.
Whitekirk and Tynninghame.	835	5	15 Mar.	G. Ferguson -	Tynninghame, Prestonkirk.
Whittinghame - - -	521	5	12 Apr.	J. Hunter -	Schoolhouse, Whittinghame, Prestonkirk.
Yester - - - - -	730	5	21 „	P. B. Swinton	Gifford, Haddington.
[37.] INVERNESS.	90,075				
Abernethy and Kincardine.	1,279	5	16 Apr.	J. Grant - -	Royal Bank, Grantown.
Alvie - - - - -	515	5	3 „	P. Wilkie, jun.	Kincraig Station, Inverness-shire.
Andersier - - - -	1,594	5	25 Mar.	H. T. Donaldson	Nairn.
Arisaig and Moidart -	1,079	5	*1895. 21 Mar.	A. Gibson -	Arisaig, R.S.O. Inverness-shire.
Barra - - - - -	2,545	5	1873. 18 Mar.	A. McElfrish -	Procurator Fiscal's Office, Lochmaddy.
Boleskine and Abertarf	1,766	7	22 Apr.	W. W. Jack -	Caledonian Bank, Fort Augustus, Inverness.
Brocadale - - - -	872	5	25 „	J. T. Mackenzie	Dunvegan, Skye.
Croy and Dalcross	1,149	5	7 „	H. Fraser -	Bank Street, Inverness.
Daviot and Dunlichty	999	5	22 Mar.	J. S. Fraser -	Queensgate Chambers, Inverness.
Dores - - - - -	835	5	19 „	T. Fraser -	Errogie, Inverness.
Duirnish - - - -	3,367	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Dathill and Rothiemurchus.	1,995	5	23 „	J. Grant - -	Royal Bank, Grantown.
Glenselg - - - -	1,475	5	6 May	S. W. C. Gauld	Balmacara, Lochalsh.
Glegarry - - - -	722	5	14 Mar.	A. Rose - -	Caledonian Bank, Ltd., Invergarry, Inverness-shire.

* Date is regulated by that for Ardnamurchan, viz., 18 June.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—<i>cont.</i>			1873.		
<i>Harris</i> - - -	5,271	7	13 Mar.	T. Wilson -	Lochmaddy.
Insh - - -	317	5	2 Apr.	D. MacDonald	Balchroick, Feshie Bridge, Kingussie.
INVERNESS (Burgh) -	21,238	9	27 Mar.	R. Scott - -	42, Union Street, Inverness.
Inverness (Landward)	5,808	7	9 Apr.	J. S. Fraser -	Queensgate Chambers, Inverness.
<i>Kilmallie</i> - - -	3,797	7	9 „	D. McLeish -	Fort William.
<i>Kilmonivaig</i> - - -	1,435	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
* <i>Kilmorack</i> - - -	2,007	7	31 Mar.	J. McKenzie -	Bank of Scotland, Beauly.
<i>Kilmuir</i> - - -	948	5	14 Apr.	Rev. Jas. Grant	Manse of Kilmuir, Portree.
<i>Kiltarlity</i> - - -	1,919	7	14 „	D. Fraser -	Bridgend Cottage, Beauly.
<i>Kingussie</i> - - -	1,895	7	4 Mar.	L. Mackintosh	Kingussie.
<i>Kirkhill</i> - - -	1,296	5	9 Apr.	S. Macdonald -	Beauly.
<i>Laggan</i> - - -	738	5	28 Mar.	F. Mackintosh	Laggan, Kingussie.
Moy and Dalarossie -	761	5	27 „	J. Mackintosh	Queensgate, Inverness.
<i>North Uist</i> - - -	3,891	7	3 Apr.	R. F. Matheson	Claddach Kirkibost, Lochmaddy.
<i>Petty</i> - - -	1,291	5	22 Mar.	H. & J. S. Fraser (joint clerks).	18, High Street, Inverness.
<i>Portree</i> - - -	2,781	7	8 Apr.	R. Macdonald	National Bank, Portree.
<i>Slcat</i> - - -	1,665	5	1 May	R. Macdonald.	National Bank, Portree.
<i>Small Isles</i> - - -	495	7	1 „	J. Campbell -	Kildonan, Eigg, Oban.
<i>Snizort</i> - - -	1,649	5	2 Apr.	R. Macdonald	National Bank, Portree.
<i>South Uist</i> - - -	5,516	7	19 Mar.	A. McElfrish -	Procurator Fiscal's Office, Lochmaddy.
<i>Stenscholl</i> - - -	1,185	5	24 Apr.	J. MacKenzie -	Estate Office, Uig, Portree.
<i>Strath</i> - - -	2,152	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	1,828	7	1 Apr.	W. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	31,537				
<i>Arbuthnott</i> - - -	698	5	5 Apr.	J. Andrew -	Bervie, Kincardineshire.
<i>Banchory-Devenick</i> -	1,726	7	12 „	A. L. Miller -	229, Union Street, Aberdeen.
<i>Banchory-Ternan</i> -	3,449	7	5 „	J. Merson -	High Street, Banchory, Kincardineshire.
<i>Benholm</i> - - -	1,426	5	22 Mar.	W. Low - -	Johnshaven, Montrose.
Bervie (including Burgh).	2,523	5	20 „	J. Andrew -	Bervie, Kincardineshire.

* Struy Combination.—*J. McKenzie, Bank of Scotland, Beauly.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KINCARDINE—cont.			1873.		
Amottar (including part of Stonehaven).	2,533	5	15 Mar.	A. W. Kinnear	Stonehaven.
Ardis	884	5	19 Apr.	G. Fyfe - -	Blairydrine, Durris, Drumoak, Aberdeenshire.
Btercairn - - -	1,390	5	10 „	G. Neil - -	Fettercairn, Laurencekirk.
Bteresso and Rickarton (united § 17), (including part of Stonehaven).	5,425	7	29 Mar.	D. Carr - -	Stonehaven.
Bjoun - - -	1,800	7	21 „	R. L. Crabb -	Auchinblae, Kincardineshire.
Brock - - -	368	5	29 „	J. B. Greig -	Laurencekirk.
Burbervie - - -	854	5	29 „	J. J. Wallace -	Mill of Glenbervie, Drumlithie, Kincardineshire.
Baneff and Catterline	899	5	25 „	A. Watt - -	Hilton, Stonehaven.
Burencekirk - - -	2,011	7	22 „	G. Ross - -	Laurencekirk.
Bryculter - - -	951	5	29 „	G. Falconer -	63, Union Street, Aberdeen.
Brykirk - - -	1,200	5	29 „	J. Scott - -	Marykirk, Kincardineshire.
Beg - - -	1,528	5	5 Apr.	D. M. Walker	208, Market Street, Aberdeen.
B Cyrus - - -	1,228	5	29 Mar.	J. R. Findlay -	Montrose.
Bachan - - -	626	5	19 Apr.	J. Rust - -	Bowbuts, Strachan, Banchory, Kincardineshire.
[5.] KINROSS.	6,664				
Bish - - -	631	5	11 Apr.	R. Shorthouse	Kelty Bridge, Blairadam, Kinross-shire.
Bnoway and Tulliebole.	729	5	1 „	J. Wilson -	Solicitor, Kinross.
Bross - - -	2,655	5	18 Mar.	W. K. Falconer	Kinross.
Bwell - - -	1,822	5	28 „	J. Watson -	Milnathort, Kinross-shire.
Btmoak - - -	827	5	19 Apr.	W. Glass -	West Balgedie, Kinross.
[10.] KIRKCUDBRIGHT.	39,511				
Bwoth - - -	651	5	12 Mar.	R. S. Glover -	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Bmaclellan - - -	546	5	27 „	P. Gifford -	Castle Douglas.
Balmaghie - - -	802	5	27 „	J. Dunn - -	Castle Douglas.
Bgrennan - - -	323	5	5 May	A. Wylie, jun.	Doonhill, Newton Stewart.
Brgue - - -	1,045	5	22 Mar.	D. Rogerson -	Borgue Village, Kirkcudbright.
Bittle - - -	879	5	3 „	J. E. Milligan	Town Hall Buildings, Dalbeattie.

* Kells and Balmaghie.—Mossdale Combination.—R. Galloway, New Galloway Station, Kirkcudbright-shire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
KIRKCUDBRIGHT— <i>cont.</i>			1873.		
Carsphairn	351	5	21 Mar.	J. S. McCulloch	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,171	5	20 "	J. K. McLelland.	The Schoolhouse, Colvend, Dalbeattie.
Corsock	460	5	19 Apr.	J. Ewing	Millbrae, Corsock, Dalbeattie.
Crossmichael	1,231	5	8 Mar.	W. Gillespie	Castle Douglas.
Dalry	826	5	15 Apr.	Rev. N. Buchanan.	Dalry, Kirkcudbrightshire.
Girthon	1,209	5	13 Mar.	W. Cairns	Gatehouse, Kirkcudbrightshire.
Irongray	701	5	5 Apr.	R. Adamson	93, Irish Street, Dumfries.
*Kells	878	5	5 "	R. Johnstone	New Galloway, Kirkcudbrightshire.
Kelton	3,734	7	11 Mar.	J. Dunn	Castle Douglas.
Kirkbean	685	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,309	9	28 Mar.	A. Cavan	Kirkcudbright.
Kirkgunzeon	527	5	22 "	J. Little	Dalbeattie.
Kirkmabreck	1,859	5	12 Apr.	R. Carson	Newton Stewart.
Kirkpatrick-Durham	818	5	29 Mar.	Miss M. Bell	Kirkpatrick-Durham, Dalbeattie.
Lochrutton	497	5	12 Apr.	J. Geddes	8, English Street, Dumfries.
Minnigaff	1,114	5	14 May	R. Carson	Newton Stewart.
New Abbey	957	5	15 Mar.	J. Henderson	Dumfries.
Parton	382	5	1 Apr.	W. Gillespie	Castle Douglas.
Rerrick	1,356	5	27 Mar.	J. Matthews	Castle Douglas.
Terregles	454	5	12 Apr.	F. Maxwell	Terregles Banks, Dumfries.
Tongland	693	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer	6,599	7	29 "	A. Dobie & R. Barbour (joint clerks)	Maxwelltown, Dumfries.
Twynholm	718	5	5 Apr.	P. Gifford	Castle Douglas.
Urr	4,736	7	28 Feb.	J. Little	Dalbeattie.
[50.] LANARK.	1,314,810				
AIRDRIE (Burgh)	19,842	9	3 Apr.	G. B. Motherwell.	10, Bank Street, Airdrie.
Avondale	5,773	9	22 May	J. Barrie	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	—	—
Biggar	1,897	5	25 Apr.	A. Russell	Howieson Buildings, Biggar.

* Kells and Balmaghie.—Mossdale Combination.—R. Galloway, New Galloway Station, Kirkcudbrightshire.

Parish or Burgh.	Population in 1901.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK— <i>cont.</i>			1873.		
Blantyre	14,145	9	8 Mar.	J. Brown	Kirkland Place, High Blantyre, Glasgow.
Bathwell	45,905	9	4 Apr.	R. Kerr	50, Cadzow Street, Hamilton.
Cadder	10,474	7	4 „	T. McLelland	179, West George Street, Glasgow.
Elderhead	6,641	7	10 „	D. Wellwood	Gilburn Cottage, Shotts Iron Works, Shotts, Lanarkshire.
Cambuslang	20,211	9	10 „	R. Duncan	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan	25,878	9	10 „	J. Burgess	Wishaw.
Carluke	8,966	7	26 Mar.	J. Barr	British Linen Co. Bank, Carluke.
Carmichael	1,198	5	14 Apr.	Rev. J. D. W. Gilson (<i>int.</i>)	Carmichael, Thankerton, Lanarkshire.
Carmunnock	1,449	5	13 Mar.	W. Fleming	Windlaw, Carmunnock, Glasgow.
Carnwath	5,837	7	25 Apr.	T. Smith	Carnwath, Lanarkshire.
Carstairs	1,893	5	5 „	G. H. Harrison	Carstairs, Lanark.
Clarkston	9,889	7	7 „	A. Richmond	8, East High Street, Airdrie.
Abington and Thankerton.	314	5	12 „	J. F. Shirley	Commercial Bank, Lanark.
Crawford	715	5	21 Mar.	E. Kerr	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn	694	5	19 „	J. A. Renton	Crawfordjohn, Abington, Lanarkshire.
Culter	392	5	31 „	J. Walker	The Schoolhouse, Culter, Biggar.
Dalsersf	4,088	5	14 Apr.	A. Duncan	Dalsersf, Netherburn, Lanarkshire.
Motherwell	37,257	9	15 Mar.	W. R. Barbour	Motherwell.
Dolphinton	250	5	29 „	K. Mackenzie	Dolphinton House, Dolphinton, Peeblesshire.
Douglas	2,123	7	12 Apr.	A. Hutchison	Main Street, Douglas, Lanarkshire.
			1898.		
Douglas Water (School District § 17, parts of Douglas and Carmichael, erected 1898).	274	5	12 Nov.	J. Steelman	Bank Agent, Douglas, Lanarkshire.
			1873.		
Dunsyre	200	5	29 Apr.	J. Haddow	Dunsyre, Biggar.
East Kilbride	3,181	7	4 „	W. B. Crawford.	104, West Regent Street, Glasgow.
GLASGOW (Burgh)	623,463	15	25 Mar.	G. W. Alexander. J. Stewart (<i>Deputy.</i>)	129, Bath Street, Glasgow.
Hamilton	1,321	5	5 Apr.	J. Hunter	Chapelton, Hamilton.
Hamilton	208,053	15	10 „	J. A. Craigie	151, Bath Street, Glasgow.
HAMILTON (Burgh)	20,932	9	25 Mar.	P. Keith	Hamilton.

* Lenzie Combination. See Kirkintilloch (Dumbarton).

† Busby Combination, J. Carnwell, Victoria Crescent, Clarkston, Busby, Glasgow.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK— <i>cont.</i>			1873.		
Hamilton (Landward)	19,440	9	18 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	5,084	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	3,019	7	31 „	J. F. Shirley -	Lanark.
Larkhall - - -	12,034	7	17 Apr.	W. Cunningham	Larkhall, Lanarkshire.
Leadhills - - -	912	5	25 June	G. Menzies -	Tounfoot, Leadhills, Abington, Lanarkshire.
Lesmahagow - -	10,954	7	12 Apr.	J. N. Gilmore -	Lesmahagow, Lanarkshire.
Libberton - - -	432	5	19 „	Rev. J. Picken	Manse of Libberton, Carnwath, Lanarkshire.
Maryhill - - -	48,130	11	22 „	W. B. Gemmel H. C. Boyd (Deputy.)	196, St. Vincent Street, Glasgow.
New Monkland - -	8,194	7	29 Mar.	G. B. Motherwell.	10, Bank-Street, Airdrie.
Old Monkland - -	53,248	11	11 Apr.	W. J. Andrew	Municipal Buildings, Coatbridge.
Pettinain - - -	271	5	15 „	J. Paterson -	Grange Hall, Thankerton, Lanarkshire.
*Rutherglen (including Burgh).	21,011	9	17 Apr.	A. Macallan -	Rutherglen, Glasgow.
			1873.		
Shettleston - -	22,065	9	6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - - -	10,297	7	3 Apr.	J. Hutton -	Shotts, Lanarkshire.
Springburn (including Barony).	11,354	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
†Stonehouse - -	3,665	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.
Symington - - -	388	5	19 „	J. L. Spence -	Symington, Biggar.
Walston - - -	283	5	29 „	D. H. Ash -	Schoolhouse, Walston, Biggar.
Wandelland Lamington	362	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lanarkshire.
Wiston and Robertson	412	5	26 „	J. Jamieson - (Int.)	Burnfoot, Springkell, Ecclefechan.
[12.] LINLITHGOW.	66,443				
Abercorn - - -	866	5	5 June	R. Amos - -	Philipstoun, Linlithgowshire.
BATHGATE (Town) -	6,786	7	12 Apr.	J. Gardner	Bathgate.
Bathgate (Landward)	7,218	7	1 „	A. P. Simpson	Bloomfield House, Bathgate.
‡Borrowstounness and Carriden.	11,473	9	18 Mar.	R. J. Jamieson A. S. Jamieson (Deputy).	Bo'ness, Linlithgowshire.
Dalmeny - - -	4,080	7	22 „	J. Gillespie -	The Bank, South Queensferry.

* Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.

† Sandford Combination, *R. McCowan, Bank of Scotland, Strathaven, Lanarkshire.*

‡ United under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894. Date of first election of Borrowstounness was 18 Mar. and of Carriden 5 April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LINLITHGOW—cont.			1873.		
Ecclesmachan - - -	681	5	20 Mar.	J. Shepherd -	The Manse, Ecclesmachan, Uphall, Linlithgowshire.
Kirkliston - - -	3,904	7	6 June	T. Scott - -	Priest Mill, Kirkliston, Linlithgowshire.
Linlithgow (including Burgh).	8,076	7	12 Apr.	J. Russell -	Linlithgow.
Livingstone - - -	2,764	5	4 "	W. Forsyth -	Blackburn, Bathgate.
Perthchen - - -	3,225	5	15 "	J. Gardner -	28, Mid Street, Bathgate.
Uphall - - -	10,535	7	20 Mar.	R. C. Wilson -	Clifton Buildings, Broxburn, Linlithgowshire.
Whitburn - - -	6,835	7	22 "	D. J. Mitchell -	Parochial Board Office, Whitburn, Linlithgowshire.
[5.] NAIRN.	8,721				
Ardclach - - -	772	5	16 Apr.	W. Murdoch -	12, High Street, Nairn.
Auldearn - - -	1,292	5	7 May	A. J. Mackintosh.	Auldearn, Nairn.
Cawdor - - -	925	5	2 Apr.	A. J. Macdonald	Cawdor Estate Office, Nairn.
NAIRN (Burgh) - -	4,327	7	29 Mar.	H. T. Donaldson.	Nairn.
Nairn (Landward) -	1,405	5	15 Apr.	A. Robertson -	County Buildings, Nairn.
[20.] ORKNEY.	28,699				
Cross and Burness (including North Ronaldshay).	1,451	7	10 Oct. ‡	W. Muir - (Clerk to the combined Board)	Templehall, Sanday, Kirkwall.
Eday - - -	643	5	19 Mar.	D. Sinclair -	Sandhill, Eday, Kirkwall.
Evie and Rendall -	1,084	5	9 Apr.	J. Sinclair -	Upper Quoys, Evie, Kirkwall.
Fintrich and Stenness -	1,270	5	21 Mar.	W. Sinclair -	Finstown, Kirkwall.
Maray and Birsay -	2,136	7	19 "	T. Brown -	Hundland, Birsay, Stromness, Orkney.
John - - -	818	5	8 Apr.	J. Sinclair -	Holm, St. Mary's Holm, Kirkwall.
Loch and Graemsay -	485	5	22 "	G. Ritch - -	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh) -	3,711	7	7 Mar.	J. Begg - -	27, Bridge Street, Kirkwall.
Kirkwall (Landward) and St. Ola	811	5	28 "	T. H. Liddle -	Town Hall Buildings, Kirkwall.
Lady - - -	718	5	21 "	W. Muir - -	Templehall, Sanday, Kirkwall.
North Ronaldshay (part of Cross and Burness)	—	—	—	—	—

* Linlithgow Burgh merged in Parish, under § 19, from and after election of 1900.

† School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for school purposes under the Act.

‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

§ Disjoined from Stronsay and Eday under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894.

Parish or Burgh.	Popu- lation in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—cont.					
Orphir	877	5	1873. 7 Apr.	W. Inkster -	Quoyclerks, Orphir, Kirkwall.
Rousay and Egilshay -	829	5	8 „	J. G. Craigie -	Wasbister, Rousay, Kirkwall.
St. Andrews & Deerness	1,479	5	16 „	W. P. Drever -	Kirkwall.
Sandwick-	939	5	19 Mar.	W. Smith -	Newark, Sandwick, Stromness, Orkney.
Shapansey	769	5	18 Feb.	W. Robertson -	Balfour, Kirkwall.
South Ronaldshay and Burray.	2,707	7	11 Apr.	R. Cromarty -	St. Margaret's Hope, Orkney.
Stromness	3,180	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
*Stronsay	1,184	5	19 „	R. Miller -	Coweshouse, Stronsay, Kirkwall.
Walls and Flotta . . .	1,357	7	25 „	R. Malcolmson	Longhope, Stromness, Orkney.
Westray and Papa Westray.	2,251	5	28 „	T. Hewison -	Meadowbank, Westray, Kirkwall.
[14.] PEEBLES.					
	15,034				
Drumelzier	194	5	19 Apr.	W. J. C. McIntosh	Drumelzier, Biggar.
Eddleston	535	5	29 Mar.	C. Gillespie -	Eddleston, Peeblesshire.
Innerleithen	3,627	7	29 „	J. S. Smail -	Innerleithen, Peeblesshire.
Kilbucho, Broughton and Glenholm.	862	5	22 Apr.	A. Henderson -	Broughton, Peeblesshire.
Kirkurd	293	5	14 May	J. Runciman	Kirkurd, Dolphinton, Peeblesshire.
Lyne	98	5	9 Apr.	D. Macpherson	Bank of Scotland, Peebles.
Manor	257	5	29 Mar.	D. Macpherson	Bank of Scotland, Peebles.
Newlands	564	5	3 May	W. Gordon -	Solicitor, Peebles.
Peebles (including Burgh).	5,810	7	19 Apr.	W. Lyon -	Bank of Scotland, Peebles.
Skirling	230	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo	401	5	14 Mar.	A. Jervis -	The Schoolhouse, Stobo, Peeblesshire.
Traquair	618	5	22 „	W. Stobie -	Innerleithen, Peeblesshire.
Tweedsmuir	435	5	1 Apr.	J. Yellowlees -	Tweedsmuir, Biggar.
West Linton	1,110	5	3 May	Rev. W. W. Aitken	Maryville, Musselburgh.
[79.] PERTH.					
	123,991				
Aberdalgie	278	5	3 Apr.	A. Cairns -	75, George Street, Perth.
Aberfoyle	1,016	5	15 „	W. Houston -	Quarry Office, Aberfoyle, Perthshire.
Abernethy	1,276	5	19 Mar.	J. Easson (Int.)	Town Clerk, Abernethy, Perthshire.

* See § footnote to page 63.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH— <i>cont.</i>			1873.		
Abernyte	241	5	15 Apr.	Rev. W. L. Milroy	Abernyte Manse, Inchtute, Perthshire.
Alyth (including Town)	2,943	7	28 "	D. S. Kidd	6 Airlie Street, Alyth, Perthshire.
Bankfoot	366	5	27 Mar.	J. Macnaughton	Bank of Scotland House, Dunkeld.
Blairgowrie	916	5	7 Apr.	W. M. Jeffray	Solicitor, Dunblane.
Callander	593	5	17 "	J. Melville	Smiddyhill, Glenfarg, Perthshire.
Auchterarder (including Town).	3,159	7	10 "	J. Hill	Auchterarder.
Auchtergaven	2,018	5	8 "	P. Brough	Bankfoot, Stanley, Perthshire.
Callander	709	5	24 "	W. Thomson	Bank of Scotland, Callander, Perthshire.
Caputh	473	5	29 Mar.	J. B. Miller	Blairgowrie.
Callander	1,539	5	5 Apr.	J. Hill	Auchterarder.
Blair Athol	1,533	5	9 "	A. Stewart	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,282	7	15 Mar.	R. R. Robertson	Blairgowrie.
Blairgowrie	445	5	12 Apr.	A. Grassie	The Thorn, Dollar, Clackmannanshire.
Callander	1,887	5	25 Mar.	W. Thomson	Callander, Perthshire.
Caputh	1,005	5	10 Apr.	R. Miller	Caputh, Dunkeld.
Blairgowrie	1,411	5	25 Mar.	W. Duncan	Burrelton, Coupar Angus.
Blairgowrie	561	5	28 Apr.	R. Robertson	Solicitor, Blairgowrie.
Blairgowrie	440	5	24 Mar.	J. Fergusson	Bandirran, Perth.
Blairgowrie	2,022	5	16 Apr.	P. Brough	Comrie, Perthshire.
Coupar Angus	2,468	7	29 Mar.	T. Saunders	Calton Street, Coupar Angus.
Blairgowrie (including Town)	5,706	7	1 May	M. Finlayson	Crieff.
Blairgowrie	232	5	15 Mar.	Condie, Mackenzie and Co.	Perth.
Blairgowrie	2,269	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Blairgowrie	909	5	22 Mar.	J. Paul	Murray Place, Bridge of Earn, Perthshire.
Blairgowrie and Lecropt	3,812	7	21 "	A. B. Barty	Glenacres, Dunblane.
Dunkeld and Dowally School district comprising Dunkeld and Dowally.	1,201	5	1890. 12 July	R. McGillewie	Dunkeld.
Dunning	1,141	5	1873. 26 Mar.	W. Henderson, junr.	Dunning, Perthshire.
Errol	2,070	7	6 "	W. Goodall	Union Bank of Scotland, Errol, Perthshire.

PARISHES AND BURGHs IN EACH COUNTY OF

Parish or Burgh.	Popu- lation in 1901.	N ^o . of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—cont.			1873.		
Findo Gask . . .	323	5	12 Apr.	W. Henderson	Haughend, Dunning, Perthshire
Forgandenny . . .	527	5	29 Mar.	J. S. MacKay	Horselea, Forgandenny, Perth
Forteviot . . .	562	5	5 Apr.	G. Miller .	Cairnie, Forteviot, Perth.
Fortingall . . .	465	5	27 Mar.	C. W. Mac- dougall	Union Bank House, Aberfeldy.
Fowlis Wester . . .	975	5	18 „	M. Finlayson .	Crieff. ’
Gartmore . . .	683	5	5 Apr.	R. Thomson .	Gartmore, Gartmore Station, Perthshire.
Glendevon . . .	147	5	26 „	W. N. Russell	The Schoolhouse, Glendevon, I Clackmannanshire.
Inchture . . .	552	5	8 Mar.	L. Melville .	61, Reform Street, Dundee.
Innerwick (Glenlyon) .	312	5	14 „	P. Gorrie .	Bridge of Balgie, Glenlyon, Aber
Kenmore . . .	1,260	5	17 Apr.	J. Gray . .	Commercial Bank House, Aberf
Killin . . .	1,423	5	16 „	P. Stewart, J.P.	Killin, Perthshire.
Kilmadock . . .	2,705	7	28 Mar.	J. A. McLean .	Doune, Perthshire.
Kilspindie . . .	568	5	17 „	Condie, Mac- kenzie and Co.	Perth.
Kincardine . . .	1,309	5	12 Apr.	W. Forrester .	Thornhill, Kippen Station, Sti shire.
Kinclaven . . .	637	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, I shire.
Kinfauns . . .	611	5	5 Mar.	Condie, Mac- kenzie and Co.	Perth.
Kinloch Rannoch . . .	807	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird . . .	217	5	19 Mar.	Condie, Mac- kenzie and Co.	Perth.
Kinnoull . . .	407	5	29 „	W. J. Wood .	Royal Bank Buildings, Kinn Street, Perth.
Kirkmichael . . .	671	5	26 Apr.	J. Mackenzie .	Kirkmichael, Blairgowrie.
Lethendy and Kinloch	351	5	19 „	J. Arnott .	Kinloch, Blairgowrie.
Little Dunkeld . . .	1,952	5	20 Mar.	J. A. Harris .	Birnam, Perthshire.
Logiealmond . . .	567	5	3 Apr.	J. Stalker .	Schoolhouse, Logiealmond, Per
Logierait . . .	1,676	5	5 May	W. A. Mac- Intosh.	Logierait, Ballinluig, Perthshir
Longforgan . . .	1,886	5	26 Mar.	T. C. Boyd .	91, Commercial Street, Dundee
Maderty . . .	443	5	26 „	M. Finlayson .	Crieff.
Meigle . . .	959	5	5 Apr.	T. Morrison .	Meigle.
Methven . . .	1,699	5	4 Mar.	J. Bullions .	Main Street, Methven, Perth.
Moneydie . . .	251	5	17 „	J. Gow . .	Schoolhouse, Moneydie, Perth.
Monzievaird & Strowan	518	5	5 Apr.	A. Hill . .	Monzievaird, Crieff.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—cont.			1873.		
Boulton	2,350	5	26 Apr.	H. Mitchell	Pitlochry.
Muckart	469	5	29 Mar.	D. M. Hall	Muckart, Dollar, Clackmannanshire.
Crathall	1,383	5	5 Apr.	M. Finlayson	Crieff.
Blairgowrie	513	5	5 „	J. B. Miller	Blairgowrie.
PERTH (Burgh)	32,873	9	5 „	P. Martin	Tay Street, Perth.
Perth, East Parish (Landward)	308	5	21 May	R. Matheson	British Linen Bank House, Perth.
Port of Monteith	643	5	5 Apr.	A. Cross	Claymires, Port of Monteith Station, Stirlingshire.
Puttray	2,462	7	12 „	J. B. Miller	Blairgowrie.
St. Gordon	1,439	5	5 „	J. Watson	James Street, Stanley, Perthshire.
St. Andrew	183	5	29 Mar.	A. Cairns	British Linen Bank House, Perth.
St. Madoes	336	5	10 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
St. Martins	850	5	5 Apr.	R. H. Miller	69, George Street, Perth.
St. Peter	2,362	5	5 „	B. Mackenzie	Stormont House, Scone, Perthshire.
St. Andrew's	365	5	29 „	J. Marshall	Tenandry, Pitlochry.
Tibbermore	1,943	5	15 „	R. Jack	Tibbermore, Perth.
Unity Gask	381	5	23 „	M. Finlayson	Crieff.
Wesbuchs	351	5	29 Mar.	P. Buchanan	Callander, Perthshire.
Weem	406	5	24 Apr.	J.P. MacAlpine	Central Schoolhouse, Weem, Aberfeldy.
[23] RENFREW.		294,593			
Barthcart	28,358	9	12 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Eaglesham	1,075	5	25 Mar.	W. Browning	Eaglesham, Glasgow.
Westwood	18,673	9	28 Feb.	R. Guy	120, West Regent Street, Glasgow.
Polkine	1,519	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock	6,356	7	20 „	M. F. & G. Dunlop	9, Kempock Street, Gourock.
GREENOCK (Burgh)	65,497	11	5 Apr.	A. F. Niven	Municipal Buildings, Wallace Place, Greenock.
Greenock East Parish (Landward) (including Port Glasgow, Landward)	2,273	5	9 May	G. Murray	2, Argyle Street, Greenock.
Greenock, West Parish (Landward)	295	5	8 „	W. McClure, jun.	Mansion House, Greenock.
Guthrie and Killallan	2,041	5	22 Mar.	T. Wilson	142, West George Street Glasgow.

* Busby Combination. See Carmunnock (Lanark).

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—cont.			1873.		
Inchinnan . . .	573	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Paisley
Inverkip . . .	785	5	31 Mar.	M. F. and G. Dunlop (joint clerks).	2, Church Place, Greenock.
Kilbarohan . . .	7,226	7	5 Apr.	J. McN. Porteous.	Kilbarohan, Johnstone.
Kilmalcolm . . .	4,869	7	5 „	J. C. Huie	Royal Bank, Kilmalcolm, Renfrewshire.
Levern . . .	3,021	5	29 Mar.	R. S. Stewart.	Barrhead, Glasgow.
Lochwinnoch . . .	4,402	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns . . .	3,409	7	24 Mar.	J. Wright	Mearns, Glasgow.
Neilston . . .	13,716	9	3 May	Watson & Fife	Bank of Scotland, Barrhead, Glasgow
PAISLEY (Burgh)	79,363	13	23 Apr.	MacRobert and Hutchison.	13, St. James Place, Paisley.
Paisley (Landward)	17,742	9	9 May	J. B. Stirling	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	16,857	9	25 Mar.	J. Hood - J. H. Ross (Deputy).	Clydesdale Bank Buildings, Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	—	—
RENFREW (Burgh)	6,802	7	12 Apr.	J. Miller	65, Hairst Street, Renfrew.
Renfrew (Landward)	8,340	7	10 May	J. R. Parker	76, Fulbar Street, Renfrew.
Skelmorlie . . .	1,401	5	28 Mar.	J. Fleck	Largs, Ayrshire.
[35.] ROSS AND CROMARTY.	76,450				
Alness . . .	956	5	24 Mar.	F. W. Macdonald.	Teaninich, Alness, Ross-shire.
Applecross . . .	1,615	5	13 May	J. Grant	Shieldaig, Lochcarron, Ross-shire.
Avoch . . .	1,852	5	7 „	R. J. Gillanders.	Fortrose, Ross-shire.
Barvas . . .	6,736	7	26 Mar.	J. MacDonald	Stornoway.
Carnoch . . .	235	5	26 Apr.	W. Mackenzie	Dingwall.
Contin . . .	516	5	15 Mar.	G. MacIennan	Achnasoul, Muir of Ord, Ross-shire
Cromarty (including Burgh).	1,848	5	12 „	A. H. Mackenzie.	Cromarty.
Dingwall (including Burgh).	2,758	7	9 Apr.	A. Ross	Dingwall.
Edderton . . .	577	5	15 Sept. †	J. Stephen	Glenmorangie, Tain.
Fearn . . .	1,761	5	25 Mar.	A. Wallace	Tullich, Fearn, Ross-shire.
Fodderty . . .	1,787	5	3 Apr.	C. Fraser	Westpark Cottage, Strathpeffer, Ross-shire.

* Busy Combination. See Carmunnock (Lanark).

† Date of nomination by Board of Education. Election, which took place on the 21st March, declared void by Sheriff.

Parish or Burgh.	Popu- lation in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY —cont.			1873.		
Fortrose (included in Rosemarkie).	—	—	—	—	—
Gairloch	3,797	9	20 Mar.	J. McIntosh	Poolewe, Ross-shire.
Aleabhiel	343	5	5 May	W. M. Strachan	Fernfield, Strome Ferry.
Killearnan	933	5	19 Apr.	G. Maclellan	Achnasoul, Muir of Ord, Ross-shire.
Kilmuir Easter	985	5	27 Mar.	D. Chisholm	Lonevine, Delny, Ross-shire.
Kiltearn	1,258	5	11 Apr.	G. S. M. Mac- kintosh	Dingwall.
Kincardine	1,265	7	8 "	J. M. Ross	Ardgay.
Kiloch-luichart	589	5	8 "	G. Maclellan	Achnasoul, Muir of Ord, Ross-shire.
Kintail	491	5	14 "	W. M. Strachan	Fernfield, Strome Ferry.
Knockbain	1,504	5	2 "	D. Stuart	Balnakyle, Munloch, Ross-shire.
Lochalsh	1,830	5	12 "	C. Falconer	Balmacara, Lochalsh.
Lochbroom	3,207	9	22 "	D. S. Ross	Ullapool, Ross-shire.
Lochcarron	1,442	5	15 "	A. Campbell	Lochcarron, Ross-shire.
Lochs	4,733	7	28 Mar.	J. MacDonald	Stornoway.
Logie Easter	819	5	14 Apr.	M. Macrae	Parkhill, R.S.O., Ross-shire.
Logie	892	5	12 "	J. Sandison	Invergordon, Ross-shire.
Resolis	1,036	5	14 Mar.	E. Scott	Newmills Cottage, Resolis, Inver- gordon.
Rosemarkie (including Fortrose).	1,465	5	7 Apr.	J. Henderson	Fortrose, Ross-shire.
Rooskeen	3,460	7	26 Mar.	A. Wills	Invergordon, Ross-shire.
Stornoway (including Town).	12,963	7	3 Apr.	W. J. Clarke	County Buildings, Stornoway.
Tain (including Burgh)	2,756	7	10 "	J. Stephen	Morangie, Tain.
Tarbat	1,358	5	20 May	J. Ross	Meikle Tarrel, Fearn, Ross-shire.
Tay	4,497	7	31 Mar.	J. MacDonald	Stornoway.
Ulrichart and Logie Wester.	2,102	7	13 "	A. MacDonald	Conon Bridge, Ross-shire.
Urray	2,064	5	26 Apr.	D. Maclean	Fairburn Muir, Muir of Ord, Ross- shire.
[22.] ROXBURGH.	48,500				
Ancrum	973	5	5 Apr.	T. Kennedy	Ancrum, Roxburghshire
Bedrule	206	5	22 Mar.	Rev. I. Steven- son.	The Manse, Bedrule Jedburgh.
Melrose	660	5	20 "	R. Dunn	Melrose.

Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—cont.			1873.		
Castleton - - -	1,872	5	15 Apr.	J. B. Johnstone	New Castleton, Roxburghshire.
Cavers - - -	1,250	7	1876. 22 Apr.	W. Haddon -	Hawick.
Crailing - - -	501	5	1873. 7 Apr.	G. Fargie -	Kelso.
Eckford - - -	707	5	24 Mar.	A. W. Main -	Kelso.
Edgerston - - -	262	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam - - -	523	5	22 Mar.	D. Pringle -	Ednam, Kelso.
HAWICK (Burgh) -	17,303	9	8 Apr.	J. Oliver -	Hawick.
Hawick (Landward) -	1,199	5	10 „	G. Grier -	3, Oliver Place, Hawick.
Hobkirk - - -	552	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Haw
Hownam - - -	192	5	22 Mar.	J. Cuthbert -	Hownam, Kelso.
JEDBURGH (Burgh) -	3,136	7	27 „	J. McDougall -	The Nest, Jedburgh.
Jedburgh (Landward)	1,182	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso - - -	4,525	7	15 Mar.	T. D. C. Smith	Kelso.
Lilliesleaf - - -	592	5	12 Apr.	W. Haddon -	Hawick.
Linton - - -	405	5	5 „	J. Cook -	The Schoolhouse, Linton, Kelso.
Makerstoun - - -	337	5	17 „	J. Porteous -	Coldstream.
Maxton - - -	411	5	3 „	T. Lawrie -	St. Boswells, Newtown St. Bosw
Melrose - - -	4,707	7	12 „	T. T. Muir -	Melrose.
Minto - - -	427	5	19 „	A. Haddon -	7, Tower Knowe, Hawick.
Morebattle - - -	779	5	22 Mar.	H. Peattie -	Broomlands, Kelso.
Oxnam - - -	624	5	9 Apr.	J. D. Little -	Oxnam, Jedburgh.
Roberton - - -	397	5	28 Mar.	J. R. Carmichael.	Oliver Place, Hawick.
Roxburgh - - -	835	5	11 „	A. W. Main -	Kelso.
St. Boswells - - -	940	5	22 „	T. Lawrie -	St. Boswells, Newtown St. Bosw
Smailholm - - -	341	5	27 „	J. Brown -	Smailholm, Kelso.
Southdean - - -	530	5	3 May	G. A. Russell -	Glendouglas, Jedburgh.
Sprouston - - -	911	5	18 Mar.	H. Peattie -	32, Woodmarket, Kelso.
Teviothead - - -	419	5	22 Apr.	R. Purdom -	Hawick.
Yetholm - - -	802	5	5 „	H. Peattie -	Market Street, Kelso.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[19.] SELKIRK.	<i>23,388</i>		1873.		
Kirk - - - - -	404	5	15 Sept.*	M. McCall -	British Linen Co. Bank, Hawick.
Monfoot - - - - -	695	5	30 Apr.	P. J. Carruthers	Stow, Midlothian.
Trick - - - - -	331	5	10 May	A. MacLaren -	School House, Ettrick, Selkirk.
GALASHIELS (Burgh) -	13,615	9	22 Mar.	G. D. Cramond	Bridge Street, Galashiels.
Galashiels (Landward)	354	5	29 „	W. Little -	Galashiels.
Alkhope - - - - -	399	5	15 Apr.	J. Macaulay -	Selkirk.
SELKIRK (Burgh) -	5,486	7	22 Mar.	C. Alexander -	Selkirk.
Kirk (Landward) -	1,604	5	2 Apr.	J. Macaulay -	Selkirk.
Row - - - - -	500	5	10 „	C. Alexander -	Selkirk.
[20.] SHETLAND.	<i>28,166</i>				
Day - - - - -	686	5	22 Apr.	R. D. Ganson -	Lerwick.
King - - - - -	1,389	5	15 „	R. Robertson -	Westerscord, Voe, Lerwick.
Broosness - - - - -	3,638	7	28 Mar.	T. Johnston -	Sumburgh, Lerwick.
Mar - - - - -	347	7	1 May	J. Hughson -	Hubie, Fetlar, Lerwick.
Lerwick - - - - -	6,519	9	15 Apr.	R. D. Ganson -	Lerwick.
King, Lunnasting, Whalsay, and Skerries.	2,480	7	23 „	G. G. Irvine -	Symbister, Whalsay, Lerwick.
Northmavine - - -	2,014	7	26 Mar.	R. A. Mowat -	Burraland, Sullom, Shetland.
Lunnasting and Aithing.	2,396	7	18 Apr.	P. Thomson -	Garderhouse, Lerwick.
Ingwall, Whiteness, and Weisdale.	2,273	7	9 May	R. Inkster -	Scalloway, Shetland.
St - - - - -	1,946	7	9 „	A. L. Williamson.	Millbrae, Baltasound, Lerwick.
Walls, Sandness, Papa, and Foula.	1,995	7	9 „	J. Georgeson -	Stove, Walls, Lerwick.
Yell - - - - -	2,483	7	6 „	J. N. Barclay -	Mid Yell, Lerwick.
[21.] STIRLING.	<i>141,948</i>				
Stirling - - - - -	1,360	5	21 Apr.	W. Stevenson -	2, Bank Street, Falkirk.
Baldernock - - - -	582	5	5 „	J. Gibson -	Baldernock, Torrance, Glasgow.
Balfron - - - - -	1,092	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Chanon - - - - -	487	5	20 Apr.	W. Macpherson	Stirling Road, Drymen, Glasgow.
Campsie - - - - -	5,424	7	10 „	J. H. Wyllie -	Glenview, Campsie Glen, Glasgow.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 1st March.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
<i>STIRLING—cont.</i>					
Denny - - -	8,268	7	1873. 7 Apr.	J. S. Davidson	Bank of Scotland, Denny.
Drymen - - -	1,121	5	22 Mar.	T. Peden	Drymen, Glasgow.
Dunipace - - -	2,050	5	3 May	W. Hendry	Dunipace, Denny.
*FALKIRK (Burgh) -	29,284	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward) -	7,270	7	12 Apr.	B. Watson	Falkirk.
Fintry - - -	314	5	19 Mar.	G. May	Fintry, Stirlingshire.
Gargunnoch - - -	633	5	18 ,,	R. Whyte	4, King Street, Stirling.
Grangemouth (including Bothkennar, Polmont, and part of Falkirk).	17,463	9	1900. 19 May	J. B. White	Grangemouth.
Killlearn - - -	929	5	1873. 29 Mar.	R. M. Latta	Blaressan, Killlearn, Glasgow.
KILSYTH (Town) -	7,471	7	7 Apr.	D. Stark	Burnbank Cottage, Kilsyth, Glasgow.
Kilsyth (Landward) -	2,369	5	2 May	R. M. Lennox	Kilsyth, Glasgow.
Kippen - - -	1,456	5	29 Mar.	A. Cross	Claymires, Port of Monteith Station, Stirlingshire.
Larbert - - -	11,684	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie - - -	4,432	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside - - -	5,332	7	29 ,,	A. Hunter	National Bank Buildings, Falkirk.
St. Ninian's - - -	8,152	7	29 ,,	J. Dobbie	Port Street, Stirling.
Slamannan - - -	5,286	7	10 ,,	J. C. Allan	New Market Street, Falkirk.
†STIRLING (Burgh) -	18,609	9	8 ,,	J. Brown	10, Barnton Street, Stirling.
Strathblane - - -	880	5	25 Apr.	J. Henry	Balfon, Glasgow.
[13.] SUTHERLAND.					
Assynt - - -	2,386	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne - - -	1,724	5	21 Mar.	J. Macleod	Clyne Milton, Brora, Sutherlandshire.
Creich - - -	1,836	7	1 May	D. Shaw	Bonar Bridge, Ardgay.
Dornoch (including Burgh).	2,794	7	17 Apr.	J. Mackintosh	Dornoch, Sutherlandshire.
Durness - - -	870	5	13 May	R. Swanson	Sangomore, Durness, Lairg.
Eddrachillis - - -	1,418	5	8 ,,	Rev. A. Gunn	F. C. Manse, Durness, Lairg.
Farr - - -	2,557	7	25 Apr.	H. Gunn	Baligill, Melvich, Thurso.
Golspie - - -	1,665	5	20 Mar.	D. Peters	County Buildings, Dornoch, Sutherlandshire.

* School Board District extended by Order of Department under § 30 of the Education (Scotland) Act, 1878, to include the part of the parish of Falkirk annexed to the Burgh in terms of the Falkirk Burgh Extension Act, 1900.

† Including Stirling (Landward), now abolished as a separate school district.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
SUTHERLAND—cont.			1873.		
Gldonan	1,772	5	31 Mar.	A. Argo . . .	Golspie.
Lairg	1,061	5	27 „	A. Gray . . .	Culmallee, Lairg.
Loth	449	5	29 „	J. J. Hill . . .	Helmsdale, Sutherlandshire.
Magart	1,105	5	25 June	A. N. Macaulay	Solicitor, Golspie.
Pongue	1,783	5	28 Apr.	W. Morrison . .	Borgie, Bettyhill, Thurso.
[18.] WIGTOWN.					
Basserton	887	5	15 May	W. C. Lawrie . .	Whithorn, Wigtownshire.
Buch	1,987	7	29 Mar.	A. McC. Parker	Stranraer.
Kirkcolm	1,360	5	27 „	J. Reid	Kirkcolm, Stranraer.
Kirkcowan	1,153	5	20 May	J. Millar	Kirkcowan, Wigtownshire.
Kirkiner	1,255	5	31 „	J. Christison . .	Barglass, Kirkiner, Wigtownshire.
Kirkmaiden	1,943	7	5 Apr.	P. M. Rodie . . .	Windmill, Logan, Stranraer.
Lawalt	1,002	5	3 May	A. Aitken	Stranraer.
Lawburn	1,968	5	28 „	P. Galloway . . .	Port William, Wigtownshire.
New Luce	557	5	27 Mar.	C. Kenmuir . . .	Commercial Hotel, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce	2,157	7	27 „	G. Templeton . .	Glenluce, Wigtownshire.
Penninghame	3,228	7	4 Apr.	R. Carson	Newton Stewart.
Portpatrick	1,048	5	22 Mar.	J. Brownlee . . .	Harbour Square, Portpatrick, Wigtownshire.
Reochan	211	5	7 June	J. M. Adair . . .	North Strand Street, Stranraer.
Robbie	1,373	5	21 May	J. Fingland . . .	Garlieston, Wigtownshire.
Stoneykirk	2,420	7	4 Mar.	J. McCaig	High Mye, Stoneykirk, Wigtownshire.
STRANRAER (Burgh)	6,036	7	25 „	A. S. Carnochan	Prince's Street, Stranraer.
Whithorn	2,235	7	20 May	J. J. Colquhoun	Whithorn, Wigtownshire.
Wigtown	1,747	5	19 „	J. Clark	Wigtown.

INDEX TO LIST OF SCHOOL BOARDS.

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Abbey St. Bathan's - Abbotshall <i>See Kirkcaldy.</i>	Berwick. Fife.	Auchtergaven - Auchterhouse - Auchterless - Auchtermuchty - Auchtertool - Auldearn - Avoch - Avondale - Ayr (Burgh) - Ayr (Landward) - Ayton -	Perth. Forfar. Aberdeen. Fife. Nairn. Ross. Lanark. Ayr. Berwick.	Broughton - <i>See Kibbucko, Broughton and Glenholm.</i> Broughty Ferry (Town). Brydekirk - Buchanan - Buckle - <i>See Rathven.</i> Buttle - Bunkle and Preston Burness - <i>See Cross and Burness.</i> Burntisland (Burgh) Burntisland (Land- ward). Burray <i>See South Ronald- shay and Bur- ray.</i>	Peebles. Forfar. Dumfries. Stirling. Banff. Kirkcubright. Berwick. Orkney. Fife. Orkney.
Abercorn - Aberdalgie - Aberdeen (Burgh) - Aberdour - Aberdour - Aberfoyle - Aberlady - Aberlemno - Aberlour - Abernethy - Abernethy and Kin- cardine. Abernyte - Abertartf - <i>See Boleskine and Abertartf.</i>	Linlithgow. Perth. Aberdeen. Fife. Perth. Haddington. Forfar. Banff. Perth. Inverness.	Baldernock - Balfron - Ballantrae - Ballingry - Balmaclellan - Balnaghigh - Balmerino - Balquhitter - Banchory-Devenick - Banchory-Ternan - Banff (Burgh) - Banff (Landward) - Bargrennan - Barony - <i>See Springburn.</i>	Stirling. " " Ayr. Fife. Kirkcubright. " " Fife. Perth. Kincairdine. Banff. " " Kirkcubright. Lanark.	Cabrach - Cadder - Caddonfoot - Caerlaverock - Cairney - Calderhead - Callander - Cambuslang - Cambusnethan - Cameron - Campbeltown (Burgh) Campbeltown (Land- ward). Campsie - Canlisbay - Canonbie - Caputh - Cardross - Careston - Cargill - Carluke - Carmichael - Carmunnock - Carmyllie - Carnbee - Carnock - Carnock - Carnwath - Carriden - <i>See Bo'ness.</i> Carrington - Carsphairn - Carsstairs - Castleton - Cathcart - Catterline <i>See Kinross and Catterline</i> Cavers and Kirkton Cawdor - Ceres - Channelkirk - Chapel of Garioch - Chirnside - Clackmannan - Clarkston - Clatt - Cleish - Clonsburn - Clova - <i>See Cortachy and Clova.</i> Clunie - Cluny -	Banff. Lanark. Selkirk. Dumfries. Aberdeen. Lanark. Perth. Lanark. Fife. Argyll. " " Stirling. Calthness. Dumfries. Perth. Dumbarton. Forfar Perth. Lanark " " Forfar. Fife. Ross. Fife. Lanark. Linlithgow. Edinburgh. Kirkcubright Lanark. Roxburgh. Renfrew. Kincardine. Roxburgh. Nairn. Fife. Berwick. Aberdeen. Berwick. Clackmannan. Lanark. Aberdeen. Kinross. Dumfries. Forfar.
Aboyne and Glen- tanner. Acharacle - Airdrie (Burgh) - Airth - Airth - Aithating - <i>See Sandsting and Aithating.</i>	Aberdeen. Argyll. Lanark. Forfar. Stirling. Shetland.	Barr - Barra - Barry - Barvas - Bathgate (Town) Bathgate (Land- ward). Beath - Bedrule - Beith - Belhelvie - Belle - Bendochy - Benholm - Benvie - <i>See Liff, &c.</i> Bervie - Biggar - Birnie - Birsay - <i>See Hurray and Birsay.</i> Birsa - Blackford - Blair Athol - Blairgowrie - Blairingone - Blantyre - Boham - Boleskine and Aber- tartf. Bolton - Bonhill - Borgue - Borrowstounness - Borthwick - Bothwell - Botriphnie - Bourlie - Bowden - Bower - Boydie - Bracadale - Braemar - <i>See Crathie and Braemar.</i> Brechin (Burgh) - Brechin (Landward) - Bressay -	Ayr. Inverness. Forfar. Ross. Linlithgow. " " Fife. Roxburgh. Ayr. Aberdeen. Elgin. Perth. Kincairdine. Forfar. Kincardine. Lanark. Elgin. Orkney. Aberdeen. Perth. " " " " Lanark. Banff. Inverness. Haddington. Dumbarton. Kirkcubright. Linlithgow. Edinburgh. Lanark. Banff. Aberdeen. Roxburgh. Calthness. Banff. Inverness. Aberdeen.	Banff. Lanark. Dumfries. Aberdeen. Lanark. Perth. Lanark. Fife. Argyll. " " Stirling. Calthness. Dumfries. Perth. Dumbarton. Forfar Perth. Lanark " " Forfar. Fife. Ross. Fife. Lanark. Linlithgow. Edinburgh. Kirkcubright Lanark. Roxburgh. Renfrew. Kincardine. Roxburgh. Nairn. Fife. Berwick. Aberdeen. Berwick. Clackmannan. Lanark. Aberdeen. Kinross. Dumfries. Forfar.	
Alford - Alloa (Town) - Alloa (Landward) - Alloway - Alness - Alva - Alvah - Alves - Alvie - Alyth - Amulree - Ancrum - Annan - Anstruther Easter - Anstruther Wester - Anwoth - Applecross - Applegarth and Sib- baldie - Appin - <i>See Lismore and Appin.</i>	Aberdeen. Clackmannan. " " Ayr. Ross. Clackmannan. Banff. Elgin. Inverness. Perth. " " Roxburgh. Dumfries. Fife. Kirkcubright. Ross. Dumfries. Argyll.	Bervie - Biggar - Birnie - Birsay - <i>See Hurray and Birsay.</i> Birsa - Blackford - Blair Athol - Blairgowrie - Blairingone - Blantyre - Boham - Boleskine and Aber- tartf. Bolton - Bonhill - Borgue - Borrowstounness - Borthwick - Bothwell - Botriphnie - Bourlie - Bowden - Bower - Boydie - Bracadale - Braemar - <i>See Crathie and Braemar.</i> Brechin (Burgh) - Brechin (Landward) - Bressay -	Kincardine. Lanark. Elgin. Orkney. Aberdeen. Perth. " " " " Lanark. Banff. Inverness. Haddington. Dumbarton. Kirkcubright. Linlithgow. Edinburgh. Lanark. Banff. Aberdeen. Roxburgh. Calthness. Banff. Inverness. Aberdeen.	Banff. Lanark. Dumfries. Aberdeen. Lanark. Perth. Lanark. Fife. Argyll. " " Stirling. Calthness. Dumfries. Perth. Dumbarton. Forfar Perth. Lanark " " Forfar. Fife. Ross. Fife. Lanark. Linlithgow. Edinburgh. Kirkcubright Lanark. Roxburgh. Renfrew. Kincardine. Roxburgh. Nairn. Fife. Berwick. Aberdeen. Berwick. Clackmannan. Lanark. Aberdeen. Kinross. Dumfries. Forfar.	
Arbutnott - Ardallie - Ardchattan and Muckairn. Ardclach - Ardersier - Ardour - Ardnamurchan - Ardoch - Ardrossan - Arisaig and Moidart Arngask - Arrochar - Ashkirk - Asynt - Athalstaneford - Auchindoir and Kearn. Auchinleck - Auchterarder - Auchterderran -	Kincardine. Aberdeen. Argyll. Nairn. Inverness. Argyll. " " Perth. Ayr. Inverness. Perth. Dumbarton. Selkirk. Sutherland. Haddington. Aberdeen. Ayr. Perth. Fife.	Bervie - Biggar - Birnie - Birsay - <i>See Hurray and Birsay.</i> Birsa - Blackford - Blair Athol - Blairgowrie - Blairingone - Blantyre - Boham - Boleskine and Aber- tartf. Bolton - Bonhill - Borgue - Borrowstounness - Borthwick - Bothwell - Botriphnie - Bourlie - Bowden - Bower - Boydie - Bracadale - Braemar - <i>See Crathie and Braemar.</i> Brechin (Burgh) - Brechin (Landward) - Bressay -	Kincardine. Lanark. Elgin. Orkney. Aberdeen. Perth. " " " " Lanark. Banff. Inverness. Haddington. Dumbarton. Kirkcubright. Linlithgow. Edinburgh. Lanark. Banff. Aberdeen. Roxburgh. Calthness. Banff. Inverness. Aberdeen.	Banff. Lanark. Dumfries. Aberdeen. Lanark. Perth. Lanark. Fife. Argyll. " " Stirling. Calthness. Dumfries. Perth. Dumbarton. Forfar Perth. Lanark " " Forfar. Fife. Ross. Fife. Lanark. Linlithgow. Edinburgh. Kirkcubright Lanark. Roxburgh. Renfrew. Kincardine. Roxburgh. Nairn. Fife. Berwick. Aberdeen. Berwick. Clackmannan. Lanark. Aberdeen. Kinross. Dumfries. Forfar.	

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Clyne	Sutherland.	Dalton	Dumfries.	Eaglesham	Renfrew.
Cockburnspath	Berwick.	Dalsiel	Lanark.	Earlston	Berwick.
Cockpen	Edinburgh.	Daviot	Aberdeen.	Easlie and Nevas	Forfar.
Coldingham	Berwick.	Daviot and Dun-	Inverness.	East Calder	Edinburgh.
Coldstream	"	lichty.		See Kirknewton	
Colinton	Edinburgh.	Deerness	Orkney.	and East Calder.	
Coll	Argyll.	See St. Andrew's		East Kilbride	Lanark.
Collace	Perth.	and Deerness.		Eastwood	Renfrew.
Collennie	Fife.	Delling	Shetland.	Eccles	Berwick.
Colsonell	Ayr.	Denny	Stirling.	Ecclesmachan	Linlithgow.
Colony and Oron-	Argyll.	Deskford	Banff.	Echt	Aberdeen.
ay.		Dingwall	Ross.	Eckford	Roxburgh.
Colvend and South-	Kirkcudbright.	Dirleton	Haddington.	Eday	Orkney.
wick.		Dolar	Clackmannan.	Edderton	Ross.
Courie	Perth.	Dolphinton	Lanark.	Eddleston	Peebles.
Coutin	Ross.	Dores	Inverness.	Eddrachillis	Sutherland.
Corrie	Dumfries.	Dornock	Sutherland.	Edgerston	Roxburgh.
See Hutton and		Dornock	Dumfries.	Edinburgh (City)	Edinburgh.
Corrie.		Douglas	Lanark.	Edinkille	Elgin.
Cumock	Kirkcudbright.	Douglas Water	Lanark.	Ednam	Roxburgh.
Curtorphine	Edinburgh.	Dowally	Perth.	Edrom	Berwick.
Curtachy and Clova	Forfar.	See Dunkeld and		Edsell	Forfar.
Gull	Aberdeen.	Dowally.		Eglshay	Orkney.
Empar Angus	Perth.	Drainie	Elgin.	See Rosnay and	
Ervington and	Lanark.	Dreghorn	Ayr.	Eglshay.	
Thankerton.		Dron	Perth.	Elgin (Burgh)	Elgin.
Esyton	Ayr.	Drumblade	Aberdeen.	Elgin (Landward)	
Esly	Forfar.	Drumslzier	Peebles.	Elle	Fife.
Eslogie	Ayr.	Drumsoak	Aberdeen.	Ellon	Aberdeen.
Eslogish	Argyll.	Dryfesdale	Dumfries.	Ensie	Banff.
Gull.	Fife.	Drymen	Stirling.	Errol	Perth.
Esling	Roxburgh.	Duddington (Land-	Edinburgh.	Erskine	Renfrew.
Esmond	Edinburgh.	ward)		Eskdalemuir	Dumfries.
Esnowhwa	Berwick.	See Edinburg.		Ettrick	Selkirk.
Esmonston	Edinburgh.	Duffus	Elgin.	Errie and Rendall	Orkney.
Esphis and Braemar	Aberdeen.	Duirniash	Inverness.	Ewes	Dumfries.
Esford	Lanark.	Dull	Perth.	Eyemouth	Berwick.
Esfordjohn	"	Dumbarton (Burgh)	Dumbarton.		
Esich	Fife.	Dumbarton (Land-			
Esich	Sutherland.	ward)			
Eshton	Edinburgh.	Dumfries (Burgh)	Dumfries.	Fala and Soutra	Edinburgh.
Esht	Perth.	Dumfries (Land-	"	Falkirk (Burgh)	Stirling.
Esmond	Aberdeen.	ward)		Falkirk (Land-	"
Esmary	Ross.	Dun	Forfar.	ward)	
Esndale	Elgin.	Dunbar (Burgh)	Haddington.	Falkland	Fife.
Esne and Burness	Orkney.	Dunbar (Landward)		Farnell	Forfar.
Esnull	Ayr.	Dunbarney	Perth.	Farr	Sutherland.
Esnichol	Kirkcudbright.	Dunblane & Lecropt	"	Fearn	Ross.
Esny and Dalcross	Inverness.	Dunbog	Fife.	Ferwick	Ayr.
Eslen	Aberdeen.	Dundee (Burgh)	Forfar.	Fern	Forfar.
Eslen	Banff.	Dundee (Landward)	"	Ferry-port-on-Craig	Fife.
Esloss	Fife.	Dundonald	Ayr.	Fetlar	Shetland.
Eslomond	Aberdeen.	Dunfermline	Fife.	Fettercairn	Kincardine.
Esler	Lanark.	(Burgh)		Fetteresso and Riek-	"
Esle	Fife.	Dunfermline (Land-	"	arton	
Esburnsuld	Dumbarton.	ward)		Findo Gask	Perth.
Esburne	Bute.	Dunino		Fintray	Aberdeen.
Esclodde	Argyll.	Dunipace	Stirling.	Fintry	Stirling.
Esconstrous	Dumfries.	Dunkeld and Do	Perth.	Firth and Stennes	Orkney.
Esow (Burgh)	Fife.	wally.		Fisk	Fife.
Esow (Landward)		Dunlichty	Inverness.	Flotta	Orkney.
Esrie	Edinburgh.	See Daviot and		See Walls and	
		Dunlichty.		Flotta.	
Esry	Ayr.	Dunlop	Ayr.	Fodderty	Ross.
Esryne	Fife.	Dunnet	Calthness.	Fogo	Berwick.
Esruarie	Inverness.	Dunnichen	Forfar.	Forbes	Aberdeen.
See Hoy and		Dunning	Perth.	See Tullynessle	
Dalesie.		Dunnottar	Kincardine.	and Forbes.	
Esrich	Argyll.	Dunoon and Kilmun	Argyll.	Fordoun	Kincardine
See Kitcherman		Dunrosness	Shetland.	Fordyce	Banff.
and Dalavick.		Dunscore	Dumfries.	Forfar (Burgh)	Forfar.
Esron	Inverness.	Duns	Berwick.	Forfar (Landward)	
See Crov and Dal-		Dunsyre	Lanark.	Forgan	Fife.
avies.		Durladeer	Dumfries.	Forganenny	Perth.
Esry	Fife.	Durness	Sutherland.	Forgien	Banff.
Esrich (Town)	Edinburgh.	Durris	Kincardine.	Forgie	Aberdeen.
Esrich (Landward)		Duthill and Bothie-	Inverness.	Forres (Burgh)	Elgin.
Es	Elgin.	murchus.		Forres (Landward)	
Esddington	Ayr.	Dyce	Aberdeen.	Forteviot	Perth.
Esmy	Linlithgow.	Dyke	Elgin.	Fortingall	
Esry	Ayr.	Dysart (Burgh)	Fife.	Fortrose	Ross.
Esry	Kirkcudbright.	Dysart (Landward)	Fife.	See Rosemarkie.	
Esryple	Ayr.	See Kircaldy and		Fossway and Tul-	
Esrd	Lanark.	Dysart (Landward).		liebole.	Kinross.

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Foula	Sutherland.	Haddington (Landward).	Haddington.	Kenmore	Perth.
<i>See Walls, &c.</i>		Halfmorton	Dumfries.	Kennethmont	Aberdeen.
Foulden	Berwick.	Halkirk	Calthness.	Kennoway	Fife.
Foveran	Aberdeen.	Hamilton (Burgh)	Lenark.	Kettins	Forfar.
Fowls Easter	Forfar.	Hamilton (Landward).	"	Kettle	Fife.
Fowls Wester	Perth.	Harry and Birsay	Orkney.	Kilbarchan	Renfrew.
Fraserburgh	Aberdeen.	Harris	Inverness.	Kilbirnie	Ayr.
Frackheim	Forfar.	Hawick (Burgh)	Roxburgh.	Kilbrandon and Kilchattan	Argyll.
Fyvie	Aberdeen.	Hawick (Landward)		Kilbride	"
		Heriot	Edinburgh.	<i>See Kilmore and Kilbride.</i>	
Gairloch	Ross.	Hobkirk	Roxburgh.	Kilbride	Bute.
Galashiels (Burgh)	Selkirk.	Hoddam	Dumfries.	Kilbucko, Broughton and Glenholm	Peebles.
Galashiels (Landward)	"	Holm	Orkney.	Kilcalmonell	Argyll.
Galston	Ayr.	Holywood	Dumfries.	Kilchattan	"
Gamrie	Banff.	Houston and Killallan	Renfrew.	<i>See Kilbrandon and Kilchattan.</i>	
Gargunnoch	Stirling.	Howsam	Roxburgh.	Kilchennis	"
Gartly	Aberdeen.	Hoy and Graemsay	Orkney.	<i>See Kilean and Kichenzie.</i>	
Gartmore	Perth.	Humble	Haddington.	Kilchoman	"
Garvald	Haddington.	Hume and Stichill	Berwick.	Kilchrean and Dalavich	"
Garvoak	Kincardine.	Huntly	Aberdeen.	Kilcooquhar	Fife.
Gigha and Cara	"	Hutton	Berwick.	Kildalton	Argyll.
Girthon	Kirkcudbright.	Hutton and Corrie	Dumfries.	Kildonan	Sutherland
Girvan (Town)	Ayr.			Kildrummy	Aberdeen.
Girvan (Landward)	"	Inch	Wigtown.	Kilfinan	Argyll.
Gladsmuir	Haddington.	Inchinnan	Renfrew.	Kilfinichen and Kilvickson	"
Glamis	Forfar.	Inchture	Perth.	Killallan	Renfrew.
Glasgow (Burgh)	Lenark.	Insh	Argyll.	<i>See Houston and Killallan.</i>	
Glass	Aberdeen.	<i>See Glenorchy and Inishail.</i>		Killarow and Kilmeny	Argyll.
Glassary	Argyll.	Innerleithen	Peebles.	Killean and Kilchennis	"
Glasserton	Wigtown.	Innervick (Glenlyon)	Haddington.	Killearn	
Glassford	Lenark.	Insh	Perth.	Killearnan	Stirling.
Glenary	Argyll.	Inveraray (Burgh)	Aberdeen.	Killin	Ross.
Glenbarvie	Kincardine.	<i>See Glenarary.</i>	Inverness.	Kilmadock	Perth.
Glenbucket	Aberdeen.	Inverarity	Argyll.	Kilmacolm	Renfrew.
Glencairn	Dumfries.	Invercaolain	Edinburgh.	Kilmallie	Inverness.
Glencoe	Edinburgh.	Inveresk (Landward)	Forfar.	Kilmarnock (Burgh)	Fife.
Glencondon	Perth.	Invergowrie		Kilmarnock (Landward)	Ayr.
Glenelg	Inverness.	<i>See Liff, &c.</i>		Kilmarnock	Dumbarton
Glencairn	Aberdeen.	Inverkellor	Fife.	Kilmartin	Argyll.
Glenangary	Inverness.	Inverkeltiny	Banff.	Kilmars	Ayr.
Glenholm	Peebles.	Inverkip	Renfrew.	Kilmarnock	Argyll.
<i>See Kilbucko, Broughton and Glenholm.</i>		Inverness (Burgh)	Inverness.	Kilmelford	
Glenisla	Forfar.	Inverness (Landward)	"	<i>See Kilmilver and Kilmelford.</i>	
Glenluce	Wigtown.	Inverurie	Aberdeen.	Kilmeny	
Glenmoriston	Inverness.	Irongray	Kirkcudbright.	<i>See Killarrow and Kilmenny.</i>	
Glenmuick and Tullich	Aberdeen.	Irvine (Burgh)	Ayr.	Kilmodan	"
Glenorchy and Inishail	Argyll.	Irvine (Landward)	"	Kilmonivaig	Inverness.
Glenrinnies	Banff.	Jedburgh (Burgh)	Roxburgh.	Kilmorack	"
Glenshiel	Ross.	Jedburgh (Landward)	"	Kilmorch	Argyll.
Glentanner	Aberdeen.	Johnstone	Dumfries.	<i>See Lochgoilhead and Kilmorick.</i>	
<i>See Aboyne and Glentanner.</i>		Jura	Argyll.	Kilmore and Kilbride	"
Golspe	Sutherland.			<i>See Kilninnian and Kilmore.</i>	
Gordon	Berwick.	Kearn	Aberdeen.	Kilmory	Bute.
Gourock	Renfrew.	<i>See Auchindoir and Kearn.</i>		Kilmuir	Inverness.
Govan	Orkney.	Keig		Kilmuir Easter	Ross.
Graemsay		Keir	Dumfries.	Kilmun	Argyll.
<i>See Hoy and Graemsay.</i>		Keiss	Calthness.	<i>See Dumoon and Kilmun.</i>	
Grange	Banff.	Keith	Banff.	Kilninnia and Kilmore	"
Grangemouth	Stirling.	Keith and Kinkeil	Aberdeen.	Kilninnver and Kilmelford	"
Greenlaw	Berwick.	Kells	Kirkcudbright.	Kilrenny	Fife.
Greenock (Burgh)	Renfrew.	Keiso	Roxburgh.	Kilspindie	Perth.
Greenock, East Parish (Landward), including Port Glasgow (Landward)	"	Kelton	Kirkcudbright.	Kilrayth (Town)	Stirling.
Greenock, West Parish (Landward)	"	Kemback	Fife.	Kilrayth (Landward)	"
Gretna or Graitney	Dumfries.	Kennay	Aberdeen.	Kiltarity	Inverness.
Guthrie	Forfar.			Kiltearn	Ross.
Haddington (Burgh)	Haddington.				

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Kilbricken	Argyll.	Lairg	Sutherland.	Luss	Dumbarton
See Kilfrichen		Lamington	Lanark.	Lyne and Megget	Peebles.
and Kilbricken.		See Wandell and			
Kilwinning	Ayr.	Lamington.		Maderty	Perth.
Kincardine	Inverness.	Lanark (Burgh)	"	Mains and Strath-	Forfar.
See Abernethy and		Lanark (Landward)		martine.	
Kincardine.		Langholm	Dumfries.	Makerstown	Roxburgh.
Kincardine	Perth.	Langton	Berwick.	Manor	Peebles.
Kincardine	Ross.	Larbert	Stirling.	Markinch	Fife.
Kincardine O'Neil	Aberdeen.	Largo	Fife.	Marnoch	Banff.
Kincaen	Perth.	Largoward	"	Maryculter	Kincardine.
Kincauns		Largy	Ayr.	Maryhill	Lanark.
Kincaun	Bute.	Larkhall	Lanark.	Maryton	Kincardine.
Kingarth	Aberdeen.	Laswade	Edinburgh.	Maryton	Forfar.
King Edward	Fife.	Lathron	Cathness.	Mauchline	Ayr.
Kinghorn		Lauder	Berwick.	Maxton	Roxburgh.
Kingslie	Forfar.	Laurencekirk	Kincardine.	Maybole	Ayr.
Kingsdrum	Fife.	Leadhills	Lanark.	Mcarns	Renfrew.
Kingsburns	Inverness.	Leccropt	Perth.	Mogget	Peebles.
Kingsie	Aberdeen.	See Dunblane and		See Lyne and	
Kingsmonth		Lecropt.		Megget.	
Kinloch	"	Legerwood	Berwick.	Meigle	Perth.
See Keithhall and		Leith (Burgh)	Edinburgh.	Meldrum	Aberdeen.
Kinloch.		Leith (Landward)	"	Melrose	Roxburgh.
See Leckendy and	Perth.	See Edinburgh.		Meunuir	Forfar.
Kinloch.		Leoch-Cushnie	Aberdeen.	Mertoun	Berwick.
Kinloch-Luchart	Ross.	Lerwick	Shetland.	Methick	Aberdeen.
Kinloch-Rannoch	Perth.	Leslie	Aberdeen.	Methven	Perth.
Kinloch	Perth.	Leslie	Fife.	Middlealder	Edinburgh.
Kinloch	Elgin.	Lesmahagow	Lanark.	Middlebie	Dumfries.
Kinloch	Perth.	Leiswalt	Wigtown.	Midmar	Aberdeen.
Kinloch and Catter-	Kincardine.	Lethendy and Kin-	Perth.	Millbrax	
loch.		loch.		Minnigaff	Kirkcudbright.
Kinloch	Forfar.	Lethnot and Navar-	Forfar.	Minto	Roxburgh.
Kinloch	Aberdeen.	See Navar and		Mochrum	Wigtown.
Kinloch	Forfar.	Lethnot.		Moffat	Dumfries.
Kinloch	Perth.	Leuchars	Fife.	Moneydie	Perth.
Kinloch	Kinross.	Levern	Renfrew.	Monieth	Forfar.
Kinloch	Ross.	Libberton	Lanark.	Monikie	"
Kinloch	Aberdeen.	Liberton	Edinburgh.	Monimail	Fife.
Kinloch	Stirling.	Liff, Benzie and In-	Forfar.	Monkton and Preat-	Ayr.
Kinloch	Kirkcudbright.	vergowie.		wick	
Kinloch	Fife.	Lillesleaf	Roxburgh.	Monquhitter	Aberdeen.
Kinloch	"	Linlithgow (includ-	Linlithgow.	Montrose (Burgh)	Forfar.
Kinloch		ing Burgh).		Montrose (Land-	"
Kinloch	Wigtown.	Linton	Roxburgh.	ward).	
Kinloch	Dumfries.	Lintrathen	Forfar.	Monymusk	Aberdeen.
Kinloch	Wigtown.	Lisnora and Appin	Argyll.	Monzievaird and	Perth.
Kinloch	Kirkcudbright.	Little Dunkeld	Perth.	Strowan.	
Kinloch	Forfar.	Livingstone	Linlithgow.	Moonzie	Fife.
Kinloch	Kirkcudbright.	Lochalsh	Ross.	Mordington	Berwick.
Kinloch	Inverness.	Lochbroom	"	Morebottle	Roxburgh.
Kinloch	Selkirk.	Lochcarron	"	Morham	Haddington.
Kinloch	Wigtown.	Lochgelly	Fife.	Mortlach	Banff.
Kinloch	Dumbarton.	Lochgilthead	Argyll.	Morton	Dumfries.
Kinloch	"	Lochgoilhead and		Morvern	Argyll.
Kinloch	Linlithgow.	Kilmorich.	Forfar.	Moulin	Perth.
Kinloch	Kirkcudbright.	Lochlee	Dumfries.	Mouswald	Dumfries.
Kinloch	Dumfries.	Lochmaben	Kirkcudbright.	Moy and Dalrassie	Inverness.
Kinloch	Wigtown.	Lochrutton	Ross.	Muckairn	Argyll.
Kinloch	Ayr.	Lochs	Renfrew.	See Ardchattan	
Kinloch	Banff.	Lochwinnoch	Fife.	and Muckairn.	
Kinloch	Dumfries.	Logie	Stirling.	Muckart	Perth.
Kinloch	Perth.	Logie	Perth.	Muiravonside	Stirling.
Kinloch	Edinburgh.	Logiealmond	Aberdeen.	Muirkirk	Ayr.
Kinloch		Logie Buchan		Murros	Forfar.
Kinloch		Logie Coldstone		Musselburgh (Burgh)	Edinburgh.
Kinloch		Logie Easter	Ross.	Muthill	Perth.
Kinloch	Ayr.	Logie Pert	Forfar.		
Kinloch	Dumfries.	Logierait	Perth.	Nairn (Burgh)	Nairn.
Kinloch	Roxburgh.	Logie Wester	Ross.	Nairn (Landward)	"
Kinloch		See Urquhart and		Navar and Lethnot	Forfar.
Kinloch		Logie Wester.		Nellston	Renfrew.
Kinloch		Longforgan	Perth.	Nenthorn	Berwick.
Kinloch		Longformacus	Berwick.	Nestling, Lunnast-	Shetland
Kinloch		Lougaide	Aberdeen.	ing, Whalsay and	
Kinloch		Lonmay		Skerries.	
Kinloch	Forfar.	Loth	Sutherland.	Nevay	Forfar.
Kinloch	Elgin.	Loudoun	Ayr.	See Bessie and	
Kinloch	Ross.	Lumphannau	Aberdeen.	Nevay.	
Kinloch		Lunan	Forfar.	New Abbey	Kirkcudbright.
Kinloch		Lundie		Newbattle	Edinburgh.
Kinloch	Orkney.	Lunnasting	Shetland.	Newburgh	Fife.
Kinloch	Berwick.	See Nesting, &c.		Newburn	"
Kinloch	Inverness.			New Byth	Aberdeen.

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
New Cumnock	Ayr.	Port Glasgow (Landward), united to East Parish, Greenock.	Renfrew.	St. Monance	Fife.
New Deer	Aberdeen.	Portmoak	Kinross.	St. Mungo	Dumfries.
Newhills	"	Portobello (Burgh) - See Edinburgh.	Edinburgh.	St. Ninian's	Stirling.
Newlands	Peebles.	Port of Monteth	Perth.	St. Ola	Orkney.
New Luce	Wigtown.	Portpatrick	Wigtown.	See Kirkwall and St. Ola (Land.)	
New Machar	Aberdeen.	Portree	Inverness.	St. Quivox (Land.) and Newton-on-Ayr (Land.)	Ayr.
New Monkland	Lanark.	Premnay	Aberdeen.	Salen	Argyll.
New or East Kilpatrick.	Dumbarton.	Preston	Berwick.	Salline	Fife.
New Pitlago.	Aberdeen.	See Bunkle and Preston.		Salton	Haddington.
New Spynie	Elgin.	Prestonkirk	Haddington.	Sandness	Shetland.
Newton	Edinburgh.	Prestonpans	"	See Walls, &c.	
Newton-on-Ayr (Landward).	Ayr.	Prestwick	Ayr.	Sandsting and Althating.	"
See St. Quivox.		See Monkton and Prestwick.		Sandwick	Orkney.
Newtyle	Forfar.	Queensferry (Burgh) See Dalmeny.	Linlithgow.	Sanquhar	Dumfries.
Nigg	Kincardine.	Rafford	Elgin.	Savoch	Aberdeen.
Nigg	Ross.	Rathen	Aberdeen.	Scone	Fife.
North Berwick	Haddington.	Rathven	Edinburgh.	Soonle	Orkney.
North Bute and Rothessay (Landward).	Bute.	Ratray	Edinburgh.	Selkirk (Burgh)	Selkirk.
North Knapdale	Argyll.	Rayne	Edinburgh.	Selkirk (Landward)	"
Northmavine	Shetland.	Reay	Aberdeen.	Shaparsey	Orkney.
North Ronaldshay	Orkney.	Redgorton	Cathness.	Shettleston	Lanark.
North Uist	Inverness.	Rendall	Perth.	Sheuchan	Wigtown.
		See Eric and Rendall.	Orkney.	Shotts	Lanark.
		Renfrew (Burgh)		Sibbaldie	Dumfries.
		Renfrew (Landward)		See Applegarth and Sibbaldie.	
		Rerrick	Renfrew.	Skelmorlie	Renfrew.
		Rescobie	Kirkcudbright.	Skene	Aberdeen.
		Resolis	Forfar.	Skipness	Argyll.
		Rhynie	Ross.	See Saddell and Skipness.	
		Rickarton	Perth.	Skirling	Peebles.
		See Fetteresso and Rickarton.	Orkney.	Slains	Aberdeen.
		Roberton		Slamannan	Stirling.
		See Wiston and Roberton.		Sleat	Inverness.
		Roberton	Lanark.	Smallholm	Roxburgh.
		Rogart		Small Isles	Inverness.
		Rosemarkie	Roxburgh.	Solzort	"
		Roseneath	Sutherland.	Sorbie	Wigtown.
		Roskeen	Ross.	Sorn	Ayr.
		Rothess (Burgh)	Dumbarton.	Southdean	Roxburgh.
		Rothess (Landward) See North Bute.		Southend	Argyll.
		Rothiemay		South Knapdale	"
		Rothlemurchus		South Ronaldshay and Burray.	Orkney.
		See Duthill and Rothiemurchus.		South Uist	Inverness.
		Rousay and Egilshay	Orkney.	Southwick	Kirkcudbright.
		Row	Dumbarton.	See Colvend and Southwick.	
		Roxburgh	Dumbarton.	South Yell	Shetland.
		Rutherglen (including Burgh.)	Roxburgh.	See Mid and South Yell.	
		Ruthven	Lanark.	Speymouth	Elgin.
		Ruthwell		Spott	Haddington.
		Saddell and Skipness	Argyll.	Springburn	Lanark.
		St. Andrew's and Deerness.	Orkney.	Springfield	Fife.
		St. Andrews (Burgh)		Sprouton	Roxburgh.
		St. Andrews (Land.)	Fife.	Stair	Ayr.
		St. Andrew's Zhanbryd.	Elgin.	Stenness	Orkney.
		St. Boswell's	Roxburgh.	See Firth and Stenness.	
		St. Cyrus	Kincardine.	Stenshall	Inverness.
		St. Fergus	Aberdeen.	Stenton	Haddington.
		St. Maddoes		Stevenston	Ayr.
		St. Martin's	Perth.	Stewarton	"
				Stichill	Berwick.
				See Hume and Stichill.	
				Stirling (Burgh)	Stirling.
				Stobhill	Edinburgh.
				Stobo	Peebles.
				Stonhaven	Kincardine.
				Included partly in Dumnotar and partly in Fetteresso.	
				Stonehouse	Lanark.
				Stoneykirk	Wigtown.
				Stornoway	Ross.
				Stow	Edinburgh.
				Stracathre	Forfar.
Port Glasgow (Burgh)	Renfrew.				

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Strachan . . .	Kincardine.	Tongland . . .	Kirkcudbright.	Walls, Sandness.	Shetland.
Strachur . . .	Argyll.	Tongue . . .	Sutherland.	Papa and Foula . . .	Orkney.
See <i>Stralacklan</i>		Torossy . . .	Argyll.	Walls and Flotta . . .	Lanark.
and <i>Strachur.</i>		Torphichen . . .	Linlithgow.	Walston . . .	Dumfries.
Straiton . . .	Ayr.	Torryburn . . .	Fife.	Wamphray . . .	Lanark.
Strathachlan and Stra-	Argyll.	Torthorwald . . .	Dumfries.	Wandell and Lam-	
char.		Tough . . .	Aberdeen.	ington.	
Strasraer (Burgh) . . .	Wigtown.	Towie . . .		Watten . . .	Caithness.
Strath . . .	Inverness.	Tranent . . .	Haddington.	Weem . . .	Perth.
Strathblane . . .	Stirling.	Traquair . . .	Peebles.	Welsdale . . .	Shetland.
Strathdon . . .	Aberdeen.	Trinity Gask . . .	Perth.	See <i>Tingwall, &c.</i>	
Strathmartine . . .	Forfar.	Troqueer . . .	Kirkcudbright.	Wemyss . . .	Fife.
See <i>Mains</i> and		Trossachs . . .	Perth.	West Calder . . .	Edinburgh.
<i>Strathmartine.</i>		Tulliallan . . .	Fife.	Westerkirk . . .	Dumfries.
Strathmiglo . . .	Fife.	Tullich . . .	Aberdeen.	West Kilbride . . .	Ayr.
Strichen . . .	Aberdeen.	See <i>Glennmuick and</i>		West Linton . . .	Peebles.
Stronness . . .	Orkney.	<i>Tullich.</i>		Westray and Papa	Orkney.
Stronsay . . .	"	Tullebole . . .	Kinross	Westray . . .	
Strontian . . .	Argyll.	See <i>Fossoway and</i>		Westruther . . .	Berwick.
Swinton . . .	Berwick.	<i>Tulliebole.</i>		Whaleys . . .	Shetland.
Symington . . .	Ayr.	Tullyneale and	Aberdeen.	See <i>Nesting, &c.</i>	
Symington . . .	Lanark.	Forbes . . .		Whitburn . . .	Linlithgow
		Tundergarth . . .	Dumfries.	Whitekirk and Tyn-	Haddington.
		Turrif . . .	Aberdeen.	ninghame	
		Tweedsmuir . . .	Peebles.	Whitiness . . .	Shetland.
		Twynholm . . .	Kirkcudbright.	See <i>Tingwall, &c.</i>	
		Tynninghame . . .	Haddington.	Whithorn . . .	Wigtown.
		See <i>Whitekirk and</i>		Whitaome . . .	Berwick.
		<i>Tynninghame.</i>		Whittinghame . . .	Haddington.
		Tynron . . .	Dumfries.	Wick (Burgh) . . .	Caithness.
		Tyree . . .	Argyll.	Wick (Landward) . . .	
		Tyrie . . .	Aberdeen.	Wigtown . . .	Wigtown.
				Wilton . . .	Roxburgh.
		Udny . . .		See <i>Hawick.</i>	
		Uig . . .	Ross.	Wiston and Robertson	Lanark.
		Unat . . .	Shetland.		
		Uphall . . .	Linlithgow.	Yarrow . . .	Selkirk.
		Urquhart . . .	Elgin.	Yell . . .	Shetland.
		Urquhart and Glen-	Inverness.	Yester . . .	Haddington.
		moriston.		Yetholm . . .	Roxburgh.
		Urquhart and Logie	Ross.	Ythan Wells . . .	Aberdeen.
		Wester.			
		Urr . . .	Kirkcudbright.		
		Urray . . .	Ross.		

AUGUST, 1903.

VOLUNTARY SCHOOLS.

(Arranged in COUNTIES) with the NAMES and ADDRESSES of the OFFICIAL CORRESPONDENTS.

NOTE.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland*; U.F.C., with the *United Free Church*; E., with the *Epicopcal Church*; R.C., with the *Roman Catholic Church*.

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Asylum for the Blind.	D. M. M. Milligan	12, Dee Street, Aberdeen.
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C.S.	G. C. Fraser	U.F.C. Training College, Charlotte Street, Aberdeen.
Aberdeen (Burgh), Practising Ch. S.	G. A. Simpson	22, Bridge Street, Aberdeen.
Aberdeen, Queen's Cross R.C.S.	Madame Walpole.	Convent of the Sacred Heart, Queen's Cross, Aberdeen.
Aberdeen (Burgh), St. Andrew's E.S.	J. Taylor	245, Union Street, Aberdeen.
Aberdeen (Burgh), Cathedral R.C.S.	Rev. J. C. Meany	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), St. John's E.S.	J. P. Cumine	183A, Union Street, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. G. E. W. Holmes.	2A, Elmbank Terrace, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. A. Grant	St. Peter's Rectory, Justice Street, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol (Int.)	Ordhead, Aberdeen.
Cluny, U.F.C.S.	H. Littlejohn	Upper Sauchen, Sauchen, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie Side S.	J. B. Macdiarmid	Estates Office, Balmoral Castle, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. W. Gordon	Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S.	Rev. J. Strachan	Cruden Rectory, Port Erroll, Aberdeenshire.
Culsalmond, Tillymorgan, E.S.	Rev. J. Greeson	Tillymorgan Rectory, Rothie Norman, Aberdeenshire.
Forgue E.S.	G. Winton	Kirkton Cottage, Forgue, Huntly.
Fraserburgh Female Industrial Ch. S.	J. M. Anderson	Broad Street, Fraserburgh.
Fraserburgh, St. Peter's E.S.	Rev. H. Fyfe	The Rectory, Fraserburgh.
Fyvie, All Saints' E.S.	Rev. F. Turreff	The Rectory, Woodhead, Fyvie, Aberdeenshire.
St. Katherine Female Ch. S.	Rev. A. J. Milne, LL.D.	Fyvie, Aberdeenshire.

Name of School.	Correspondent.	Postal Address.
ABERDEEN—cont.		
Huntly, R.C.S. - - -	Rev. C. Macdonald.	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S. -	Rev. R. Ritchie (Int.)	St. Mary's Rectory, Inverurie.
Millbex District Ch. S. -	Rev. C. Giles -	The Manse, Millbex, Fyvie, Aberdeenshire.
New Deer, Bonnykelly S. -	J. Adie - -	Bonnykelly, Aberdeen.
New Pitaligo, St. John's E.S.	Rev. E. J. Petrie	Denburn House, New Pitaligo, Aberdeen.
Peterhead, St. Peter's E.S. -	R. Gray - -	Peterhead.
Rathen, Cortes Female S. -	Rev. R. C. Cor-diner.	Cortes, Lonmay, Aberdeenshire.
Strichen, All Saints E.S. -	Rev. W. S. B. Petrie.	The Parsonage, Strichen.
Tyrie, Boyndlie E.S. - -	Rev. W. S. B. Petrie.	The Parsonage, Strichen.
ARGYLL.		
Acharacle, Mingarry R.C.S. (See under Inverness.)		
Campbeltown (Burgh), St. Kieran's R.C.S.	Rev. J. Macdonald.	St. Kieran's R.C. Church, Campbeltown.
Craignish, Barbreck Female S.	J. A. Campbell	Turnalt, Lochgilphead.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. Mac-Elmail.	Dunoon.
Lismore and Appin, Carnock, Glencoe, St. Mary E.S.	Rev. A. S. Mac-Innes.	The Rectory, Glencoe, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Rev. A. S. Mac-Innes.	The Rectory, Glencoe, Argyllshire.
Oban (Burgh) R.C.S. - - -	Right Rev. Bishop Smith (Int.)	Bishop's House, Oban.
„ „ St. John's E.S.	Mrs. Sutherland	Thornloe, Oban.
AYR.		
Androssan, Saltcoats R.C.S.	Rev. P. Ryan -	R.C. Presbytery, Saltcoats.
Auchinleck, St. Patrick's R.C.S. - - -	Very Rev. J. A. O'Neill	Birmiacknowe, Auchinleck, Ayrshire.
Ayr (Burgh) E.S. - - -	Rev. G. Grub -	2, Alloway Place, Ayr.
Ayr (Burgh), St. Margaret's R.C.S.	Very Rev. D. Canon Collins.	St. Margaret's, Ayr.

Name of School.	Correspondent.	Postal Address.
<i>AYR—cont.</i>		
Dailly, Wallacetown Works S.	W. G. Wilson -	Dalquharran Colliery, Dailly, Ayrshire.
Dalmellington R.C.S. . . .	Rev. R. Carmont	Waterside, Dunaskin, Ayrshire.
Dundonald, Troon, St. Patrick's R.C.S.	Rev. J. Brady -	Catholic Church, Troon.
Galston, St. Sophia R.C.S.	Rev. J. Hogan	Galston, Ayrshire.
Girvan (Town), Sacred Heart R.C.S.	Miss B. Flood -	Ailsa Street, Girvan.
Irvine (Burgh) R.C.S. . . .	Rev. F. Letters	St. Mary's, Irvine.
Kilbirnie Female Industrial S.	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
„ St. Bridget's R.C.S. -	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) R.C.S. -	Very Rev. J. Canon Woods.	Hill Street, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Very Rev. J. Canon Woods.	Hill Street, Kilmarnock.
Largs, St. Mary's R.C.S. -	Rev. P. Murray.	Catholic Church, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	Hendrie and Cunningham.	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S.	Rev. P. McDaniel	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S.	Rev. L. Puissant	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Old Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Riccarton, Barleith S. -	W. Pinkerton -	Glasgow and S.W. Railway, Hurlford, Ayrshire.
„ Hurlford, St. Paul's R.C.S.	Rev. J. Hogan -	St. Paul's, Hurlford, Ayrshire.
Skelmorlie, Meigle Ch. S. -	Rev. J. Keith -	Largs, Ayrshire.
Tarbolton, St. Ann's R.C.S.	Rev. J. M. A. Cameron.	St. Ann's, Annbank Station, Ayr.
BANFF.		
Aberlour, Charlestown E.S. -	Rev. C. Jupp -	The Orphanage, Aberlour, Banffshire.
Banff (Burgh), St. Andrew's E.S.	Rev. A. Boyd, M.A.	St. Andrew's Parsonage, Banff.
Fordyce, Portsoy Female Industrial S.	J. Young -	Seafield Street, Portsoy, Banffshire.
Inveravon, Ballindalloch, Lady McPherson Grant's S.	P. Henderson -	Marionburgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet) R.C.S.	Rev. C. C. Mackenzie.	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart.	Tombae, Glenlivet, Ballindalloch, Banffshire.

Name of School.	Correspondent.	Postal Address.
BANFF—cont.		
Keith R.C.S.	Rev. J. Paul	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. G. Nicol	Tomintoul, Ballindalloch, Banffshire.
Marsoch, Aberchirder E.S.	Rev. L. Edmunds	Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S.	Rev. D. Chisholm.	Chapel House, Dufftown, Banffshire.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. T. W. H. White.	The Parsonage, Buckie.
„ Buckie R.C.S.	Rev. J. McIntosh.	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston. Preston S.	Lady Home	Bonkyl Lodge, Duns.
Earlston, Mellerstain S.	C. C. Tunnard	Estate Office, Tynninghame, Prestonkirk.
BUTE.		
Kingarth, Mount Stewart R.C.S.	Rev. J. J. Dawson.	St. Andrew's, Rothesay.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. J. J. Dawson.	St. Andrew's, Rothesay.
CAITHNESS.		
Odrig Female S.	Rev. A. H. Gillieson, B.D.	Manse of Odrig, Castletown, Thurso.
CLACKMANNAN.		
Alloa (Town) E.S.	G. Younger	Bank Street, Alloa.
„ „ St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S.	T. Donaldson	Holmfoot, Alva, Clackmannanshire.
DUMBARTON.		
Bonhill, Alexandria R.C.S.	Rev. W. Gallagher.	Chapel House, Alexandria, Dumbartonshire.
Cardross, Renton, St. Martin's R.C.S.	Rev. M. Jansen	Renton, Dumbarton.
Cumbernauld, Croy, Holy Cross R.C.S.	Rev. F. A. McCann	Croy House, Croy, Glasgow.
Dumbarton (Burgh) R.C.S.	Rev. H. Kelly	Croftbank, Dumbarton.

Name of School.	Correspondent.	Postal Address.
DUMBARTON—cont.		
Kirkintilloch (Town) R. C. S.	Rev. T. Delbeke	Kirkintilloch, Glasgow.
Luss, Muirland Ch. S. - -	Rev. D. Robertson.	Luss, Dumbartonshire.
New Kilpatrick, Milngavie R. C. S.	Rev. A. J. O'Brien	Chapel House, Milngavie, Glasgow.
Old Kilpatrick Clydebank, Our Holy Redeemer's R. C. S.	Rev. J. Montgomery.	Barns Place, Clydebank, Glasgow.
" " Duntocher, St. Mary's R. C. S.	Rev. J. Mullen	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph's R. C. S.	Rev. E. J. Fitzgerald.	St. Joseph's, Helensburgh.
" " Trinity E. S.	J. R. Harrison -	Croft House Helensburgh.
DUMFRIES.		
Annan, St. Columba's R. C. S.	Very Rev. Lord A. Canon Douglas.	Annan.
Closeburn, Wallace Hall Academy.	J. C. R. Macdonald.	84, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R. C. S.	Rev. D. O'Brien	Bishop's House, Dumfries.
" " St. John's E. S.	Rev. F. C. Moir	St. John's Rectory, Dumfries.
Dumfriesshire, Enterkinfoot S. -	J. R. Wilson -	Sanquhar, Dumfriesshire.
Middlebie, Eaglesfield G. A. and Subscription S.	H. C. Irving -	Burnfoot, Ecclefechan.
Morton, Carronbridge, Duke of Buccleuch's S.	J. H. Dickson -	Dabton, Thornhill.
Ruthwell Female Industrial S.	Rev. J. L. Dinwiddie	Ruthwell, Dumfriesshire.
Sanquhar, Mennoch Bridge, Duke of Buccleuch's S.	J. R. Wilson -	Sanquhar, Dumfriesshire.
" Wanlockhead S. -	R. Strathern -	12, Charlotte Street South, Edinburgh.
EDINBURGH.		
Borthwick, Newlandrig Subscription S.	Rev. W. Waddell.	Borthwick, Gorebridge, Midlothian.
Cockpen, Bonnyrigg Girls' S.	J. R. Anderson -	48, Castle Street, Edinburgh.
Crichton, Pathhead, St. Mary's R. C. S.	Rev. F. W. Jerard.	St. David's, Dalkeith.
Dalkeith (Town), St. David's R. C. S.	Rev. J. Head -	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E. S.	Rev. G. A. Cooke	Dalkeith.
Edinburgh (City), Abbeyhill E. S.	Rev. A. T. Cameron.	1, Lismore Crescent, Piershill, Edinburgh.
Edinburgh (City), All Saints' E. S.	Rev. A. D. Murdoch.	All Saints' Parsonage, Brougham Street, Edinburgh.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—cont.		
Edinburgh (City), Deaf and Dumb Institution.	W. Robertson -	14, Young Street, Edinburgh.
Edinburgh (City), Donaldson's Hospital Deaf Mute S.	R. C. Bell -	13, Hill Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader -	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's S.	A. Heron -	14, Hanover Street, Edinburgh.
Edinburgh (City), Morning-side, St. Teresa's R.C.S.	W. Considine, S.S.C.	2, Queen Street, Edinburgh.
Edinburgh (City), Normal and Model U.F.C.S.	A. Mackenzie -	Offices of the United Free Church, Edinburgh.
Edinburgh (City), Normal Practising Ch. S.	Prof. Laurie, LL.D.	16, Chambers Street, Edinburgh.
Edinburgh, Portobello, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Edinburgh (City), Practising E.S.	G. J. Wood -	14, Young Street, Edinburgh.
Edinburgh (City), Royal Blind S.	G. More -	18, Hill Street, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	J. R. Grant -	37, Frederick Street, Edinburgh.
Edinburgh (City), St. Ann's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Edinburgh, St. Columba's R.C.S.	Rev. A. Stuart -	9, Upper Gray Street, Edinburgh.
Edinburgh, St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. George's E.S.	G. G. B. Steuart	17, India Street, Edinburgh.
Edinburgh (City), St. James' E.S.	J. R. Grant -	37, Frederick Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road Girls' and Infants' E.S.	Rev. H. Jones -	15, Hillside Crescent, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Albany Street R.C.S.	Very Rev. J. Canon Donlevy.	St. Mary's Cathedral, Broughton Street, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. J. Canon Donlevy.	St. Mary's Cathedral, Broughton Street, Edinburgh.
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Kirknewton and East Calder, East Calder R.C.S.	Rev. T. M. Monaghan.	The Presbytery, Kilronan Park, East Calder.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. P. McNamara.	Chapel House, Penicuik.
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. C. Murdoch	St. Margaret's, Loanhead, Midlothian.
Leith (Burgh), St. James' E.S.	Rev. E. Hoernlé.	The Rectory, Leith.
" " St. Mary's R.C.S.	Rev. E. Callan -	St. Mary's Star of the Sea, Leith.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—cont.		
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
Musselburgh, Loretto R.C.S.	Rev. P. McGettigan.	The Presbytery, Musselburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Amisfield, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
„ R.C.S. - - -	Rev. P. M'Namara.	Chapel House, Penicuik.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bullock.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Very Rev. J. Canon Murphy.	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution.	C. Gray - -	Fochabers.
Edinkillie, Conicavel Ch. S.	D. Scott - -	Darnaway, Forres.
„ Logie S. - - -	R. Urquhart -	Forres.
„ Relugas Church S.	Rev. G. C. Watt	Manse of Edinkillie, Dunphail, Morayshire.
Elgin (Burgh), St. Sylvester's R.C.S.	Very Rev. G. Canon Wilson.	St. Sylvester's, Elgin.
Forres (Burgh), St. John's Industrial E.S.	Rev. Stair Douglas.	The Parsonage, Forres.
Knockando, Archiestown Subscription Ch. S.	Rev. P. Riddel	Knockando Manse, Dalbeallia, Morayshire.
Urquhart, Leuchars S. -	T. Yool -	Leuchars House, Elgin.
FIFE.		
Burttisland (Burgh) E. S. -	Rev. H. Hardy-	St. Serf's, Burttisland.
Carnock Oakley, St. Margaret's R.C.S.	Rev. G. Mullan	Dunfermline.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. G. Mullan	Dunfermline.
Lochgelly, Lumphinnans, St. Patrick's R.C.S.	Rev. R. Hogan -	Roman Catholic Church, Lochgelly, Fifeshire.
FORFAR.		
Arbroath (Burgh), Abbot Street S.	J. L. Low -	13, Hillend Road, Arbroath.
Arbroath (Burgh), St. Thomas' R.C.S.	Rev. J. V. Macdonald.	St. Thomas', Arbroath.

Name of School.	Correspondent.	Postal Address.
<i>FORFAR—cont.</i>		
Dundee (Burgh), Dens Works S.	S. Donald	Dens Works, Dundee.
Dundee (Burgh), Dudhope Bank Deaf and Dumb Institution.	D. Don	Dudhope Bank, 104, Commercial Street, Dundee.
Dundee (Burgh), Institution for the Blind.	E. Henderson	10, Whitehall Street, Dundee.
Dundee (Burgh) Lochee E.S.	Rev. J. C. Cater	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Very Rev. T. Canon Crumly.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh) St. Andrew's Girls' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Joseph's R.C.S.	Very Rev. J. Canon Holder.	Blackness Road, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Very Rev. M. Canon Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Very Rev. P. Canon Butti.	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. C. J. Jones	St. Paul's Clergyhouse, Castlehill, Dundee.
Dundee (Burgh), St. Salvador's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), Seafield Works, Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), St. Martin's E.S.	Rev. G. M. Duncan	17, William Street, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. J. A. Philip	The Rectory, Kirriemuir.
HADDINGTON.		
Haddington, R.C.S.	Rev. F. Hoban	R. C. School, Haddington.
INVERNESS.		
Acharacle, Mingarry R.C.S.	Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argylshire.
Arisaig and Moidart : Arisaig Church School	A. W. Nicolson	Arisaig House, Arisaig, Inverness-shire.
„ R.C.S.	Rev. A. Macdonald	St. Mary's, Arisaig, Fort William.
Boleskine and Abertarf, Fort Augustus R.C.S.	Rev. M. Caruana	St. Benedict's Abbey, Fort Augustus, Inverness.

Name of School.	Correspondent.	Postal Address.
INVERNESS—cont.		
Boleskine and Abertarff, Whitebridge R.C.S.	Rev. A. McInnes	Chapel House, Stratherrick, Inverness-shire.
Inverness (Burgh), Cathedral Boys' E.S.	J. Ross - -	Queen's Gate Chambers, Inverness.
Inverness, Northern Counties Institute for the Blind.	D. Shaw - -	42, High Street, Inverness.
Inverness (Burgh) R.C. Convent School.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh) R.C.S.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh) The Bishop's E.S.	Rev. L. M. Hay Dinwoody.	10, Ardross Street, Inverness.
Inverness (Landward) Highland Orphanage S.	R. Cook - -	53, Shore Street, Inverness.
Kilmallie, Fort William R.C.S.	Rev. A. Mackintosh.	Chapel House, Fort William.
„ North Ballachulish, St. Bride's E.S.	B. Chinnery-Haldane.	Onich R.S.O., Inverness-shire.
Kilmorack, Beaully R.C.S. -	Very Rev. J. Canon Cameron.	Beaully.
„ Marydale R.C.S.	Rev. A. Chisholm.	Marydale, Beaully.
Kiltarlity, Eskadale R.C.S.	Rev. D. A. Chisholm.	Eskadale, Beaully.
KINCARDINE.		
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson - -	High Street, Banchory, Kincardineshire.
Bervie, Gordon's Female Ch. S.	Mrs. Farquhar -	Sunnyside, Reigate.
Dunnottar, Stonehaven E.S.	Rev. W. Leslie Christie.	The Parsonage, Stonehaven.
Fettercairn, Fasque S. - -	Miss M. Gladstone.	Fasque, Laurencekirk.
Kinneff and Catterline, Catterline E.S.	Rev. S. Stookes	Catterline, Stonehaven.
Laurencekirk E.S. - -	Rev. G. H. Morse	The Rectory, Laurencekirk.
Marykirk, Napier Memorial School	J. R. Findlay -	Solicitor, Montrose.
KINROSS.		
Orwell, Milnathort, Reid Memorial S.	Mrs. Reid -	Thomanean House, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Cally, English E.S.	H. G. Murray Stewart.	Cally, Gatehouse, Kirkcudbrightshire.
Kelton, Castle Douglas R.C.S.	Very Rev. J. Canon Duffy.	St. John's, Castle Douglas.
Kirkcudbright, Old Church S.	J. Wilkinson -	The Grange, Kirkcudbright.
„ R.C.S. - - -	Very Rev. J. J. Canon Sheehy, V.G.	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. J. Roche -	St. Ninian's, Newton Stewart.
Urr, Dalbeattie R.C.S.	Rev. C. O'Malley	Dalbeattie.

Name of School.	Correspondent.	Postal Address.
LANARK.		
Airdrie (Burgh), Coatdyke R.C.S.	Rev. D. Collins.	Chapel House, Coatdyke, Airdrie.
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Avondale, Strathaven R.C.S.	Rev. G. Hartmann.	St. Patrick's Chapel House, Strathaven.
Blantyre, St. Joseph's R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Carfin R.C.S.	Rev. C. Webb.	Chapel House, Carfin, Motherwell.
" Chapelhall R.C.S.	Rev. W. Carmichael.	Chapelhall, Airdrie.
" Mossend R.C.S.	Rev. M. Hughes	Mossend, Lanarkshire.
" Uddingston, St. John Baptist R.C.S.	Rev. A. Beyaert	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Patrick's R.C.S.	Rev. P. Hilgera.	R. C. Presbytery, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S.	Rev. L. de Meulenaere.	St. Charles' Presbytery, Newton, Glasgow.
" St. Bride's R.C.S.	Rev. G. Stack.	St. Bride's, Cambuslang, Glasgow.
Cambusnethan, Coltness Iron Works, Newmains S.	A. D. Oliver.	Coltness Iron Works, Newmains, Lanarkshire.
" Newmains R.C.S.	Rev. J. Humble.	The Chapel House, Newmains, Lanarkshire.
" Wishaw R.C.S.	Rev. J. Van Hecke.	The Rectory, Wishaw.
Carlute R.C.S.	Rev. A. McCormick.	Carlute.
Carstairs, St. Joseph's R.C.S.	Rev. J. Boyle.	St. Mary's, Lanark.
Clarkston, Longriggend R.C.S.	Rev. J. O'Driscoll	Longriggend, Lanarkshire.
" Whiterigg R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Dalziel, Craigneuk R.C.S.	Rev. G. W. Ritchie.	Shieldmuir, Lanarkshire.
" Motherwell R.C.S.	Rev. J. Taylor	Chapelhouse, Motherwell.
Glasgow, Bridgeton, Sacred Heart R.C.S.	Rev. F. J. Hughes	50, Old Dalrnock Road, Glasgow.
" Buchanan Institution.	R. Motherwell	76, Armadale Street, Glasgow.
" Calton, St. Mary's R.C.S.	Very Rev. J. J. Canon Dyer.	68, Abercromby Street, Glasgow.
" Deaf and Dumb Institution	B. B. Macgeorge	24, George Square, Glasgow.
" Normal and Model U.F.C.S.	A. S. Baird	U. F. C. Training College, Cowcaddens Street, Glasgow.
" Normal Practising G.A.S.	Professor Laurie	C. of S. Training College, New City Road, Glasgow.
" Our Lady and St. Francis R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
" Parkhead, St. Michael's R.C.S.	Rev. E. P. Rogan, D.D.	St. Michael's, Parkhead, Glasgow.
" Royal Asylum for the Blind.	J. Tasker	28, Bath Street, Glasgow.

Name of School.	Correspondent.*	Postal Address
<i>LANARK—cont.</i>		
Glasgow, St. Aloysius, Milton Street R.C.S.	Rev. R. Payne.	21, Dalhousie Street, Glasgow.
„ St. Alphonsus R.C.S.	Rev. T. P. O'Reilly.	17, Great Hamilton Street, Glasgow.
„ St. Andrew's R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
„ St. Ann's R.C.S.	Rev. T. Currie.	St. Ann's, Crownpoint Road, Glasgow.
„ St. Columba's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
„ St. Francis R.C.S.	Rev. B. Wrigley.	St. Francis Friary, Cumberland Street, Glasgow.
„ St. John's R.C.S.	Very Rev. J. B. Canon MacLuskey.	90, Portugal Street, Glasgow.
„ St. Joseph's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
„ St. Mary's E.S.	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
„ St. Mungo's R.C.S.	Rev. A. Carroll.	52, Parson Street, Glasgow.
„ St. Mungo's Academy R.C.S.	J. Currie	84, Henrietta Street, Glasgow.
„ St. Patrick's R.C.S.	Rev. J. Mullin, D.D.	St. Patrick's, Anderston, Glasgow.
„ Springburn, St. Aloysius R.C.S.	Rev. J. L. Murphy.	St. Aloysius Rectory, Springburn, Glasgow.
Govan, Dowanhill, H.G. R.C. Practising S.	Miss Lescher	17, Victoria Circus, Dowanhill, Glasgow.
„ Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	Devon Villa, Crosshill, Glasgow.
„ Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
„ Partick, St. Peter's R.C.S.	Rev. M. McNairney.	St. Peter's, Partick-hill, Glasgow.
„ St. Anthony's R.C.S.	Very Rev. G. Canon McBrearty.	St. Anthony's, Govan, Glasgow.
„ St. Saviour's R.C.S.	Rev. E. de Backer.	St. Saviour's, South Avenue, Govan, Glasgow.
Hamilton (Burgh) R.C.S.	Rev. W. McAvoy.	Cadzow Street, Hamilton.
Hamilton (Landward), Burnbank R.C.S.	Rev. D. Brown.	St. Cuthbert's, Burnbank, Lanarkshire.
Hamilton (Landward), Cadzow R.C.S.	Rev. P. McConna-chi.	Cadzow, Hamilton.
Lanark (Burgh) R.C.S.	Rev. J. Boyle	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. Ward	St. Mary's, Lanark.
Lanark (Landward), Smyllum R.C.S.	G. Chislett	Hope Street, Lanark.
Larkhall, R.C.S.	Rev. J. Scannell	Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. J. C. Pippett	Heathfield, Kirkmuirhill, Lanark.
Maryhill, Lambhill, St. Agnes R.C.S.	Rev. P. Houliban	St. Agnes, Lambhill, Glasgow.
„ R.C.S.	Very Rev. J. Canon Cameron	Maryhill, Glasgow.
„ St. Charles' R.C.S.	Rev. D. Stewart	1, Kelvinside Gardens, N. Glasgow.
New Monkland, Glenboig, Our Lady and St. Joseph R.C.S.	Rev. C. Hæger	Roman Catholic Presbytery, Glenboig, Lanarkshire.

Name of School.	Correspondent.	Postal Address.
LANARK—cont.		
New Monkland, Meikle Drungray R. C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston, St. Bridget's R. C.S.	Rev. P. H. Terken	Baillieston, Glasgow.
" Coatbridge, St. Augustine's R. C.S.	Rev. P. Müller	St. Augustine's, Coatbridge.
" Coatbridge St. Patrick's R. C.S.	Rev. J. Geerty	St. Patrick's, Coatbridge.
" Gartaherrie Ch. S.	C. Denholme	Royal Bank of Scotland, Coatbridge.
" Tollcross, St. Joseph's R. C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
" Whifflet R. C.S.	Rev. P. Hackett	St. Mary's, Whifflet, Coatbridge.
Rutherglen R. C.S.	Very Rev. J. Canon Toner	Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R. C.S.	Rev. J. Black	Steps Road, Glasgow.
" Eastmuir R. C.S.	Rev. E. P. Rogan,	St. Michael's, Parkhead, Glasgow.
Shotts, Cleland R. C.S.	Rev. R. Paterson	St. Mary's, Cleland, Lanarkshire.
Wandell and Lamington, Lamington Female and Infant S.	The Dowager Lady Lamington	Lamington House, Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S.	R. Amos	Philipstoun, Linlithgow.
Bathgate (Town) Academy	Scott, Moncrieff Thomson and Shiells.	141, George Street, Edinburgh.
" " R. C.S.	Rev. P. Mc Daniel.	Bathgate.
Bo'ness and Carriden, Bo'ness, St. Mary's R. C.S. }	Rev. J. B. Payne	The Presbytery, Bo'ness.
Linlithgow (Burgh), St. Joseph R. C.S.	Rev. E. Miley	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R. C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, Fauldhouse, St. John's R. C.S.	Rev. G. Mason.	Fauldhouse, Linlithgowshire.
NAIRN.		
Ardelach, Fornightly S.	T. B. Gow.	Lethen Estate Office, Lethen, Nairn.
Nairn (Burgh), St. Mary's R. C.S.	Rev. A. Bisset.	Nairn.
PEEBLES.		
Traquair, Kirkburn S.	J. Campbell.	36, Castle Street, Edinburgh.
" The Glen S.	D. F. Story.	The Glen, Innerleithen, Peeblesshire.
West Linton E. S.	J. H. Forbes.	Medwyn, West Linton, Peeblesshire.

Name of School.	Correspondent.	Postal Address.
PERTH.		
Alyth E. S.	Rev. A. S. Aglen	Alyth, Perthshire.
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Buchanty, Glenalmond Subscription S.	Rev. T. Hardy	Fowlis Manse, Crieff.
Crieff, St. Columba's E.S. .	Rev. Canon Meredith.	The Rectory, Crieff.
„ St. Dominic's R.C.S.	Rev. W. Ashby	Roman Catholic School, Crieff.
Dunblane and Lecropt. Dunblane, St. Mary's E.S. .	Rev. W. D. Creighton	The Rectory, Dunblane.
Errol, Female Industrial S.	W. Goodall	Union Bank of Scotland(Ld.), Errol, Perthshire.
Logierait, Grantully, Lady Stewart's S.	Rev. J. McLean	Pitilie, Aberfeldy.
Muthill E.S.	Rev. J. H. Shepherd	Balquharrie, Muthill, Perthshire.
Perth (Burgh), St. John's R.C.S.	Rev. M. Lavelle	16, Melville Street, Perth.
„ „ St. Ninian's E.S.	F. W. Bedford	British Linen Bank, Perth.
„ „ Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
„ (Laudward), Tulloch S.	T. Dow . . .	Pullar's Dyo Works, Perth.
Tenandry, Aldgirnair G.A.S.	H. Mitchell .	Pitlochry.
„ Glenfincastle S.	Mrs. C. R. Barbour.	Bonskeid, Pitlochry.
RENFREW.		
Cathcart, Busby, St. Joseph R.C.S.	Rev. W. Kelly	Roman Catholic Church, Busby, Glasgow.
Eastwood, Pollokshaws, St. Conval's R.C.S.	Rev. J. F. Morrison.	Mount St. Mary's, Pollokshaws, Glasgow.
Gourock, St. Ninian's R.C.S.	Rev. F. Cronin	St. Ninian's, Gourock, Renfrewshire.
Greenock (Burgh), Cartadyke, St. Lawrence, R. C. S.	Rev. M. Fox, D.D.	Wood Cottage, Under Crescent, Greenock.
Greenock (Burgh), East Greenock E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Very Rev. A. Canon Taylor	St. Mary's, Greenock.

Name of School.	Correspondent.	Postal Address.
RENFREW—cont.		
Greenock (Burgh), Shaw's Water Worsted Mills, Half-Time S.	Fleming, Reid & Co.	Greenock.
Greenock (Burgh) West, St. John's E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C.S.	Rev. W. Horgan	Houston, Johnstone.
Kilbarchan, Linwood R.C.S.	Rev. W. Shaw	Linwood, near Johnstone.
Levern, Nithhill R.C.S.	Rev. B. Tracy	Barrhead, Glasgow.
Neilston, Barrhead R.C.S.	Rev. B. Tracy	Barrhead, Glasgow.
" St. Thomas R.C.S.	Rev. A. Reifent-rath.	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats, jun.	Paisley.
Paisley (Burgh), Neilson Educational Institution.	J. Gardner	3, County Place, Paisley.
Paisley (Burgh), St. Catherine's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Burgh), St. Charles's R.C.S.	Rev. J. McAllister.	Charlston, Paisley.
Paisley (Burgh), St. James's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Burgh), St. Mary's R.C.S.	Very Rev. J. Canon McDonald.	73, George Street, Paisley.
Paisley (Burgh), St. Mirin's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Landward) Johnstone, St. Margaret's R.C.S.	Rev. J. Nyhan.	St. Margaret's, Johnstone.
Port Glasgow (Burgh), St. John's R.C.S.	Rev. P. McColl	R. C. Presbytery, Port Glasgow.
Renfrew (Burgh), St. James' R.C.S.	Rev. R. J. McCluskey.	St. James' R.C.S., Renfrew, Renfrewshire.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross	Queensgate Chambers, Inverness.
Kinloch Luichart, Strathgarve S.	C. A. Hanbury	Brewery, Brick Lane, Spitalfields, E.
Knockhain, Arpafeelie, St. John's E.S.	Rev. H. Dransfield.	Arpafeelie Rectory, Allangrange, Ross-shire.
Lochbroom, Leckmeln S.	W. Gauld	Leckmeln, Garve, Ross-shire.
Stornoway, Fem. Industrial S.	C. Orrock	Chamberlain's Office, Stornoway.
ROXBURGH.		
Hawick (Burgh) R.C.S.	Rev. J. S. Lyle	Hawick.
" " St. Cuthbert's E.S.	Rev. J. W. T. Hart.	The Parsonage, Hawick.
Jedburgh, St. John's E.S.	Rev. C. Dalhousie Ramsay	The Rectory, Jedburgh.
Teviothead, Allanwater S.	R. Cunningham	Branxholme, Hawick.

Name of School.	Correspondent.	Postal Address.
SELKIRK.		
Galaashiels (Burgh) E.S. . . .	Rev. A. A. Jenkins.	The Parsonage, Galashiels.
" " R.C.S. . . .	Rev. W. E. Rooney.	The Presbytery, Galashiels.
Selkirk (Burgh) R.C.S. . . .	Rev. A. Roche .	High Street, Selkirk.
" (Landward), Bowhill S.	W. J. Grieve.	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S.	J. W. Pochin .	Fort Charlotte, Lerwick.
Nesting, &c., Skerries Church S.	Rev. C. Stobie .	Whalsay, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S. .	Rev. W. Scott .	The Parsonage, Dunmore, Larbert, Stirlingshire.
Campsie, Lennoxtown, St. Machan's R.C.S.	Rev. D. Conway (interim)	St. Machan's, Lennoxtown, Glasgow.
Denny R.C.S.	Rev. P. Shivers	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Very Rev. P. Canon Morris	Falkirk.
Grangemouth, Sacred Heart R.C.S.	Rev. P. Birnie .	Institute Place, Grangemouth.
Kilsyth (Town) R.C.S. . . .	Very Rev. M. J. Canon Turner	Roman Catholic Presbytery, Kilsyth, Glasgow.
St. Ninian's, Bannockburn, St. Mary's R.C.S.	Rev. F. Macmanus.	Wester Greenyards Bannockburn.
St. Ninian's, Sarchie Fem. S.	Miss R. G. Maitland.	Private Secretary's Office, Stirling.
Slamannan, Barnsmuir R.C.S.	Rev. J. McOscar.	St. Mary's, Slamannan, Stirlingshire.
Stirling (Burgh) E.S.	Rev. C. L. Coldwell.	The Parsonage, Stirling.
" " St. Mary's R.C.S.	Very Rev. J. Canon Smith.	Irvine Place, Stirling.
WIGTOWN.		
Penninghame, Newton Stewart, St. Ninian's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Very Rev. D. H. Canon Power.	St. Joseph's, Stranraer.
Wigtown, All Souls' R.C.S. . .	Rev. M. Hannan	Roman Catholic Church, Wigtown, Wigtownshire.

LIST OF TRAINING COLLEGES UNDER INSPECTION.

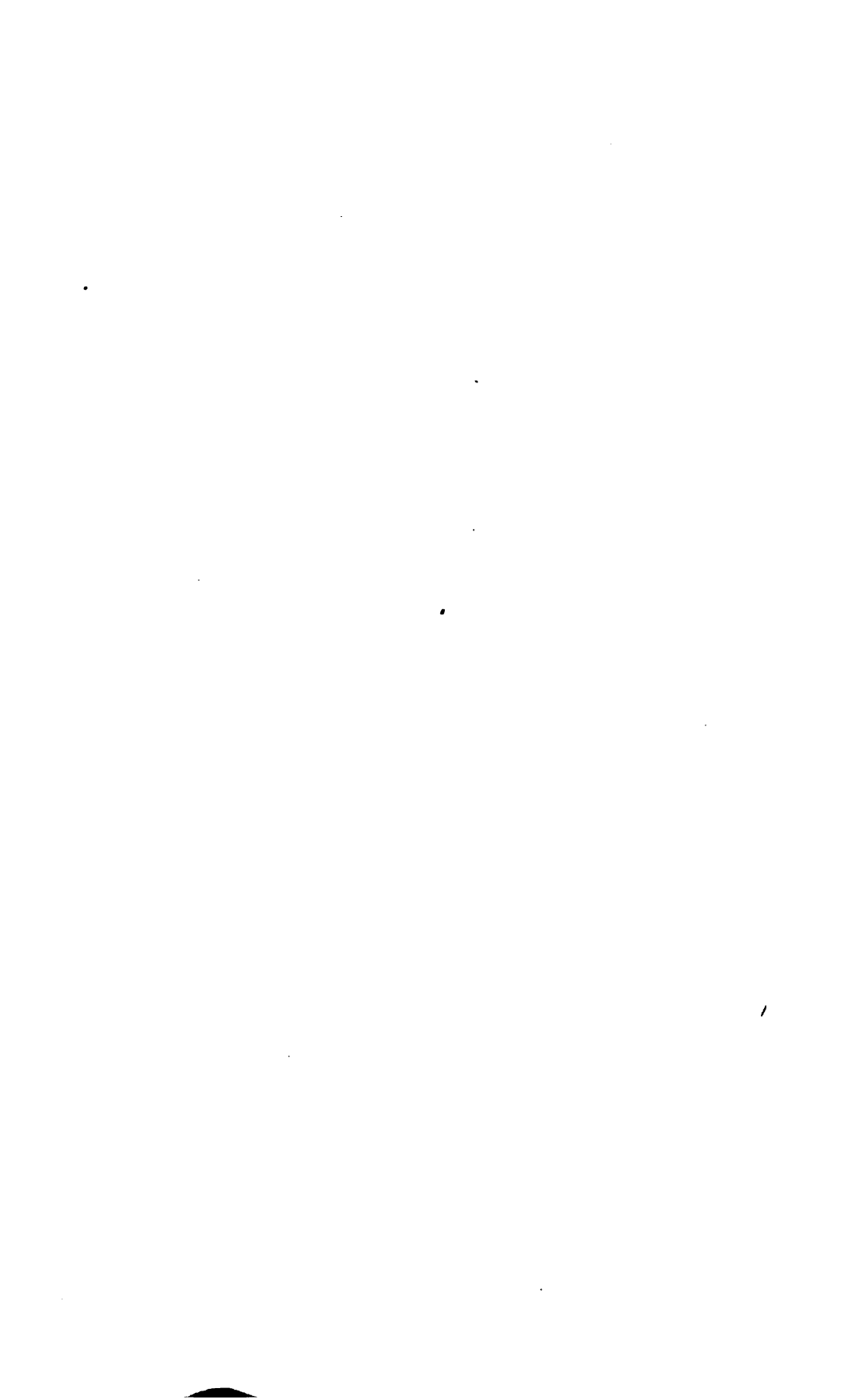
Name of Training College.	Name and Address of Correspondent.
<i>For both Masters and Mistresses.</i>	
Edinburgh, Church of Scotland, <i>Johnston Terrace, Castle Hill.</i>	Professor Laurie, LL.D., 16, Chambers Street, Edinburgh.
Edinburgh, United Free Church, <i>Moray House.</i>	A. Mackenzie, Esq., United Free Church Educational Committee, Edinburgh.
Glasgow, Church of Scotland, <i>Dundas Vale.</i>	A. M. Williams, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow, United Free Church -	A. S. Baird, Esq., United Free Church Training College, Glasgow.
Aberdeen, Church of Scotland -	G. A. Simpson, Esq., 22, Bridge Street, Aberdeen.
Aberdeen, United Free Church	G. C. Fraser, Esq., United Free Church Training College, Charlotte Street, Aberdeen

For Mistresses only.

Edinburgh, Scottish Episcopal, <i>Dairy House.</i>	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic -	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

LOCAL COMMITTEES FOR THE TRAINING OF
KING'S STUDENTS.

Committee.	Name and Address of Correspondent.
Aberdeen - - - - -	R. Walker, Esq., The University, Aberdeen.
Dundee - - - - -	W. A. Watterston, Esq., University College, Dundee.
St. Andrews - - - - -	A. Bennett, Esq., The University, St. Andrews.



CONTINUATION CLASSES.

SYMBOLS USED IN LIST OF CONTINUATION CLASSES TO DENOTE THE SUBJECTS OF INSTRUCTION.

N.B.—(1.) Numerals I., II., &c., denote Division. (2.) Letter outside bracket denotes Subhead of Article 14 (Division II.) under which subject falls. (3.) Letter inside bracket denotes subject of the group, e.g. II. C (A)—Arithmetic under Subhead C; II. H (A)—Ambulance under Subhead H. (4.) Symbols included in square bracket indicate grouping of subjects in a course. (5.) In Division III. the type of course only is indicated, e.g. III. (A)—Art.

Subject.	Symbol.	Subject.	Symbol.	Subject.	Symbol.
DIVISION II.		DIVISION II.—continued.		DIVISION II.—continued.	
SUBHEAD A.		SUBHEAD E.		SUBHEAD G.—continued.	
<i>English Subjects.</i>		<i>Mathematical Subjects.</i>		<i>Mining - - - II. G (M.)</i>	
English - - -	II. A (F.)	Algebra - - -	II. E (A.)	Naval Architec- ture - - -	II. G (N.A.)
Geography - -	II. A (G.)	Arithmetic - -	II. E (Ar.)	Painter's Work - -	II. G (Pa.)
Handwriting - -	II. A (W.)	Dynamics - - -	II. E (D.)	Plumbing - - -	II. G (P.)
History - - -	II. A (H.)	Geometry - - -	II. E (G.)	Practical Botany -	II. G (B.)
Life and Duties of a Citizen - - -	II. A (C.)	Mathematics - -	II. E (M.)	Rail Carriage Building - - -	II. G (R.)
Literature - -	II. A (L.)	Mechanics - - -	II. E (Me.)	Shoemaking - - -	II. G (Sh.)
Political Economy	II. A (P.)	Mensuration - -	II. E (Mn.)	Statics - - -	II. G (St.)
SUBHEAD B.		SUBHEAD F.		SUBHEAD H.	
<i>Language Subjects.</i>		<i>Sciences Subjects.</i>		<i>Handwork Subjects.</i>	
Danish - - -	II. B (D.)	Biology - - -	II. F (B.)	Ambulance - - -	II. H (A.)
French - - -	II. B (F.)	Botany - - -	II. F (B.)	Art Needlework - -	II. H (N.A.)
Gaelic - - -	II. B (Ga.)	Chemistry - - -	II. F (C.)	Cardboard Model- ling - - -	II. H (C.M.)
German - - -	II. B (G.)	Experimental Science - - -	II. F (S.)	Cookery - - -	II. H (C.)
Greek - - -	II. B (Gr.)	Experimental Science (Pupil Teacher Course) II.	[F (S)-P.T.]	Dairy Work - - -	II. H (Da.)
Italian - - -	II. B (I.)	Geology - - -	II. F (G.)	Dresscutting or Dressmaking - - -	II. H (D.)
Latin - - -	II. B (L.)	Hygiene - - -	II. F (H.)	Household or Do- mestic Economy - -	II. H (E.)
Portuguese - -	II. B (P.)	Magnetism and Electricity - - -	II. F (M.)	Ironwork - - -	II. H (I.)
Spanish - - -	II. B (S.)	Metallurgy - - -	II. F (Me.)	Laundry Work - - -	II. H (L.)
SUBHEAD C.		SUBHEAD G.		<i>Recognition of courses in Division III. is provisional only (Art. 31.)</i>	
<i>Commercial Subjects.</i>		<i>Applied Mathematical and Science Subjects.</i>		DIVISION III.	
Book-keeping - -	II. C (B.)	<i>(a) General.</i>		Art Course - - -	III. (A.)
Business Pro- cedure - - -	II. C (P.)	Applied Mechanics	II. G (Me.)	Commercial Course	III. (C.)
Commercial Arith- metic - - -	II. C (A.)	Mechanical Draw- ing - - -	II. G (D.)	English " "	III. (E.)
Commercial Cor- respondence - -	II. C (C.)	Nautical As- tronomy - - -	II. G (Na.)	Industrial " "	III. (I.)
Commercial French - - -	II. C (F.)	Navigation - - -	II. G (N.)	Languages " "	III. (L.)
Commercial Geo- graphy - - -	II. C (G.)	Practical Geo- metry - - -	II. G (G.)	Mathematical " "	III. (M.)
Commercial Ger- man - - -	II. C (Gn.)	Practical Mathe- matics - - -	II. G (M.)	Science " "	III. (S.)
Mercantile Law -	II. C (M.)	Technical Arith- metic - - -	II. G (A.)	DIVISION IV.	
Shorthand - - -	II. C (S.)	<i>(b) Special.</i>		Elocution - - -	IV. (E.)
Typewriting - -	II. C (T.)	Agriculture - -	II. G (Ag.)	Gymnastics - - -	IV. (G.)
SUBHEAD D.		Architecture - -	II. G (Ar.)	Military Drill - -	IV. (M.D.)
<i>Art Subjects.</i>		Brickwork and Masonry - - -	II. G (Br.)	Music - - -	IV. (M.)
Blackboard Draw- ing - - -	II. D (Bb.)	Building Con- struction - - -	II. G (Bc.)	Physical Exercises	IV. (P.)
Brushwork - - -	II. D (B.)	Carpentry and Joinery - - -	II. G (C.)	Singing or Vocal Music - - -	IV. (S.)
Design - - -	II. D (De.)	Electrical Indus- tries - - -	II. G (E.I.)	Swimming - - -	IV. (Sw.)
Drawing - - -	II. D	Engineering - -	II. G (E.)		
Drawing (Pupil Teacher Course)	II. D (P.T.)	Horticulture - -	II. G (H.)		
Freehand - - -	II. D (F.)	Machine Con- struction - - -	II. G (Mc.)		
Geometrical Drawing - - -	II. D (G.)				
Light and Shade -	II. D (L.)				
Model Drawing - -	II. D (M.)				
Modelling - - -	II. D (Mo.)				
Painting - - -	II. D (Pa.)				
Perspective - - -	II. D (P.)				

LIST OF CONTINUATION CLASSES.

C. C. = Continuation Classes. C.S.B. = Clerk to the School Board.

C.B.S.B. = Clerk to the Burgh School Board.

C.L.S.B. = Clerk to the Landward School Board.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
ABERDEEN (44).			
Aberdeen, Broomhill C.C.	155	I. II. C. (A) (B) (C) (S), H (D) (M).	T. Hector, Esq., C.S.B., 22, Union Terrace, Aberdeen.
Aberdeen, Causeway- and C.C.	124	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (N) (W).	- - ditto.
Aberdeen, Central C.C.	125	II. A (E), [C (A), E (A) (Mn)], C (B) (P) (S) (T), D., [D., F (H) (S)-P. T.], F (M), [G (Bc), H (W)], H (A) (C) (D) (L) (M) (N); III. (C) (L); IV. (M) (P).	- - ditto.
Aberdeen City Con- stabulary C.C.	540	I.	- - ditto.
Aberdeen, Ferryhill C.C.	128	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (W).	- - ditto.
Aberdeen, Girls' High School (C.C.)	133	II. H (S); III. (L).	- - ditto.
Aberdeen, Hanover Street C.C.	132	I. II. [A (E), C (C) (S)], C (A) (B), [D., H (W)], H (C) (D) (M) (N); IV. (P).	- - ditto.
Aberdeen, Holburn Street C.C.	134	I. II. C (A) (B) (C) (S), [D., H (W)], H (C) (D) (M) (N); IV. (P).	- - ditto.
Aberdeen, King Street C.C.	135	I. II. [A (E), C (C)], C (A) (B) (S), [D., H (W)], H (C) (D) (M).	- - ditto.
Aberdeen, Kitty- brewster C.C.	136	I. II. C (A) (B) (C) (S), H (C) (D) (M).	- - ditto.
Aberdeen, Mile End C.C.	137	I. II. C (A) (B) (C) (S), H (C) (D) (M) (W); IV. (P).	- - ditto.
Aberdeen, Old Aber- deen C.C.	140	I. II. C (A) (S), H (D) (M) (W).	- - ditto.
Aberdeen, St. Paul Street C.C.	148	I. II. C (A) (B) (C) (S), E (Mn), III. (I).	- - ditto.
Aberdeen, Skene Square C.C.	150	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (N) (W).	- - ditto.
Aberdeen, Torry C.C.	56	II. [A (E), C (G), E (Ar)], H (C).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>ABERDEEN—continued.</i>			
Aberdeen, Walker Road C.C.	151	I. II. C. (A) (B) (S), H (C) (D) (M) (N) (W).	T. Hector, Esq., C.S.B., 22, Union Terrace, Aberdeen.
Aberdeen, Woodside C.C.	153	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (N).	- - ditto
Aberdeen, Gordon's College and Gray's School of Art C.C.	149	II. D (Pa), D (P.T.), G(R) (E); III. (A) (C) (E) (I) (L) (M) (S); IV. (P).	T. Fotheringham, Esq., Robert Gordon's College, Aberdeen.
Aberdeen, Navigation School	138	[G (N)—Min. 30.6.99].	A. Marr, Esq., 55, Marischal Street, Aberdeen.
Belhelvie, Balmedie C.C.	541	I.	R. Rae, Esq., C.S.B. of Belhelvie, Balmedie, Aberdeenshire.
Crathie C.C.	159	II. [C (A), E (Mn)].	W. Michie, Esq., C.S.B., Tullochcoy, Crathie, Aberdeenshire.
Crathie, etc., Braemar C.C.	158	II. C (A).	- - ditto.
Dyce Village C.C.	144	II. C (A) (B) (C).	J. F. Cameron, Esq., Gordon House, Dyce, Aberdeenshire.
Ellon C.C.	162	II. A (E), C (A) (B), E (Mn).	A. J. Raeburn, Esq., C.S.B., Ellon.
Fraserburgh C.C.	168	I. II. C (A) (B) (C), H (N).	A. Henderson, Esq., C.S.B., 11, Frithside Street, Fraserburgh.
Fraserburgh Academy C.C.	152	II. C (A) (S) (T).	- - ditto.
Fraserburgh, Dalrymple Cafè C.C.	167	II. D., D (P.T.)	- - ditto
Huntly, Gordon C.C.	172	II. A (E), C (A) (B) (S) (T), D., G (Be) (Mc).	W. Leslie, Esq., C. S. B., Huntly.
Insch C.C.	126	II. C (A) (G), H (A) (C).	W. A. Macdonald, Esq., C.S.B., High Street, Insch, Aberdeenshire.
Inverurie, Market Place C.C.	145	II. [C (A), E (Mn)], C (B) (S), G (G).	Rev. J. Black, The Manse, Inverurie.
Kincardine, Tornaveen C.C.	184	I.	J. McLaggan, Esq., C.S.B., of Kincardine O'Neil, Town and County Bank, Torphins, Aberdeenshire.
Kininmonth, Ballearn C.C.	528	I.	G. Davidson, Esq., C.S.B., of Kininmonth, Longside Aberdeenshire.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>ABERDEEN—continued.</i>			
Kintore C.C.	1,000	I.	J. C. Innes, Esq., C.S.B. of Kintore, Port Elphinstone, Inverurie
Leochel-Cushnie, Cairncoullie C.C.	173	I. II. H (D) (N)	P. R. D. Williams, Esq., C.S.B. of Leochel-Cushnie, Milton of Cushnie, Alford, Aberdeenshire.
Newhills, Bucksburn C.C.	177	I. II. B (F)., C (B).	Rev. J. Wiseman, C.S.B., of Newhills, Bucksburn, Aberdeenshire.
New Pitsligo, St. John's Episcopal C.C.	4	I.	Rev. E. J. Petrie, M.A., The Parsonage, New Pitsligo, Aberdeenshire.
Old Deer, Shannas C.C.	165	II. [C (A)., E (Mn)], H (N).	J. F. Ingram, Esq., C.S.B., Old Deer, Mintlaw Station, Aberdeenshire.
Old Deer, Stuartfield C.C.	127	II. A (C)., [C (B) (G)]., [E (A) (G)]., F (N).	J. Birnie, Jun., Esq., Stuartfield, Old Deer, Mintlaw Station, Aberdeenshire.
Peterculter, Craigton C.C.	180	II. B (F)., C (A) (B)., H (C) (D).	A. Sands, Esq., C.S.B., of Peterculter, 183a, Union Street, Aberdeen.
Peterhead (B) Academy C.C.	178	I: II. D (P.T.); III. (A) (I).	T. Mackie, Esq., C.B.S.B., Burgh Court House, Peterhead.
Peterhead Boddam (Ld.) C.C.	187	I.	T. Mackie, Esq., C.L.S.B., Court House, Peterhead.
Strichen, School Nicol's C.C.	190	II. [D (De) (F) (Mo)], [D (F) (G)].	W. Cheyne, Esq., C.S.B. of Strichen, 79, High Street, Fraserburgh.
Towie C.C.	385	I. II. C (B)., E (Mn).	Rev. A. M. Macdonald, M.A., U.F. Manse, Towie, Glenkindie, Aberdeenshire.
Turriff C.C.	1,094	II. B (F)., C (A) (B) (S). G (M).	W. F. Stewart, Esq., C.S.B., High Street, Turriff.
<i>ARGYLL (20).</i>			
Campbeltown Grammar (B) School C.C.	404	II. D (P.T.)., H (C) (L) (W).	D. M. Maxtone, Esq., C.S.B., Campbeltown.
Campbeltown Millknowe (B) C.C.	406	I. II. A (E) (G)., C (A) (B) (S)., E (Mn).	- - ditto.
Campbeltown, Brigade Boys' C.C.	405	IV. [(M.D) (P)] (S).	Rev. Canon Wakeham, The Rectory, Campbeltown.

Name of Classes.		Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>ARGYLL—continued.</i>				
Dunoon School	Grammar C.C.	407	I. II. B (S), D., E (M), G. (Bc) (Pa), H (C) (D) (N) (Wc) ; IV. (E) (S).	D. Anderson, Esq., C.S.B., British Linen Co.'s Bank, Dunoon.
Dunoon, &c., Sandbank	C.C.	1,102	II. C (A) (B), D (F) (Mo), E (G) (Mn), G (N.A.), H (D).	- - ditto.
Jura, Small Isles	C.C.	408	I.	J. McGillivray, Esq., C.S.B. New Brostdale, Jura by Greenock.
Kilcalmonell, Clachan	C.C.	290	I. II. G (Ag).	A. McDougall, Esq., C.S.B. of Kilcalmonell, Tarbert, Lochfyne.
Kilchoman, haven	Portna-C.C.	169	II. B (Ga) ; IV (S).	M. Mactaggart, Esq., C.S.B. of Kilchoman, Bowmore, Greenock.
Kilmartin	C.C.	170	II. C (A) (B) (C) (S), [D (F), E (G)], H. (Wc).	R. A. Meikle, Esq., Ri Cruin, Lochgilphead.
Lismore, &c., Ballachulish	C.C.	1,144	I.	Rev. D. MacMurchy, U.F.C., Maase, Ballachulish, Argyllshire
Lismore, &c., Carnoch, Glencoe, St. Mary's Episcopal	C.C.	174	I.	Rev. A. S. MacInnes, The Rectory, Glencoe, Argyllshire.
Lismore, &c., South Ballachulish, St. John's Episcopal	C.C.	1,145	I. II. C (B).	- - ditto.
Lochgilphead, Ardrishaig	C.C.	419	I. II. H (A) (N) ; IV. (S).	A. MacEwan, Esq., C.S.B., Lochgilphead.
Lochgilphead	C.C.	420	II. C (S) (T), H (A) (N) ; IV. (P) (S).	- - ditto.
Oban High School	C.C.	421	I. II. A (E), B (F), C (A) (B) (G) (S) (T), D., H (C) (D).	W. Jolly, Esq., C.S.B., Oban.
Southend	C.C.	1,147	I.	J. Lothian, Esq., C.S.B. of Southend, Argyll Street, Campbeltown.
South Knapdale, Kilberry	C.C.	240	I.	A. L. MacGill, Esq., C.S.B. of South Knapdale, Ardrishaig, Argyllshire.
Stralachlan	C.C.	171	II. H (N).	J. Rhind, Esq., C.S.B., Tighna-criche, Strachur, St. Catherine's, Argyllshire.
Stralachlan, &c., Strachur	C.C.	416	II. H (N) (Wc).	- - ditto.
Tarbert	C.C.	422	II. [A (E), C (A)], D (P.T.)	A. McDougall, Esq., C.S.B., Tarbert, Lochfyne.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
AYR (63).			
Ardrossan Academy C.C.	302	II. B (F), C (A) (B) (S), D (F) (G) (M), D (P.T.), E (M), F (C), G (Bc) (G) (Mc), H (C) (D) (M).	J. Cook, Esq., C.S.B., Town Clerk's Office, Ardrossan.
Ardrossan, Eglinton C.C.	303	I.	- - ditto.
Ardrossan, Saltcoats C.C.	304	I. II. H (N).	- - ditto.
Ardrossan, Winton C.C.	305	II. H (N).	- - ditto.
Auchinleck C.C.	306	II. G (Mi).	D. Smith, Esq., C.S.B., Auchinleck, Ayrshire.
Ayr Academy (C.C.)	315	II. B (F) (G) (L), C (A) (B) (C) (S) (T), D., D (De), D (P.T.), E (M), F (C) (Pg), G (Bc) (El) (M) (N.A.), H (A) (C) (D) (L) (M) (N) (Wc).	J. Douglas, Esq., C.B.S.B., Wellington Chambers, Ayr.
Ayr(B.), Russell Street C.C.	311	I: II. C (A) (B) (F) (S), D (De) (F), E (G), G (T) (W), H (C) (D) (L) (N) (W).	- - ditto.
Ayr (B.), Smith's In- stitution C.C.	316	II. G (E) (Mi).	- - ditto.
Beith Academy C.C.	318	I. II. C (A) (B) (C) (S), D (De) (F) (M), G (G), H (C) (N).	A. Stewart, Esq., C. S. B., Commercial Bank, Beith, Ayrshire.
Colmonell C.C.	321	I. II. C (B) (S), D., E (M), H (C) (N).	G. Rowan, Esq., C.S.B. of Colmonell, Ballachmorrie, Daljarrock, Ayrshire.
Coylton C.C.	323	I.	J. Smith, Esq., C. S. B. Coylton, Ayrshire.
Coylton, Littlemill C.C.	1,274	I.	- - ditto.
Dalmellington, Ben- what C.C.	327	II. A (E), D., [E (A) (Mn)], H (N).	A. S. Glass, Esq., C. S. B., Dalmellington, Ayrshire.
Dalmellington C.C.	328	I. II. C (A) (C), E (Mn), H (C) (N).	- - ditto.
Dalmellington, Lethan- hill C.C.	326	I. II. [C (B) (S)], D., [E (A) (G)], [E (Mn), G (A)], H (C) (N).	- - ditto.
Dalmellington, Water- side C.C.	329	II. [D (De), G (D)], E (A) (G), [E (Mn), G (A)], G (Mi), H (C) (N).	- - ditto.
Dalry, West End C.C.	331	I. II. H (D) (N).	A. Comrie, Esq., C. S. B., Dalry, Ayrshire.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>AYR—continued.</i>			
Dundonald, Troon Portland C.C.	337	I. II. [C (A) (B) (C) (S) (T)], F (M), G (M).	Rev. R. Smith, Lochend, Troon, Ayrshire.
Galston C.C.	338	I. II. [A (E), C (A) (B) (S)], [D (F) (L), E (G)], G (Be) (Mc) (Me), H (C) (D) (M).	R. Blair, Esq., C.S.B., Bri- tish Linen Company Bank, Galston, Ayrshire.
Galston, St. Sophia's Roman Catholic C.C.	336	I.	Rev. J. Hogan, St. Sophia's, Galston, Ayrshire.
Irvine, Royal Academy (C.C.)	341	I. II. [A (E), E (Ar), H (N)], C (S) (T), D, D (P.T.), F (Pg), C (Be) (Mc) (Mi), H (C) (D) (L) (M); IV. (E) (P).	W. C. Wilson, Esq., C.B.S.B., Irvine.
Irvine (Ld.), Annick Lodge C.C.	344	I.	H. McG. Highet, Esq., C.L.S.B., Irvine.
Kilbirnie, Bridgend C.C.	324	I.	J. Lusk, Esq., C.S.B. of Kilbirnie, Dalry, Ayrshire.
Kilbirnie, Glengarnock C.C.	346	II. E (M), G (Mc)	- - ditto
Kilbirnie, Ladyland C.C.	347	II. H (N).	- - ditto.
Kilmarnock (B.), Ben- tineck C.C.	348	II. G (P) (Sh), (W), H (C) (D) (L); III (C) (I) (S); IV. (P).	J. P. Stevenson, Esq., C.B.S.B., County Build- ings, Kilmarnock.
Kilmarnock (B.), Ben- tineck C.C.	349	I. II. C (S) (T), H (C) (N).	- - ditto.
Kilmarnock (B.), Dun- donald Road Gram- mar School C.C.	350	I. II. H (E) (N)	- - ditto.
Kilmarnock (B.), Glen- cairn C.C.	351	III. (I).	- - ditto.
Kilmarnock (B.), Ham- ilton C.C.	352	I. II. H (C) (N).	- - ditto.
Kilmarnock (B.), High Street C.C.	345	I. II. [A (E), H (N)].	- - ditto.
Kilmarnock (B.), Science and Art School C.C.	353	II. D (P.T.); III (A) (I).	- - ditto.
Kilmarnock (B.), West Netherton C.C.	355	I. II. A (E), C (A) (B), D.	- - ditto
Kilmarnock (Ld.), Row- allan C.C.	325	I	J. P. Stevenson, Esq. C.L.S.B., County Build- ings, Kilmarnock.
Kilmaurs C.C.	357	I.	D. Carruthers, Esq., C.S.B. of Kilmaurs, 2, Market Lane, Kilmarnock.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>AYR—continued.</i>			
Kilmaurs, Crosshouse C.C.	356	I.	D. Carruthers, Esq., C.S.B. of Kilmaurs, 2, Market Lane, Kilmarнок.
Kilwinning C.C.	359	II. D (P.T.), [G (A) (Mi)], H (D) (N); [IV. (S)]	R. C. King, Esq., C.S.B., 20, Howgate, Kilwinning.
Largs C.C.	361	I.	J. Fleck, Esq., C. S. B., Largs, Ayrshire.
Largs, Fairlie C.C.	362	II. C (A), D.	- - ditto.
Loudoun, Darvel C.C.	362	I. II. C (S), D (F), G (Bc), H (D) (N) (W); IV. (P).	A. Cameron, Esq., C.S.B. of Loudoun, Newmilns, Ayrshire.
Loudoun, Newmilns C.C.	365	I. II. C (S), D., D (P.T.), G. (Bc), H (D) (N) (Wc); IV. (P).	- - ditto.
Loudoun, Newmilns, Lady Flora's C.C.	364	II. H (N).	Messrs. Hendrie & Cunning- ham, Union Bank, Galston, Ayrshire.
Mauchline C.C.	366	I.	J. D. Macmillan, Esq., C.S.B., Mauchline.
Maybole, &c., Cairn C.C.	367	I. II. C (A) (B) (S), H (A) (N); IV. (M) (P).	J. Gilnour, Esq., C.S.B., Commercial Bank, May- bole.
Maybole, &c., Fisher- ton C.C.	309	I. II. E (A) (Mn), H (N).	- - ditto.
Maybole, &c., Lady- land C.C.	368	II. D (G), G (A) (D), H (D).	- - ditto.
Muirkirk, Furnace Road C.C.	369	I. II. D (G), F G (Pg), G (A) (M) (Mi).	R. A. Leslie, Esq., C.S.B., Wellwood Street, Muir- kirk.
Muirkirk, Glenbuck C.C.	370	I.	- - ditto.
Muirkirk, Main Street C.C.	371	I. II. B (F), C (S) (T).	- - ditto.
Muirkirk, St. Thomas' Roman Catholic C.C.	31	II. H (A) (C) (N).	Rev. L. Puissant, Loretto Villa, Muirkirk.
New Cumnock, Bank C.C.	1,099	I.	A. Moodie, Esq., C.S.B., New Cumnock.
New Cumnock, Dall- eagles C.C.	373	I.	- ditto.
New Cumnock C.C.	372	I.	- - ditto.

Name of Classes.		Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>AYR—continued.</i>				
Old Cumnock	C.C.	375	I. II. C (S), D (P.T.), [E (Mn), G (A) (D)], H (C) (D) (M).	A. Brakenridge, Esq., C.S.B., Glaismoek Street, Old Cum- nock.
Riccarton,	Hurlford C.C.	377	I. II. C (A), E (A) (G), H (N).	J. D. Mackintosh, Esq., C.S.B. of Riccarton, Bank Place, Kilmarnock.
Riccarton	C.C.	376	II. G (Bc).	- - ditto.
Sorn, Catrine	C.C.	313	I.	R. B. Conner, Esq., C.S.B. of Sorn, St. Germain Street, Catrine, Mauchline.
Sorn	C.C.	314	I.	- - ditto.
Stair	C.C.	378	I. II. E. (M).	R. Sloan, Esq., C.S.B., Keyshill, Stair, Mauchline.
Stevenston	Kyleshill C.C.	380	II. H (N).	A. Wilson, Jun., Esq., C.S.B., 8, Fullarton Place, Stevens- ton.
Stevenston	C.C.	381	I. II. C (A) (B) (S), D (M) (L), G (G).	- - ditto.
Tarbolton, Annbank, Ayr Colliery	C.C.	383	I. II. [E (Mn), G. (A)].	P. Watson, Esq., Annbank, Ayr.
Tarbolton	C.C.	384	II. D (P.T.).	- - ditto.
BANFF (13).				
Alvah	C.C.	424	II. [A (E), C (A), E (Mn), G (Ag)].	J. MacWilliam, Esq., C.S.B., Lower Deuchries, Alvah, Turriff.
Alvah, Linhead	C.C.	423	II. B (L), C (B) (S), D.	- - ditto.
Banff (B)	C.C.	425	II. A (E) (H), C (A) (G) (S), D.	J. A. Badenoch, Esq., C.S.B., High Street, Banff.
Enzie	C.C.	430	I.	A. J. Taylor, Esq., C.S.B., Post Office, Enzie, Buckie.
Enzie, Port Gordon	C.C.	429	I.	- - ditto.
Gamrie, Clenterty	C.C.	454	I.	A. George, Esq. C.S.B. of Gamrie, Macduff.
Gamrie, Macduff	C.C.	434	II. [A (E), C (C)], C (A) (B), E (Mn).	- - ditto.
Keith	C.C.	1,081	II. C (A) (B) (S), D., D (P.T.), F (C) (M).	Messrs. Thurburn and Flem- ing, Joint C's.S.B., Keith.
Keith, Newruill	C.C.	436	II. C (A) (B).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>BANFF—continued.</i>			
Kirkmichael, Tomintoul C.C.	431	II. E (Mn.), H (A); IV (M).	J. Taylor, Jun., Esq., C.S.B., Town & County Bank, Ltd., Tomintoul, Banffshire.
Mortlach C.C.	437	I.	A. Walkinshaw, Esq., C.S.B. of Mortlach, Duftown, Banffshire.
Rathven, Buckie C.C.	440	I., II. C (C) (S.), D.	J. Macdonald, Esq., C.S.B., of Rathven, Buckie.
Rathven, Portknochie C.C.	442	I.	- - ditto.
<i>BERWICK (5).</i>			
Chirnside C.C.	276	II. C (A) (S), E (Mn.), G (D).	D. Denholm, Esq., C.S.B., Chirnside, Berwickshire.
Earlston C.C.	298	I.	A. G. Sinclair, Esq., C.S.B., Earlston, Berwickshire.
Hutton C.C.	307	I. II. H (D).	A. P. Hope, Esq., C.S.B., Sunwick, Hutton, Berwick.
Hutton, Paxton C.C.	308	I. II. H (D).	- - ditto.
Whitsome C.C.	277	I.	Rev. J. A. Robertson, The Manse, Whitsome, Chirn- side.
<i>BUTE (2).</i>			
Rothsay Academy and Thomson's In- stitute C.C.	497	II. D (P.T.)	R. D. Whyte, Esq., C.S.B., County Office, Rothsay.
Rothsay C.C.	498	I. II. A (E.), C (A) (B) (S)., E (M.), G (Bo.), H (C) (N).	- - ditto.
<i>CAITHNESS (10).</i>			
Canisbay, Freswick C.C.	503	I.	D. K. Murray, Esq., C.S.B. of Canisbay, Thurso.
Canisbay, John o' Groats C.C.	505	II. H (N)	- - ditto.
Canisbay, Mey C.C.	502	I.	- - ditto.
Keiss, Ankengill C.C.	508	II. A (E.), C (A.), D., E (Mn.), H (N).	A. Bruce, Esq., C.S.B. of Keiss, County Buildings, Wick.
Keiss C.C.	509	II. A (E.), C (A.), D., E (Mn.), F (Pl.), H (N); IV (S).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>CAITHNESS—continued.</i>			
Odrig, Castletown C.C.	512	I.	J. Gunn, Esq., C.S.B. of Odrig, Castletown by Thurso.
Thurso, Miller Institution C.C.	514	I. II [A (E) (G) (H)], [C (A) (B) (S)], E (M).	A. Manson, Esq., C.S.B., Thurso.
Watten, Gersa C.C.	516	II. G (Ag), G (B).	D. Alexander, Esq., C.S.B., Watten, Caithness.
Watten, Lanergill C.C.	517	II. D., H (N).	- - ditto.
Wick (B.) Pulteneytown Academy C.C.	518	II. D.	D. W. Georgeson, Esq., C.B.S.B., Wick.
CLACKMANNAN (11).			
Alloa (B.) Academy C.C.	444	III. (C) (I) (L).	W. Pauling, Esq., Commercial Bank of Scotland Ltd., Alloa.
Alloa Burgh C.C.	446	I.	- - ditto.
Alloa (B.) Kilncraigs Hall C.C.	447	II. H (C) (D) (L) (M).	- - ditto.
Alloa (B.) Sunnyside C.C.	448	II. H [(C) (L)], (D) (M) (N), [(A) (S)].	- - ditto.
Alloa (B.) Townhall Buildings C.C.	449	II. D (P.T.); III. (A) (I) (S).	- - ditto.
Alloa Parish C.C.	445	I. II. H (N).	J. W. Moir, Esq., C.L.S.B., 20, Bank Street, Alloa.
Alva, Menstrie C.C.	563	I. II. C (B), E (A) (G), H (D) (N).	J. Young, Esq., C.S.B. of Alva, Royal Bank of Scotland, Alloa.
Alva, Park Place C.C.	450	I. II. C (A) (B) (S) (T), D (G), E (M), F (C), G (Bc) (Mc) (W), H [(C) (L)] (D) (N).	- - ditto.
Clackmannan C.C.	564	I. II. [A (H), C (A) (B) (C) (S)], H (E) (N).	A. P. Moir, Esq., C.S.B. of Clackmannan, Bank Street, Alloa.
Tillicoultry, Coalsnaughton C.C.	452	I: II. H (N)	T. J. Young, Esq., C.S.B., Forrester Cottage, Tillicoultry.
Tillicoultry C.C.	453	I. II. D (P.T.), G (Bc) (Mc), H (A) (N) (N.A.); IV. (P).	- - ditto.
DUMBARTON (29).			
Bonhill, Alexandria North C.C.	456	I. II. C (A), E (M), F (Pg), G (Bc.) (Mc), H (A) (S).	J. Brown, Esq., C.S.B. of Bonhill, School Board Offices, Alexandria.
Bonhill C.C.	457	I. II. A (C), C (A).	- - ditto.
Bonhill, Jamestown South C.C.	458	I. II. H (A) (D).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
DUMBARTON—continued.			
Cardross, Renton C.C.	460	I. II. C (S)., H (A) (D) (N).	A. Bayne, Esq., C.S.B. of Cardross, Renton, Dumbartonshire.
Cumbernauld C.C.	462	I.	J. Longwill, Esq., C. S.B., Bank House, Cumbernauld, Glasgow.
Dumbarton (B.), Academy C.C.	1,180	II. D., D (P.T.), E (M)., G (E) (G) (N.A.) (S); III. (A).	A. Roberts, Esq., C.B.S.B., Municipal Buildings, Dumbarton.
Dumbarton (B.), Col- lege Street C.C.	465	I.	- - ditto.
Dumbarton (B.), Knox- land C.C.	466	I.	- - ditto.
Dumbarton (B.), Wea- lesyan C.C.	467	II. G (Mc).	- - ditto.
Dumbarton (B.), West Bridgend C.C.	468	I.	- - ditto.
Kirkintilloch (B.), Lairdsland C.C.	474	I. II. C (S)., H (D) (N).	D. Patrick, Esq., C.B.S.B., Kirkintilloch, Glasgow.
Kirkintilloch (B.), Townhead C.C.	475	II. D (F) (M) (L)., E (G) (Mn)., (G) (Be) (Mc).	- - ditto.
Kirkintilloch (Ld.), Condorrat C.C.	471	I. IV. (B).	J. Longwill, Esq., Royal Bank, Cumbernauld, Glasgow.
Kirkintilloch (Ld.) Twechar C.C.	473	I. II. H (C) (N).	H. Hutcheson, Esq., C.S.B. of Kirkintilloch (Ld.), 115, Wellington Street, Glasgow.
New Kilpatrick, Crai- gton C.C.	476	I.	J. Cranmer, Esq., C.S.B. of New Kilpatrick, "Killorn," Milngavie, Glasgow.
New Kilpatrick, Gars- cadden C.C.	477	I.	- - ditto.
New Kilpatrick, Miln- gavie C.C.	478	I. II. C (A) (C) (S)., H (N); IV. (S).	- - ditto.
New Kilpatrick, Temple C.C.	479	I.	- - ditto.
New Kilpatrick, Miln- gavie, Boys Brigade C.C.	480	II. H (A); IV. (M.D.) (P).	J. W. White, Esq., Telfor, Milngavie, Glasgow.
Old Kilpatrick, Clyde- bank C.C.	481	I. II. A (L)., [A (E)., C (A) (G)]., C (B) (S)., D (P.T.)., G (P)., H (C) (D) (M).; III. (I).	J. McBride, Esq., C.S.B. of Old Kilpatrick, 50, Kilbowie Road, Clydebank, Glasgow.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>DUMBARTON—continued.</i>			
Old Kilpatrick, Dal- muir C.C.	483	I. II. C (B) (S), E (M), H (C) (D) (M) (N).	J. McBride, Esq., C.S.B. Old Kilpatrick, 50, Kilbowie Road, Clydebank, Glasgow.
Old Kilpatrick, Dun- tocher C.C.	484	I. II. C (B) (S), D., E (M), H (C) (D) (L).	- - ditto.
Old Kilpatrick, Elgin Street C.C.	1,104	I. II. C (B) (S), D (G), G (M), H (C) (D) (L) (M) (N).	- - ditto
Old Kilpatrick, Gavin- burn C.C.	485	I. II. C (S), E (M), H (C) (D) (N.A.).	- - ditto.
Old Kilpatrick, Milton C.C.	486	I. II. C (S).	- - ditto.
Old Kilpatrick, Radnor Park C.C.	482	I.	- - ditto.
Row, Helensburgh, Grant Street C.C.	464	I.	G. MacLachlan, Esq., C.S.B., Municipal Buildings, Helensburgh.
Row, Helensburgh Hermitage C.C.	491	II. [A (E), C (A)], C (B) (S), D (P.T.), G (Be) (M), H (D) (M).	- - ditto.
Row, Clyde Training Ship "Empress" C.C.	489	I. II. G (N).	G. Gray, Esq., County Build- ings, Glasgow.
<i>DUMFRIES (12).</i>			
Annan Academy C.C.	601	II. A (E), C (A) (B) (S), H (A).	W. Roddick, Esq., C.S.B., Commercial Bank of Scot- land, Annan.
Brydekirk C.C.	602	I. IV. (S).	I. Moffat, Esq., C.S.B. of Brydekirk, Kirtlebridge, Ecclefechan.
Dryfesdale C.C.	603	II. G (Ag).	J. Robson, Esq., Clerk to the County Education Com- mittee, County Buildings, Dumfries.
Dumfries Academy (C.C.)	614	II. B (F) (G), C (B) (S) (T), D (P.T.), [G (A) (D) (M)]; III. (A) (I); IV. (F).	J. E. Blacklock, Esq., C.B.S.B., 93, Irish Street, Dumfries.
Dumfries (B.), George Street C.C.	609	II. H (C) (D) (L) (N).	- - ditto.
Dumfries (B.), Loreburn Street C.C.	610	I. II. C (B) (S).	- - ditto.
Dumfries (B.), St. An- drew's Roman Cath- olic C.C.	612	I. II. H (N) (W); IV. (M).	Rev. D. O'Brien, St. An- drew's House, Dumfries.
Hoddam C.C.	616	I. II. C (B), E (M).	D. Reid, Esq., C.S.B. of Hoddam, Royal Bank, Ecclefechan.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>DUMFRIES—continued.</i>			
Moffat, Proudfoot Institute C.C.	624	II. C (B), E (Ar) (Mn), F (S), G (G).	W. Tait, Esq., Moffat.
Morton C.C.	605	II. G (Ag).	J. Robson, Esq., Clerk to the County Education Committee, County Buildings, Dumfries.
Sanquhar C.C.	625	I.	D. Paterson, Esq., C.S.B. of Sanquhar, Thornhill, Dumfries-shire.
Torthorwald, Collin C.C.	626	[I. + C (B)]	J. Wilson, Esq., C.S.B. of Torthorwald, Dumfries.
<i>EDINBURGH (54).</i>			
Borthwick C.C.	6	II. A (E), C (A), E (M).	R. Stoddart, Esq., C.S.B. of Borthwick, Gorebridge, Midlothian.
Corstorphine C.C.	312	I.	Rev. J. Fergusson, Corstorphine, Midlothian.
Edinburgh, Abbeyhill C.C.	5	I. II. A (E), B (F), C (A) (B) (G) (S), D, E (Mn), [G (Be) (Me)]; IV. (P).	J. Arnot, Esq., C.S.B., Castle Terrace, Edinburgh.
Edinburgh, Bristo C.C.	7	I. II. A (E), C (A) (B) (C) (S), H (C) (D) (N); IV. (P) (S).	- - ditto
Edinburgh, Broughton C.C.	13	II. [F (S)-P.T].	- - ditto
Edinburgh, Bruntsfield C.C.	8	I. II. [A (E), C (A)], [C (A) (B) (C) (G)], [C (A) (S) (T)], D., [F (S)-P.T], H (C) (D) (L) (N); IV. (S).	- - ditto
Edinburgh, Castle Hill C.C.	10	I. IV. (P) (M).	- - ditto
Edinburgh, Causewayside C.C.	11	I. II. A (E), B (F), C (A) (B) (C) (S) (T), H (C) (D) (N); IV. (P) (S).	- - ditto
Edinburgh, Dalry C.C.	14	I. II. A (E), C (A) (G) (S), H (C) (N); IV. (P) (S).	- - ditto
Edinburgh, Gorgie C.C.	18	I. II. A (E), C (A) (P) (S) (T), D., G (Be) (D), H (W); IV. (P).	- - ditto
Edinburgh, Leith Walk C.C.	21	I. II, C (A) (B) (S) (T), [G (Ar), D., H (M.L)], H (M.L.); IV. (P).	- - ditto
Edinburgh, London Street C.C.	22	I. II. A (E), C (A) (B) (C) (S) (T), H (D) (N); IV. (P) (S).	- - ditto
Edinburgh, Lothian Road C.C.	23	I, II. A (E), C (A) (B) (C) (G) (S), D., [D., F (M), G (Me)], [D., G (Be), H (W)], G (M); IV. (P).	- - ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>EDINBURGH—continued.</i>			
Edinburgh, North Canongate C.C.	27	I. II. [A (E), C (A) (C)], C (A) (B) (G) (S), H (C) (D) (N); IV. (P) (S).	J. Arnot, Esq., C.S.R., Castle Terrace, Edinburgh.
Edinburgh, North Mer- chiston C.C.	28	I. II. [A (E) (G), E (Ar)], [C (A) (B) (C) (S)], D., [G (Bc) (M)], [G (Bc), H (W)], [G (M) (Mc)]; IV. (P).	- - ditto
Edinburgh, Portobello C.C.	227	I. II. A (E), C (A) (B) (S) (T), [D (F), G (A), H (W)], G (D) (Bc), H (W), H (C) (D) (N); IV. (P).	- - ditto
Edinburgh, Regent Road C.C.	29	I. II. A (E), C (A) (B) (S) (T), H (C) (D) (N) (N.A.); IV. (P) (S).	- - ditto
Edinburgh, St. Ber- nard's C.C.	32	I. II. A (E), C (A) (B) (S), H (C) (D) (N); IV. (P) (S).	- - ditto
Edinburgh, St. Leonard's C.C.	35	I. II. [A (E), C (A), D (G)], [C (A) (B) (S)].	- - ditto
Edinburgh, Sciennes C.C.	38	I. II. [A (E) (G), E (Ar)], [C (A) (B) (S)], D., [D (G), E (Mn), G (C)]; IV. (P).	- - ditto
Edinburgh, South Bridge C.C.	39	I. II. A (C) (E) (G) (H), C (A) (B) (G) (S), D (F), G (Bc) (M), H (W); IV. (P).	- - ditto
Edinburgh, Stock- bridge C.C.	41	I. II. [A (E) (G) (H), D., E (Ar)], [C (A) (B) (S)]; IV. (P).	- - ditto
Edinburgh, Torphichen Street C.C.	42	I. II. A (E), [C (A) (B) (S) (T)], H (C) (D) (N); IV. (P) (S).	- - ditto
Edinburgh, Royal In- stitution C.C.	1,194	III. A.	A. W. Inglis, Esq., Royal Institution, Edinburgh.
Edinburgh, St. Anne's, Roman Catholic C.C.	334	I.	The Right Rev. Monsignor Grady, 56, High Street, Edinburgh.
Edinburgh, School of Cookery and Domes- tic Economy C.C.	191	II. F (H).	Miss C. E. Guthrie Wright, 3, Atholl Crescent, Edinburgh.
Edinburgh, The "15" Club C.C.	43	I. II. A (E), H (A) (W) (Wc); IV. (P) (S) (Sw).	Mrs. M. K. Inglis, 12 Royal Terrace, Edinburgh.
Kirknewton, &c., East Calder C.C.	65	I.	W. Robb, Esq., C.S.B., Stoneyrig, Kirknewton Midlothian.
Kirknewton, &c., Oak- bank C.C.	401	I.	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and address of Correspondent.
<i>EDINBURGH—continued.</i>			
Lasswade C.C.	46	I. II. C (B) (S).	Rev. J. A. Burdon, The Manse, Lasswade.
Lasswade, Loanhead C.C.	48	I. II. C (B) (S).	J. Scott, Esq., Loanhead, Midlothian.
Lasswade, Pentland C.C.	335	I.	J. G. Forbes, Esq., Seafield House, Roslin.
Leith (B.) Academy and Technical College C.C.	53	II. C (A), [D., F (S)-P.T.], H. (I) (W); III. (A) (C) (E) (I) (L) (M) (S).	R. Hardie, Esq., C.B.S.B., School Board Offices, Links Place, Leith.
Leith (B.) Bonnington Road C.C.	54	I. II. C (A) (B) (S), D., E (Ar), F (S), H (C) (L) (N).	- - ditto.
Leith (B.), Couper Street C.C.	55	I. II. C (B) (S), H (C) (D) (L) (M) (N); IV. (P).	- - ditto.
Leith (B.), Lochend Road C.C.	60	I. II. C (A) (B) (S), H (C) (D) (L) (M) (N); IV. (P).	- - ditto.
Leith (B.), Lorne Street C.C.	61	I. II. [A (E), C (A) (B) (C) (S)], E (M), H (C) (D) (L) (N.A).	- - ditto.
Leith (B.), Newhaven, Victoria C.C.	64	I. II. C (A) (B) (C) (S), [D., G (A)], [G (D) (M), H (I)], H (C) (L) (N).	- ditto.
Leith (B.) North Fort Street C.C.	66	I. II. C (A) (B) (C) (G) (S), E (M), H (C) (D) (L) (N).	- - ditto.
Leith (B.) Yardheads C.C.	70	I. II. [C (A) (B) (S)], [D., D (De), E (Ar)], [H (C) (L) (N)].	- - ditto.
Leith College Nautical	63	II. G (M) (N.A).-[G (N) —Min. 30-6-99].	J. Currie, Esq. (Int.), 16, Bernard Street, Leith.
Liberton, Burdiehouse C.C.	67	L.	T. J. Cochrane, Esq., C.S.B. of Liberton, 2, Abercromby Place, Edinburgh.
Liberton, Gilmerton C.C.	68	I. II. B (L), H (A).	- - ditto.
Mid Calder C.C.	72	I.	W. Brown, Esq., C.S.B., Mid Calder.
Mid Calder, Pumpherston C.C.	73	I.	- - ditto.
Musselburgh, Fish-errow C.C.	393	I.	J. Richardson, Esq., C.S.B., Musselburgh.
Musselburgh Grammar School C.C.	74	II. C (A) (B) (C) (S) (T)	- - ditto.
Musselburgh, Newbigging C.C.	394	I.	- - ditto.

Name of Classes.		Number.	Subjects of Instruction.	Name and Address of Correspondent.
EDINBURGH—continued.				
Newbattle	C.C.	76	I.	W. J. Jones, Esq., C.S.B. of Newbattle, White Hart Street, Dalkeith.
Stobhill	C.C.	81	I. II. A (E), C (A), E (M), F (S).	R. Stoddart, Esq., C.S.B. of Stobhill, School Board Office, Gorebridge, Midlothian.
West Calder, Addiewell	C.C.	57	I. II. C (S), E (M).	J. T. Mungle, Esq., C.S.B., West Calder.
West Calder, Cobbinshaw	C.C.	58	I. II. E (M).	- - ditto.
West Calder, Levensseat	C.C.	59	I.	- - ditto.
West Calder	C.C.	82	I. II. C (A) (B) (S), G (Bc) (Mc), G (Mi).	- - ditto.
ELGIN (8).				
Cromdale, Grantown	C.C.	524	II. C (B) (S), F (S), [G (A) (D)].	A. W. Fraser, Esq., 41, High Street, Grantown-on-Spey.
Elgin Academy (C.C.)		536	II. A (E), B (F), C (A) (B) (G) (P), E (A).	E. D. Jameson, Esq., C.B.S.B., Elgin.
Elgin (B.), West End	C.C.	533	I. II. A (E) (G) (H), B (F) (L), C (A) (B) (S), E (Mn).	- - ditto.
Elgin (Ld.), Mosstowie	C.C.	534	I.	H. Stewart, Esq., C.L.S.B., Royal Bank Buildings, Elgin.
Elgin, Victoria School	C.C.	1,182	III. (A) (S).	W. Stephen, Esq., 100, High Street, Elgin.
Forres (B.)	C.C.	535	I. II. B (F), C (S), [D, D (De)], [D-P. J], G (Bo).	C. G. Mackenzie, Esq., C.B.S.B., Forres.
Kinloss, Findhorn	C.C.	530	I.	C. G. Mackenzie, C.S.B. of Kinloss, Forres.
Speymouth, Garmouth	C.C.	532	II. [A (E), C (A)]	W. S. Murdoch, Esq., C.S.B. of Speymouth, Garmouth, Morayshire.
FIFE (84).				
Aberdour (School Board)	C.C.	24	II. C (B), D, G (M), H (N)	J. Russell, Esq., C.S.B. of Aberdour, 57, Hanover Street, Edinburgh.
Aberdour, Donibristle Colliery	C.C.	25	II. E (A) (Mn)	- - ditto.
Aberdour County Council)	C.C.	820	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FIFE—continued.</i>			
Anstruther, Waid Academy (C.C.)	700	II. D (P.T.), F (M).	D. Cook, Esq., Anstruther.
Auchterderran C.C. (School Board).	701	II. G (Mi).	R. Small, Esq., C.S.B. of Auchterderran, Lochgelly.
Auchterderran, Cardenden C.C.	772	I. II. [D (G.), G (M)].	- - ditto.
Auchterderran C.C. (County Council)	621	II. H (D).	J. Mitchell, Esq., County Buildings, Cupar.
Auchtermuchty C.C.	702	II. [C (A.), E (Mn)], D (G).	W. D. Borrowman, Esq., C.S.B., Auchtermuchty, Fife.
Auchtermuchty, Madras C.C.	726	II. H (N).	- - ditto.
Auchtermuchty, Town Hall C.C.	1,128	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Auchtertool C.C.	33	II. [A (E.), C (A)].	M. Nicol, Esq., C.S.B. of Auchtertool, Kirk Wynd, Kirkcaldy.
Beath, Cowdenbeath C.C. (School Board).	703	I., II., A (E.), E (A) (Mn), G (A.), H (D).	J. Ross, Esq., C.S.B. of Beath, 147, High Street, Dunfermline.
Beath, Kelty C.C.	706	I. II. H (D).	- - ditto.
Beath, Lassodie C.C.	40	I. II. H (D).	- - ditto.
Beath, Cowdenbeath C.C. (County Council).	704	II. D., G (E.), [(Me) (S)]., III. (I).	J. Mitchell, Esq., County Buildings, Cupar.
Burntisland C.C.	707	II. D (B. F. M.), [E (G)], G (Be) (Mc)], H (C).	T. A. Wallace, Esq., C.S.B., Burntisland.
Ceres, Brigend Hall C.C.	709	II. H. [(C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Collesie, Ladybank C.C.	1,121	II. H (D).	- - ditto.
Crail C.C.	672	II. H (D).	- - ditto.
Creich, Luthrie C.C.	1,131	II. H (D).	- - ditto.
Cupar, Bell Baxter School (C.C.)	710	II. D.	R. J. Davidson, Esq., 24, St. Catherine Street, Cupar.
Cupar, Castle Hill C.C.	711	II. B (F) (G), C (S) (T).	J. Mitchell, Esq., County Buildings, Cupar.
Dalgety, Hillend C.C.	44	I.	A. Burt, Esq., C.S.B. of Dalgety, 34, Queen Anne Street, Dunfermline.
Dunfermline High School (C.C.)	712	I. II. A (E), B (F), C (A) (B) (S), H (N); IV. (P).	D. Gorrie, Esq., C.B.S.B., 4, Maygate, Dunfermline.
Dunfermline (B.) McLean C.C.	714	I. II. C (A) (B), H (C) (N).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FIVE—continued.</i>			
Dunfermline (B.) Lau- der Technical School C.C.	719	II. C (B) (P)., D (F) (G)., D (P.T.)., F (C) (M)., G (M); III. (C) (I).	D. Gorrie, Esq., C.B.S.B., 4, Maygate, Dunfermline.
Dunfermline (B.) Queen Anne C.C.	717	I. II. A (E)., C (A) (B) (S) (T)., H (C) (D) (N).	- - ditto.
Dunfermline (Ld.) Charlestown C.C.	722	II. [E (M)., G (D)]., G (Mc).	D. D. Blair, Esq., C.L.S.B., 9, Viewfield Place, Dun- fermline.
Dunfermline (Ld.) Crossgates (C.C.)	720	II. H (D).	- - ditto.
Dunfermline (Ld.) Townhill C.C.	34	II. H (N).	- - ditto.
Dysart (B.) C.C.	724	I. II. H (D).	D. Nicholson, Esq., C.B.S.B. of Dysart, 20, Lough- borough Road, Sinclair- town, Kirkcaldy.
Dysart (B.) Pathhead C.C.	723	I. II. A (G)., C (B) (S) (T)., E (Ar) (Mn)., H (C) (D).	- - ditto.
Dysart (B.) Sinclair- town C.C.	725	II. D., [(D., F (Pg)-P.T.)]; E (M)., G (G) (M); III. (I).	- - ditto.
Elie C.C.	496	II. D.	J. Mitchell, Esq., County Buildings, Cupar.
Falkland C.C.	1130	II. H (D).	- - ditto
Falkland, Freuchie C.C. (County Coun- cil)	402	II. H (D).	- - ditto.
Falkland, Freuchie C.C. (School Board)	729	II. A (E)., C (A).	J. Sheriff, Esq., C.S.B., Falkland, Fife.
Ferry-Port-on-Craig, C.C.	728	I. II. C (B) (Gn) (S) (T)., D (F) (G)., [E (M)., G (D) (E)].	D. White, Esq., C.S.B. of Ferry-Port-on-Craig, Tay- port.
Ferry-Port-on-Craig, Subscription School, C.C.	1 122	II. H [(C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Forgan, Newport C.C.	730	II. C (A) (B) (S) (T)., D., (De)., H (N).	J. Allison, Esq., C.S.B. of Forgan, 31, Albert Square, Dundee.
Inverkeithing C.C. (School Board)	45	II. C (S).	R. Baxter, Esq., C.S.B., Inverkeithing, Fife.
Inverkeithing, North Queensferry C.C. (School Board)	731	I. II. C (S)., F (N)., H (N).	- - ditto.
Inverkeithing C.C. (County Council)	403	II. D (P.T.)., [D., G (D)]., H [(C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Inverkeithing North Queensferry C.C. (County Council)	825	II. H (C).	- - Ditto
Kennoway C.C.	627	II. H (D).	- - ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FIFE—continued.</i>			
Kilconquhar, Colinsburgh C.C.	459	I. II. E (G) (Mn).	C. G. Dawson, Esq., C.S.B. of Kilconquhar, Colinsburgh, Fife.
Kinghorn C.C.	732	II. D (P.T.), G (Bc) (Mc.), H [(D) (S)].	J. Wyllie, Esq., C.S.B., Kinghorn, Fife.
Kirkcaldy(B.), Abbots-hall C.C. (School Board.)	734	I. II. C (A) (B), D (F) (M) (G), E (Mn), H (C) (L) (N).	A. Beveridge, Esq., C.B.S.B., Kirkcaldy.
Kirkcaldy (B.), Dunninger C.C.	735	I. II. A (E), C (A) (B) (G) (S), H (C) (L) (N).	- - ditto.
Kirkcaldy High School (C.C.)	736	II. A (E), B (L), C (A) (F), [D., F (S)—P.T]; III. A (I) (S).	- - ditto.
Kirkcaldy, (B.) Abbots-hall C.C. (County Council)	688	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Kirkcaldy and Dysart (Ld.) Boreland C.C.	461	I. IV. (M.D.)	W. M. Dow, Esq., C.L.S.B. Kirkcaldy.
Kirkcaldy, School of Shorthand C.C.	739	II. C (P) (S).	L. Macbean, Esq., "Fife-shire Advertiser" Office, Kirkcaldy.
Largoward C.C.	741	II. C. (A) (B), D (B) (Bb).	T. Ireland, Junr., Esq., C.S.B. of Largoward, St. Andrews, Fife.
Largoward, New Gilston C.C.	1129	II. A (G), C (A), [D (G), E (G)], E (Mn).	- - ditto.
Leslie C.C.	742	I. II. C (S), D., D (P.T).	W. Taylor, Esq., C.S.B., Leslie, Fife.
Leuchars, Guardbridge C.C.	463	II. F (C), -(C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Leuchars, Temperance Hall C.C.	583	II. H [(C) (L).]	- - ditto.
Lochgelly C.C. (School Board.)	743	I. II. D., [E (Mn), G (A)], G (A), H (N).	R. Small, Esq., C.S.B., Burgh Buildings, Lochgelly, Fife.
Lochgelly, Lumphinnans C.C.	744	I. II. H (N).	- - ditto.
Lochgelly C.C. (County Council.)	492	II. D., D (P.T).	J. Mitchell, Esq., County Buildings, Cupar.
Markinch, Balcurvie C.C.	699	II. H (D).	- - ditto.
Markinch C.C.	1106	II. [H (C) (L)].	- - ditto.
Markinch, Thornton C.C.	1107	II. H (D)	- - ditto.
Newburgh C.C.	746	I. II. C (S) (T), E (Mn), G (G).	G. Anderson, Esq., Guthrie Lodge, Newburgh, Fife.
Pitlessie, Wilkie Hall C.C.	1124	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings Cupar.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FIFE--continued.</i>			
St. Andrews, Madras College (C.C.)	749	II. D (B) (De) (P)., G (B) (Bc) (G) (H)., H (D).	C. S. Grace, Esq., Market Street, St. Andrews.
St. Andrews (Ld.), Strathkinness C.C.	693	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
St. Monance C.C.	716	I.	D. Cook, Esq., C.S.B. of St. Monance, Anstruther.
Scoonie, Leven C.C. (School Board.)	750	II. B (G)., C (A) (S)., E (Mn).	C. J. Ogilvy, Esq., C.S.B. of Scoonie, Leven, Fife.
Scoonie, Leven C.C. (County Council.)	752	II. D., D (P.T.)., G (E).	J. Mitchell, Esq., County Buildings, Cupar.
Scoonie, Leven Greig Institute C.C.	751	III (I).	- - ditto.
Springfield C.C.	55	II. D.	A Duncan, Esq., C.S.B., Springfield, Fife.
Strathmiglo C.C.	487	I. II. C (A) (G)., G (G).	J. Peggie, Esq., C.S.B., Strathmiglo, Fife.
Strathmiglo, Town Hall C.C.	580	II. [H (C) (L)].	J. Mitchell, Esq., County Buildings, Cupar.
Tulliallan and Kincardine C.C.	754	II. A (E)., C (A)., F (M)., H. (A) (C) (D) (L).	J. Simpson, Esq., C.S.B. of Tulliallan, Kincardine, Perthshire.
Wemyss, Buckhaven C.C.	755	II. B (F) (G)., C (S)., D., D (L)., D (P.T.).	A. W. Taylor, Esq., C.S.B. of Wemyss, East Wemyss, Fife.
Wemyss, Coaltown C.C. (School Board)	756	II. G (Mc), [(Mi) (Su).]	- - ditto.
Wemyss, Kirkland Crossroads C.C.	757	II. [G (Mi) (Su).]	- - ditto.
Wemyss, Methil C.C.	765	II. [G (G) (M)].	- - ditto.
Wemyss C.C.	759	II. [D (G)., G (A)]	- - ditto.
Wemyss, West Wemyss Dorothy C.C.	698	I.	- - ditto.
Wemyss, Coaltown C.C. (County Council)	695	II. H (D).	J. Mitchell, Esq., County Buildings, Cupar.
Wemyss, West Wemyss, Dorothy C.C. (County Council).	760	II H (D).	- - ditto.
<i>FORFAR (31).</i>			
Arbroath (B.) Cookery School C.C.	229	II. H (C) (L).	W. Alexander, Esq., C.B.S.B., 82, High Street, Arbroath.
Arbroath (B.) Keptie C.C.	232	II. A (E)., C (A) (B) (S)., E (M)., H (D) (M).	- - ditto
Arbroath High School (C.C.)	231	II. B (L)., [D (Pa)., F (B)] G (Bc) (Ph)., H (A) (Wc); III (A) (I) (L) (S).	- - ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FORFAR—continued.</i>			
Arbroath (B.) Park- house C.C.	234	I.	W. Alexander, Esq., C.B.S.B., 62, High Street, Arbroath.
Barry, Carnoustie C.C.	249	II. C (A) (B) (G) (S), D., G (Mc.), H (D).	D. Kidd, Esq., C.S.B. of Barry, Carnoustie, Forfar- shire.
Brechin (B.) Damacre Road C.C.	1,126	II. H [(C) (L)].	J. Craig, Esq., C.B.S.B., 5, Swan Street, Brechin.
Brechin High School (C.C.)	1,127	I., II. A (C) (L), B (F), C (A) (B) (C) (P) (S), D.; III. (A) (C) (I); IV. (P).	- - ditto
Broughty Ferry Grove Academy C.C.	1,080	II. [A (E), C (B) (S), E (Ar)], D (B) (De) (F) (G) (L) (M) (Mo), G (Be) (Mc).	E. Cowan, Esq., C.S.B. of Broughty Ferry, Royal Bank Buildings, High Street, Dundee.
Dundee (B.) Ancrum Road C.C.	242	I. II. A (E), C (A) (B) (C) (S) (T), D., E (M), G (A) (C) (D) (Mc).	W. Hutchison, Esq., Int. C.B.S.B., 15, Albert Square, Dundee.
Dundee (B.) Ann Street C.C.	246	I. II. H (W).	- - ditto
Dundee (B.) Blackness C.C.	243	I. II. C (B) (S) (T), H (C) (D) (L) (M) (N).	- - ditto
Dundee (B.) Butter- burn C.C.	245	I. II. A (E), B (L), C (B) (S), D., E (Ar).	- - ditto
Dundee (B.) Dudhope C.C.	295	I.	- - ditto
Dundee (B.) Dudhope Castle C.C.	1,132	II. H (M) (W).	- - ditto
Dundee (B.) Harris Academy C.C.	251	I. II. [A (E) (G), C (A) (C)], B (F) (G), C (A) (B) (F) (S) (T), D (De), [D., F (S)-P.T.] G (D) (M), IV. (P).	- - ditto
Dundee (B.) Hawkhill C.C.	252	I.	- - ditto
Dundee (B.) Hill Street C.C.	253	I. II. A (E), C (B) (C) (P) (S) (T), H (C) (D) (L) (M) (N).	- - ditto
Dundee (B.) Lochee Liff Road C.C.	254	I. II. A (E), C (S) (T), H (C) (D) (L) (M) (N) (N.A.).	- - ditto
Dundee (B.) Lochee South Road C.C.	255	I. II. H (W); IV. (M.D.) (G)	- - ditto
Dundee (B.) Mitchell Street C.C.	256	I. II. H (W).	- - ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>FORFAR—continued.</i>			
Dundee (B.) Morgan Academy C.C.	257	II. A (E) (G) (H), B (F) (G) (S), C. (A) (B) (C) (S) (T), [C (A), E (M)], D., [D., G (G) (Mc)], H (N.A.); IV. (E) (P).	W. Hutchison Esq., Int. C.B.S.B., 15, Albert Square, Dundee.
Dundee (B.) Rosebank C.C.	260	I. II. H (C) (D) (L) (M) (N).	- - ditto
Dundee (B.) St. Andrews C.C.	549	I.	- - ditto
Dundee (B.) Tay Street C.C.	266	I. II. H (C) (N).	- - ditto
Dundee (B.) Victoria Road C.C.	267	I. II. C (A) (B) (C) (S), D., E (Mn).	- - ditto
Dundee (B.) Wallacetown C.C.	268	I. II. H (C) (D) (M) (N).	- - ditto
Dundee, Navigation School C.C.	258	II. G (Na)—[G (N)—Min. 30. 6. 99.]	Capt. R. T. Leitch, 33, Dock Street, Dundee.
Forfar Academy (C.C.)	274	I. II. C (B), F (S), H (Mi); III. (A) (C) (I).	A. Hay, Esq., C.B.S.B., 20, East High Street, Forfar.
Monifieth C.C.	287	II. A (E), C (A) (B) (S) (T), D., E (G), G (A) (Mc).	D. Gowans, Esq., C.S.B. Monifieth, Dundee.
Montrose Academy (C.C.)	289	II. B (F), H (C) (L); III. (A) (C) (I) (S); IV. (Su).	W. Ross, Esq., C.B.S.B., 10, Castle Street, Montrose
Montrose (B.) Southesk C.C.	293	I. IV. (P) (Sw).	- - ditto.
<i>HADDINGTON (7).</i>			
Bolton C.C.	691	II. C (A) (B) (S).	P. B. Swinton, Esq., Holynt Bank, Gifford, Haddington.
Dunbar (B.) C.C.	228	I. II. [C (A), D (G), E (Ar) (Mn)].	R. White, Esq., C.B.S.B., Dunbar.
Dunbar (Ld.) East Barns C.C.	566	I.	C. Notman, Esq., C.L.S.B., Dunbar.
Dunbar (Ld.) West Barns C.C.	690	I.	- - ditto.
North Berwick High School (C.C.)	694	I. II. C (A) (B) (S), G (M).	A. D. Wallace, Esq., C.S.B., East Road, North Berwick.
Pencaitland C.C.	696	II. A (E), C (A) (B), H (W).	P. Cossar, Esq., C.S.B., Pencaitland, Haddingtonshire.
Prestonkirk, East Linton C.C.	697	I.	J. Hall, Esq., C.S.B., East Linton, Prestonkirk.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
INVERNESS (7).			
Glenelg Glasnacardoch C.C.	628	I.	S. W. C. Gauld, C.S.B. of Glenelg, Kyle.
Inverness (B.) High School C.C.	635	I. II. A (C) (E) (G), B (Ga), C (A) (B) (S) ; IV. (P).	R. Scott, Esq., C.B.S.B., 42, Union Street, Inverness.
Inverness Burgh Technical School C.C. (School Board).	636	I. H (C) (L) (N) (W)..	- - ditto.
Inverness Burgh Technical School C.C. (Local Committee).	637	II. D., D (De) (Mo), D(P.T.), F (B), G (Me) (P) ; III. (A) (C) (I) (S).	K. Macdonald, Esq., Town House, Inverness.
Kilmonivaig C.C.	647	I.	N. B. Mackenzie, Esq., C.S.B. of Kilmonivaig, British Linen Co. Bank, Fort William.
Kiltarlity, Culburnie C.C.	633	I.	D. Fraser, Esq., C.S.B. of Kiltarlity, Bank Buildings, Beauly.
Kirkhill, Inchmore C.C.	645	I. II. C (A) (B).	S. Macdonald, Esq., C.S.B. of Kirkhill, Beauly.
KINCARDINE (9).			
Bervie C.C.	1,118	II. E (G) (Mn).	J. Andrew, Esq., C. S. B., Bervie, Kincardineshire.
Bervie, Gourdon C.C.	1,119	I.	- - ditto.
Dunnottar, Brackmuirhill C.C.	543	II. [E (Mn), G (Ag)].	A. W. Kinnear, Esq., C.S.B. of Dunnottar, Stonehaven.
Fettercairn C.C.	979	II. H (C.M.)	G. Neil, Esq., C.S.B. Fettercairn, Laurencekirk.
Fetteresso, &c., Cairnhill C.C.	1,139	II. C (B), E (Mn).	D. Carr, Esq., C. S. B. of Fetteresso and Rickarton, Stonehaven.
Fetteresso, &c., Cookney C.C.	985	II. C (A), E (Mn).	- - ditto.
Fordoun, Landsend C.C.	984	II. H (W).	R. L. Crabb, Esq., C. S. B. of Fordoun, Auchinblae, Kincardineshire.
Glenbervie C.C.	548	II. E (Mn) (G).	J. J. Wallace, Esq., C.S.B. of Glenbervie, Drumlithie, Kincardineshire.

Name of Classes.		Number.	Subjects of Instruction.	Name and Address of Correspondent.
KINCARDINE—continued.				
St. Cyrus	C.C.	555	II. [C (A) (B)., G (B)].	A. Dickson, Esq., C.S.B. of St. Cyrus, 97, High Street, Montrose.
KINROSS (1).				
Kinross	C.C.	646	I. II. A (E)., C (A) (G).	W. K. Falconer, Esq., C.S.B., Kinross.
KIRKCUDBRIGHT(4)				
Kirkcudbright,	John- ston C.C.	650	I. II. C (C) (S).	A. Cavan, Esq., C. S. B., Kirkcudbright.
New Abbey	C.C.	651	I. II. C (B)., E (Mn).	J. Henderson, Esq., C.S.B. of New Abbey, Dumfries.
Troqueer, Laurieknowe	C.C.	652	I. II. A (E)., C (A) (B) (G)., D., H (C) (N).	Messrs. Dobie & Barbour, Joint C's.S.B. of Troqueer, Maxwelltown, Dumfries.
Urr, Dalbeattie	C.C.	653	II. C (A) (B) (C)., E (M)., G (M)., H (C) (N) (W).	J. Little, Esq., C.S.B. of Urr, Commercial Bank, Dalbeattie.
LANARK (145).				
Airdrie (B) Academy, C.C. (School Board)		801	II. A (E) (G) (H)., B (F) (G)., C (A) (B) (C) (S) (T)., D (P.F.)., E (M)., G (Be) (Mc) (Me) (Mi) (S) (T)., H (D) (M); III. (A).	G. B. Motherwell, Esq., C.B.S.B., 10, Bank Street, Airdrie.
Airdrie (B) Albert	C.C.	802	I.	- - ditto.
Airdrie (B) Victoria	C.C.	804	I.	- - ditto.
Airdrie (B) Academy, C.C. (County Council)		822	II. [F (C) (P) - P.T.]	W. Malcolm, Esq., Clerk to the Lanark County Committee on Technical Education, County Offices, Hamilton.
Avondale, Crosshill	C.C.	806	I. II. C (B) (S) (T)., [C (A)., E (M)., D., F (C)., G (Ag)., H (C).	J. Barrie, Esq., C.S.B. of Avondale, Strathaven, Lanarkshire.
Avondale, Gilmourton	C.C.	803	I.	- - ditto.
Biggar High School	C.C.	808	II. C (A) (B) (S)., D., F (P).	A. Russell, Esq., C.S.B., Townhead, Biggar, Lanarkshire.
Blantyre, Auchinraith	C.C.	812	II. H (C) (L).	J. Brown, Esq., C.S.B. of Blantyre, School Board Office, High Blantyre, Glasgow.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Blantyre, High Blantyre C.C.	813	I. II. E (M).	J. Brown, Esq., C.S.B. of Blantyre, School Board Office, High Blantyre, Glasgow.
Blantyre, Low Blantyre C.C.	809	I.	- - ditto
Bothwell, Bellshill Academy C.C.	811	II. D (F) (G) (L) (M), E (M), F (M), G (A) (Bc) (Mc) (Me) (Mi).	R. Kerr, Esq., C.S.B. of Bothwell, 50, Cadzow St., Hamilton.
Bothwell, Bellshill C.C.	810	I., II. C (B) (S), H (C) (D) (M) (N).	- - ditto
Bothwell, Hamilton Palace Colliery C.C.	817	I. II. H (D) (N).	- - ditto
Bothwell, Holytown C.C.	815	I. II. H (D) (N).	- - ditto
Bothwell, Muiredge C.C.	816	I. II. H (C) (D).	- - ditto
Bothwell, New Stevenston C.C.	807	I. + E (M).	- - ditto
Bothwell, Tannochside C.C.	820	I. II. C (G), [C (A), E (A) (Mn)], H (N).	- - ditto
Bothwell, Uddingston Grammar School C.C.	821	II. A (E), C (A) (B) (F) (Gn) (S), F (C) (M), G (Bc) (M) (Mc) (Me) (Mi), H (C) (D) (N A).	- - ditto
Bothwell, Elmwood Convent School (C.C.)	814	II. B (F), [D, F (S)-P.T.], E (M), H (N); IV. (P) (S).	Rev. J. C. O'Neill, Elmwood, Bothwell, Glasgow.
Cadder, Chryston C.C.	826	I	T. McLelland, Esq., C.S.B. of Cadder, 179, West George Street, Glasgow.
Calderhead C.C.	828	I. II. C (A) (B), E (M), G (Mi).	D. Wellwood, Senr., Esq., C.S.B. of Calderhead, Shotts, Lanarkshire.
Calderhead, Dykehead C.C.	829	I. II. C (A) (B) (S) (T), D, E (Mn), G (Mi).	- - ditto
Cambuslang C.C.	830	I. II. C (S), G. (Bc) (Mi), H (C) (N).	R. Duncan, Esq., C.S.B., Morriston Buildings, Cambuslang.
Cambuslang, Hallside C.C.	831	I. II. E (M).	- - ditto
Cambusnethan, Berryhill C.C.	840	I. II. C (A) (S) (T), E (M), F (M).	J. Burgess, Esq., C.S.B. of Cambusnethan, Commercial Bank, Wishaw.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Cambusnethan C.C.	839	I. II. A (E)., [C (A) (B)], H (N).	J. Burgess, Esq., C.S.B. of Cambusnethan, Commercial Bank, Wishaw.
Cambusnethan, Waterloo C.C.	841	I.	- - ditto
Cambusnethan, Wishaw C.C. (Elementary Dept.)	842	I. II. C (A) (S)., H (D) (N).	- - ditto.
Cambusnethan, Wishaw C.C. (Secondary Dept.)	843	II. B (L)., D., D (P.T)., E (M)., F (C) (P)., G (Be) (Mi); III. (I).	- - ditto
Cambusnethan, Coltness Iron Works, Newmains C.C.	838	I. II. [A (E)., C (A) (G)., D., E (M)], H (C) (D) (L) (N).	A. D. Oliver, Esq., Coltness Iron Works, Newmains, Lanarkshire.
Carluke, Kilncadzow C.C.	844	I.	J. Barr, Esq., C.S.B., British Linen Co. Bank, Carluke.
Carluke, Law C.C.	845	I. II. E (M)., H (A) (C) (D) (N).	- - ditto.
Carluke, Market Place C.C.	846	I. II. C (A) (B) (S)., D (F) (G) (M)., F (C)., G (Be) (M) (Me)., H (C) (D) (N).	- - ditto
Carnwath C.C.	1116	I.	T. Smith, Esq., C.S.B., Carnwath, Lanarkshire.
Carnwath, Wilsontown C.C.	848	I.	- - ditto.
Carstairs C.C.	849	I. II. C (S)., E (A) (G)., G (Mc).	J. Allison, Esq., Strawfrank, Carstairs Junction, Lanark.
Clarkston, Whiterigg Roman Catholic C.C.	818	I. II. A (E)., C (A) (S)., E (M)., F (H)., H (N).	Rev. J. P. Towie, St. David's, Whiterigg, Airdrie.
Dalserf, Shawsburn C.C.	856	I.	A. Duncan, Esq., C.S.B. of Dalserf, Netherburn, Lanarkshire.
Dalziel, Craigneuk C.C.	857	I.	W. R. Harbour, Esq., C.S.B. of Dalziel, Bank of Scotland, Motherwell.
Dalziel C.C.	858	I.	- - ditto.
Dalziel, High School C.C.	861	I. II. A (E)., B (F) (G) (Gr) (L)., C (A) (B) (P) (S) (T)., D., D (P.T)., E (D) (M)., F [(C) (Me)] (M)., G (Be) (C) (E) (G) (Mc) (Mi) [(Me) (S)] (P) (S) (T)., H [(C) (L) (D)].	- - ditto.
Dalziel, Merry Street C.C.	860	I.	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued</i>			
Dalziel, Muir Street C.C.	862	I. II. G (Me) (Mi).	W. R. Barbour, Esq., C.S.B. of Dalziel, Bank of Scot- land, Motherwell.
Douglas Water C.C.	832	I. II. H (N).	J. Steedman, Esq., C.S.B., of Douglas Water, Com- mercial Bank, Douglas, Lanarkshire.
East Kilbride C.C.	865	I. II. [A (E), C (A)].	W. B. Crawford, Esq., C.S.B. of East Kilbride, 104, West Regent Street, Glasgow.
Glasgow, Abbotsford C.C.	866	II. A (E), C (A) (B) (C) (S), E (M), H (D) (M) (N.A.); III. (L); IV. (S).	G. W. Alexander, Esq., C.S.B., 129, Bath Street, Glasgow.
Glasgow, Adelphi Terrace C.C.	867	I. II. C (B) (S), E (M), H (D) (M) (W); IV. (P).	- - ditto. - - ditto.
Glasgow, Calton C.C.	881	I. II. A (E), C (A) (B) (C) (S), E (M), H (C) (N).	- - ditto.
Glasgow, Camden Street C.C.	882	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (N).	- - ditto.
Glasgow, Crookston Street C.C.	888	I. II. A (E), B (F), C (A) (B) (C) (S), E (M), G (Bc) (G) (Me) (Me) (S), H (N)	- - ditto.
Glasgow, Dalmarnock C.C.	890	III. (A) (I).	- - ditto
Glasgow, Dunard Street C.C.	891	I. II. A (E), C (A) (B) (P) (S) (T), D., [E (A) (G)], [E (Ar) (Mn)], H (C) (N), IV. (P).	- - ditto.
Glasgow, Girls' High School (C.C.)	898	II. F (H); IV. (G).	- - ditto.
Glasgow, Gorbals C.C.	899	I. II. A (E), B (F) (G), C (B) (S), E (M), G (Bc) (G) (Mc), H (C) (D) (M) (N.A.); III. (A).	- - ditto.
Glasgow, Grove Street C.C.	901	I. II. A (E), C (A) (B) (S), D., E (M), H (C) (D) (L) (M) (N.A.).	- ditto.
Glasgow High School (C.C.)	904	II. A (E), B (Ga), C (A) (B) (C) (S), E (M), G (M); III. (A) (I) (L); IV. (E) (G) (M).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Glasgow, John Street, Bridgeton C.C.	905	I. II. A (E), [A (E), C (A)], C (A) (B) (S), E (M), F (H), H (C) (D) (L) (M) (N) (W); III. (A) (I) (L), IV. (E) (G).	G. W. Alexander, Esq., C.S.B., 129, Bath Street, Glasgow.
Glasgow, Kennedy Street C.C.	908	I. II. A (L), C (A) (B) (P) (S), D (G), E (M), G (A), H (C) (D) (M) (N) (N.A.); IV. (P).	- - ditto.
Glasgow, Kent Road C.C.	909	I. II. A (E), B (F), C (A) (B) (S), D (De) (Mo), E (M), H (C) (N) (W); III. (I); IV. (M) (S).	- - ditto.
Glasgow, Keppochhill C.C.	910	I. II. A (E), C (A) (B) (S), D, E (M), H (D) (M) (N.A.); IV. (E).	- - ditto.
Glasgow, Milton C.C.	914	I. II. C (A) (B) (S), [D, H (W)], H (C) (N) (W).	- - ditto.
Glasgow, Napiershall C.C.	915	I. II. (C) (B) (C) (S), D (D) (De) (Mo), E (M), G (A) (B) (C) (M) (Mc) (Me) (S), H (C) (D) (M) (N.A.); IV. (P).	- - ditto.
Glasgow, Newlands C.C.	916	I. II. A (C) (E), C (A) (B) (C) (S), D, E (M), H (C) (D) (M) (N); IV. (M) (S).	- - ditto.
Glasgow, Oatlands C.C.	919	I. II. C (A) (B) (S), E (M), H (N); IV. (M).	- - ditto.
Glasgow, Petershill C.C.	922	I. II. A (E), (C) (A) (B) (C) (S), D, E (M), H (D) (M) (N.A.); III. (I).	- - ditto.
Glasgow, Provanside C.C.	921	II. A (E), [A (E)—Deaf Mutes], B (L), C (A) (B) (C) (S), D, D (Mo), E (M), F (M), G (B) (C) (G) (M) (Me), H (C) (D) (M) (N) (W); III. (L).	- - ditto.
Glasgow, Pupil Teachers' Institute C.C.	923	II. A (E), (B) (F) (L), D, [D, F (P)—P.T.], E (M), H (N).	- - ditto.
Glasgow, Queen Mary Street C.C.	924	I. II. A (E), C (B) (S), H (D) (L) (M) (N) (N.A.).	- - ditto.
Glasgow, Shields Road C.C.	943	I. +[A (E), C (A)].	- - ditto.
Glasgow, Springburn C.C.	945	I. II. [A (E) (G), E (Ar)], C (B) (S), D, E (M), H (D) (M) (N.A.); IV. (E).	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LARK—continued.</i>			
Glasgow, Springfield C.C.	946	I. II. A (E), C (A) (B) (S), D, E (Mn), H (C) (D) (M) (N); IV. (P).	G. W. Alexander, Esq., C.S.B., 129, Bath Street, Glasgow.
Glasgow, Thomson Street C.C.	947	I. II. A (E) (G) (H), [C (A) (C) (G)], C (B) (S), [E (M), G (A)], H (C) (N).	- - ditto.
Glasgow, Townhead C.C.	948	I. II. A (E), C (A) (B) (S), E (M).	- - ditto.
Glasgow, Tureen Street C.C.	949	I. II. A (E), C (A) (B) (S), H (C) (D) (M) (N) (N.A.).	- - ditto.
Glasgow, Washington Street C.C.	950	I. II. A (E), C (A) (B) (S), E (M), H (C) (D) (M) (N) (W).	- - ditto
Glasgow, Whitehill C.C.	957	II. A (E) (W), C (A) (B) (S), E (M), G [(A) (M)], (Be) (G) (Mc) [(Me) (S)], H (C) (M.L.) (N) (Wc); III. (A) (L); IV. (E) (M) (P).	- - ditto.
Glasgow, Woodside C.C.	959	II. A (E), C (A) (B) (C) (S), D, D (Pa) E (A) (M), H (C) (D) (M) (N.A.) (W), III. (L) (S); IV. (E) (P) (M).	- - ditto
Glasgow, Athenæum C.C.	1,190	II. A. (E) (L) (P), B (F) (G) (Gr) (I) (L) (P) (S), C (A) (B) (C) (F) (G) (Gn) (M) (P) (S) (T), E (M), H (A); III. (C) (L).	J. Lander, Esq., Athenæum, St. George's Place Glasgow.
Glasgow, Charlotte Street Convent School C.C.	872	II. [D., F (S)-P.T.]	Miss M. L. Maguire, 58, Charlotte Street, Glasgow.
Glasgow, Garnethill Convent School C.C.	892	II. D	Rev. R. Payne, 21, Dal- housie Street, Glasgow.
Glasgow, St. Mungo's Academy Roman Catholic C.C.	939	II. [D., F. (S)-P.T.]	E. A. Decoopman, Esq., 48, Parson Street, Townhead, Glasgow.
Glasgow, School of Cookery and Domes- tic Economy C.C.	928	II. F (H).	Miss G. Paterson, 86, Bath Street, Glasgow.
Glasgow, The Logan and Johnston School of Domestic Economy C.C.	911	II. H (C) (D) (L) (M) (N).	W. H. Macdonald, Esq., Hutchesons' Building, 158, Ingram Street, Glasgow.
Glasgow, United Young Men's Chris- tian Association (Christian Institute) C.C.	960	II. A (E) (L), B (Gr) (L) (S), C (A) (B) (C) (F) (Gn) (P) (S) (T), E (M), G (G) (M) (Mc) (S), [H (A) (S)]; IV. (E) (G) (M).	J. McColl, Esq., 70, Both- well Street, Glasgow.
Glasgow, United Young Men's Chris- tian Association (Eastern Section) C.C.	954	II. C (B) (S), H (A); IV. (P) (S).	A. Baird, Jun., Esq., 48, London Street, Glasgow.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Glasgow, United Young Men's Christian Association (Govan Section) C.C.	961	II. E (M)., G (G) (M) (Mc) (Me) (N. A.) (S).	J. A. Shearer, Esq., Christian Institute, Govan, Glasgow.
Glasgow, United Young Men's Christian Association (Southern Section) C.C.	962	II. A (E) (W)., B (F) (S)., C (A) (B) (S) (T)., G (Mc).	T. Trench, Esq., Young Men's Christian Association Institute, Eglinton Toll, Glasgow.
Glasaford C.C.	1,152	I. II. H (A) ; IV. (S).	J. Hunter, Esq., C.S.B., West Quarter, Glasaford, Strathaven, Lanarkshire.
Govan, Bellahouston Academy C.C.	964	II. A (E)., B (F)., C (A) (B) (P) (S) (T)., E (M)., F (C) (M)., G (M)., H (C) (W) (We) ; III. (A) (I).	J. A. Craigie, Esq., C.S.B. of Govan, 151, Bath Street, Glasgow.
Govan, Copeland Road C.C.	968	I.	- - ditto.
Govan, Elder Park C.C.	966	II. H (C) (D) (L) (M) (N).	- - ditto.
Govan, Fairfield C.C.	969	I. II. A (E)., C (A) (B) (S)., E (M)., G (E)., H (N).	- - ditto.
Govan, Govanhill C.C.	973	I.	- - ditto.
Govan, Hillhead C.C.	970	II. A (E)., C (B) (S) (T). E M ; III. (L).	- - ditto.
Govan, Hill's Trust C.C.	963	I.	- - ditto.
Govan, Lambhill Street C.C.	978	I.	- - ditto.
Govan, Lorne Street C.C.	980	I. II. H (C) (D) (L) (M).	- - ditto.
Govan, Partick, Hamilton Crescent C.C.	982	II. A (E)., B (F) (G) (S)., C (A) (B) (S) (T)., D., E (M)., G (Be) (E) (N. A.)., H (W) (We).	- - ditto.
Govan, Partick, Rosevale Street C.C.	983	I.	- - ditto.
Govan, Partick, Stewartville C.C.	986	I. II. H (C) (D) (L) (M).	- ditto.
Govan, Pollokshields, Albert Road C.C.	987	II. A (E)., C (A) (B) (S) (T)., D., D (De)., E (M)., F (C) (M)., H (C) (W) ; III. (L).	- - ditto.
Govan, Pupil Teachers' Institute C.C.	988	II. [D., F (S)-P. T].	- - ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Govan, Strathbungo C.C.	1185	II. A (E), C (A) (B) (P) (S) (T), E (M), G (Be) (G) (M), H (C) (D) (L) (M) (N) (W) (We); III. (A) (I) (L); IV. (E).	J. A. Craigie, Esq., C.S.B. of Govan, 151, Bath Street, Glasgow.
Govan, Whiteinch C.C.	992	I. II. H (D) (M).	- - ditto.
Govan, Anderson's College Medical School C.C.	871	II. F (C).	J. B. Kidston, Esq., 50, West Regent Street, Glasgow.
Govan, Downhill Academy Roman Catholic C.C.	967	II. B (F), E (A), F (H), [D., F (S)-P.T.]; IV. (M) (S).	Miss C. Gadd, 17, Victoria Circus, Hillhead, Glasgow.
Govan, Kinning Park, Our Lady and St. Margaret's Roman Catholic C.C.	977	I.	Rev. D. A. Mackintosh, 70, Stanley Street, Paisley Road, Glasgow.
Hamilton Academy (C.C.)	998	II. A (E), B (L), C (A) (B) (F) (G) (S), D., D (De) (Mo) (Pa), E (Me), F (H) (M), G (Be) (Br) (C) (D) (Me) (Mi) (P) (S) (Su), H (C) (D) (M) (W); III. (A) (C) (E) (I) (S).	P. Keith, C. B. S. B., 67, Cadzow Street, Hamilton.
Hamilton (B.), Beckford Street C.C.	995	II. A (G) (H), C (A) (B) (G) (S), [C (C) (P)], D., E (A) (Mn), F (P), G (D), H (C) (D) (M) (N).	- - ditto.
Hamilton (B.), Bent Road C.C.	996	I. II. A (E), C (A) (B) (P) (S), G (A) (D), H (A) (C) (D) (M).	- - ditto.
Hamilton (B.), St. John's Grammar School C.C.	997	II. A (E), C (A) (B), F (M), H (D) (M) (N) (W).	- - ditto.
Hamilton (B.), Townhead C.C.	1004	I. II. A (E), C (A) (B) (S), D., H (D) (M).	- - ditto.
Hamilton (Ld.), Ferniegair C.C.	999	I. II. D., E (M), H (C) (D).	R. Kerr, Esq., C.L.S.B., 50, Cadzow Street, Hamilton.
Hamilton (Ld.), Glenlee C.C.	991	I. II. A (E), C (S), D., E (M), G (Mi), H (C) (D) (M).	- - ditto.
Hamilton (Ld.), Greenfield C.C.	990	I. II. A (E), D., E (Ar), G (Mi), H (D) (M).	- ditto.
Hamilton (Ld.), Low Waters C.C.	1000	II. A (E), C (A) (B) (S), [D (De) (F) (E) (G)], E (M), G (Mi), H (C) (D) (L) (M).	- ditto

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued</i>			
Hamilton (Ld.), Quarter C.C.	1001	I. II. E (Mn.), F (Pl).	R. Kerr, Esq., C.L.S.B., 50, Cadzow Street, Hamilton.
Lanark (B.) Grammar School C.C. (School Board)	1002	I. II. [C (A) (B) (S) (T)], G (Bc), H (C) (D) (L).	J. F. Shirley, Esq., C.B.S.B., Lanark.
Lanark (B.) Grammar School C.C. (County Council)	1013	II. D (P.T.)	W. Malcolm, Esq., Clerk to the Lanark County Committee on Technical Education, County Offices, Hamilton.
Lanark (Ld.), New Lanark C.C.	1003	I. II. H (D), H (N).	J. F. Shirley, Esq., C.L.S.B., Lanark.
Larkhall Academy C.C.	1006	I. II. C (B) (S), D., E (M), F (C), G (Ag) (Bc) (Mi) (T), H (C) (D) (N).	W. Cunningham, Esq., C.S.B., Union Bank of Scotland, Ltd., Larkhall.
Larkhall, Muir Street C.C.	1009	I.	- - ditto.
Leadhills C.C.	1197	I.	G. Menzies, Esq., C.S.B., Townfoot, Leadhills, Airdrie, Lanarkshire.
Lesmahagow, Auchenhath C.C.	1007	I.	J. N. Gilmore, Esq., C.S.B., Lesmahagow.
Lesmahagow, Senior C.C. (School Board)	1154	II. G (Bc) (Mi).	- - ditto.
Lesmahagow, Waterside C.C.	1008	II. E (M).	- - ditto.
Lesmahagow, Senior C.C. (County Council)	1014	II. D (P.T.)	W. Malcolm, Esq., Clerk to the Lanark County Committee on Technical Education, County Offices, Hamilton.
Maryhill, Possilpark C.C.	1015	I. II. A (E), B (F), C (A) (B) (G) (S) (T), D., E (D) (M), G (Bc) (G) (Mc), H (D); III. (I).	W. B. Gemmel, Esq., C.S.B. of Maryhill, 196, St. Vincent Street, Glasgow.
New Monkland, Meikle Drumgray Roman Catholic C.C.	1,011	II. H (D).	Rev. J. P. Towie, St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston C.C.	1,021	II. A (E), C (A) (C).	W. J. Andrew, Esq., C.S.B. of Old Monkland, Coatbridge.
Old Monkland, Bargeddie C.C.	1,022	II. A (E) (G) (H), C (A), H (N) (N.A.).	- - ditto.
Old Monkland, Calderbank C.C.	1,023	I.	- - ditto.
Old Monkland, Coatbridge C.C.	1,025	I.	- - ditto.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>LANARK—continued.</i>			
Old Monkland, Coat- bridge, Langloan C.C.	1,024	I.	W. J. Andrew, Esq., C.S.B. of Old Monkland, Coat- bridge.
Old Monkland, Coat- bridge Technical School C.C.	1,193	II. A (E), C (A) (B) (C) (F) (G) (Gn) (S) (T), [D-P, T], F (C) (G) (P) (M), G (Be) (E) (G) (M) (Mo) (Me) (Mi) (P).	- - ditto.
Old Monkland, Coat- dyke C.C.	1,028	I. II. [D., D (De)], H (C).	- - ditto.
Old Monkland, Gart- sherrie Works C.C.	1,030	I. II. D., H (C).	- - ditto.
Old Monkland, Mount Vernon C.C.	1,031	II. A (E), C (A) (C).	- - ditto.
Old Monkland, West Maryston C.C.	1,033	II. A (E), C (A) (C).	- - ditto.
Old Monkland, Whif- flet C.C.	1,034	I.	- - ditto.
Rutherglen, Mac- donald C.C.	1,038	I. II. [C (A) (B) (C) (S)], D., E (M), F (C), G (D), H (C) (D) (M).	A. Macallan, Esq., C.S.B., National Bank, Rutherg- len, Glasgow.
Shettleston, East- bank C.C.	1,042	I. II. C (A) (B) (S), G (Be) (G) (Mc), H (N).	J. Watson, Esq., C.S.B. of Shettleston, 24, St. Vin- cent Place, Glasgow.
Shettleston, &c., Millerston C.C.	1,044	I. II., D., H (C) (D) (M).	J. C. Mitchell, Esq., 160, West George Street, Glas- gow.
Shotts, Cleland and Omos C.C.	1,048	I. II., H (C) (D), G (Mi).	J. Hutton, Esq., C.S.B., Shotts, Lanarkshire.
Wiston, &c., Roberton C.C.	1,037	I. II. A (E), C (A), D., E (A) (Mn).	J. Jamieson, Esq., Int. C.S.B. of Wiston and Roberton, Barnfoot, Spinghill, Eccle- fechan.
<i>LINLITHGOW (15).</i>			
Bathgate (B.) C.C. (School Board).	667	I. II., D (G), E (Ar) (Mn)	J. Gardner, Esq., C.B.S.B., Bathgate.
Bathgate Academy C.C. (Local Com- mittee).	666	II. C (A) (B) (C), G (M).	Messrs. Scott, Moncrieff, Thomson and Shiells, 141, George Street, Edinburgh.
Bathgate C.C. (County Council).	671	II. B (S) (T), F (C), G (Be) (Mc) (Me) (Mi) (S); III. (I).	J. G. B. Henderson, Esq., Linlithgow.
Bathgate (Ld.), Arma- dale C.C.	668	I. II. H (C).	A. P. Simpson, Esq., C.L.S.B., Bathgate.
Bo'ness, Anderson Academy C.C.	669	II. B (D), [C (B) (C) (S)], [D (G), E (Ar) (Mn)], H (C) (D) (M) (N).	R. J. Jamieson, Esq., C.S.B., Bo'ness, Linlithgowshire.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
LINLITHGOW—continued.			
Bo'ness C.C. (County Council).	670	II. G (Bc) (Mc) (Mi) ; III. (I).	J. G. B. Henderson, Esq., Linlithgow.
Ecclesmachan C.C.	1,158	I.	J. Shepherd, Esq., C.S.B., The Manse, Ecclesmachan, Uphall, Linlithgowshire.
Linlithgow Academy C.C. (School Board).	673	I.	J. Russell, Esq., C.S.B., Linlithgow.
Linlithgow C.C. (County Council)	674	II. C (S) (T.), F (C.), G (Bc) (Mc) (Mi) ; III. (I).	J. G. B. Henderson, Esq., Linlithgow.
Torphichen, Black-ridge C.C.	682	I. II. E (A) (Mn).	J. Gardner, Esq., C.S.B. of Torphichen, 28, Mid St., Bathgate.
Torphichen, Woodend, C.C.	685	I. II. E (A) (Mn).	- - ditto
Uphall, Broxburn C.C. (School Board)	680	I. II. E (M).	R. C. Wilson, Esq., C.S.B. of Uphall, Bank Buildings, Broxburn.
Uphall, Broxburn C.C. (County Council)	679	II. C (S) (T.), G (Bc) (Mc) (Me) (Mi) (S) ; III. (I).	J. G. B. Henderson, Esq., Linlithgow.
Whitburn, Greenhills C.C.	683	I., II. C (S), E (Mn).	Rev. T. W. McAndrew, The Manse, Fauldhouse, Linlithgowshire.
Whitburn, Longridge C.C.	684	I., II. [C (B) (S)].	A. Dalziel, Esq., Stoneyburn, Fauldhouse, Linlithgowshire.
NAIRN (3).			
Cawdor C.C.	1,082	II. A (C), C (A) (G), F (N).	A. J. Macdonald, Esq., C.S.B. of Cawdor, Cawdor Estate Office, Nairn.
Nairn (B.), Church Street C.C.	1,084	I : II. A (C) (E) (G), C (A), D ; IV. (P).	H. T. Donaldson, Esq., C.B.S.B., Nairn.
Nairn, Rose's Academical Institution (C.C.)	300	II. C. (B) (S), G (Bc).	A. Robertson, Esq., County Buildings, Nairn.
ORKNEY (4).			
Cross, &c., Burness C.C.	499	I.	W. Muir, Esq., Inkerman, Sanday, Kirkwall.
Lady, Sellibister C.C.	618	I.	- - ditto.
Orphir, Kirbister C.C.	687	II. G (Ag), H (N) ; IV. (S).	W. Inkster, Esq., C.S.B., Quoyclerks, Orphir, Kirkwall.
Walls, &c., Flotta C.C.	500	I. II. C (S), D., E (Mn), G (N).	R. Malcolmson, Esq., C.S.B. of Walls and Flotta, Longhope, Stromness, Orkney

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
PEEBLES (3).			
Innerleithen C.C.	387	I. II. C (A) (B) (S), E (A).	J. S. Smail, Esq., C.S.B., Innerleithen, Peebles-shire.
Innerleithen, Walkerburn C.C.	388	I.	- - ditto.
Peebles (Kingsland) C.C.	390	I. II. B (F) (L), C (S), E (A) (G), H (C) (N).	W. Lyon, Esq., Peebles.
PERTH (42).			
Alyth C.C.	83	II. B. (F), C (A) (B) S., D., D (P.T.), G (Be).	C. D. Mitchell, Esq., St. Andrew Street, Alyth.
Auchterarder C.C.	87	I. II. [C (A) (B)], H. (A) (N).	J. Hill, Esq., C.S.B., Auchterarder.
Blackford C.C.	86	I. II. C (A) (S), H (A) (W).	J. Hill, Esq., C.S.B. of Blackford, Auchterarder.
Blackford, Tullibardine C.C.	89	I. + C(S).	- - ditto.
Blairgowrie C.C.	91	I. II. B (F), C (A) (B) (S), D (P.T.), F (M) (P), [G (Be) (G) (M) (Me)], H (C) (L) (N).	R. Robertson, Esq., C.S.B., Bank of Scotland, Blairgowrie.
Cargill, Burrelton C.C.	271	II. A (E), C (B), E (Ar) (Mn).	W. Duncan, Esq., C.S.B. of Cargill, Burrelton, Coupar Angus.
Comrie C.C.	93	I.	P. Brough, Esq., C.S.B., Comrie, Perthshire.
Coupar Angus C.C.	94	I. II. [C (A) (B) (P) (S)], [D (F), G (G) (Be) (M)], H. (A) (C) (L) (N).	T. Saunders, Esq., C.S.B., Coupar Angus.
Crieff C.C.	96	I. II. [C (B) (C) (S)], H. (N).	M. Finlayson, Esq., C.S.B., Crieff.
Dull, Aberfeldy C.C.	97	I. II. A (E) (G), C (A) (S) (T), D., D (De), E (A), H. (N).	D. Macdiarmid, Esq., C.S.B. of Dull, Bank of Scotland, Aberfeldy.
Dull, Styx C.C.	519	I: II. A (E), E (M).	- - ditto.
Dunbarney C.C.	98	I: II. [C (A) (B) (S)], F (Pg).	J. Paul, Esq., C.S.B. of Dunbarney, Bridge of Earn.
Dunblane C.C.	99	I. II. C (A) (B) (S), D., D (De), E (M), F (M), G (Be) (D), H (C) (M) (Wc).	A. B. Barty, Esq., C.S.B., Dunblane.
Dunkeld, etc, Royal C.C.	104	II. C (A), D (De), [E (A) (Mn)], F (Pa).	R. Mc Gillewie, Esq., C.S.B., Union Bank of Scotland Ltd., Dunkeld.

Name of Classes.		Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>PERTH—continued.</i>				
Dunning,	C.C.	510	I.	W. Henderson, Esq., C.S.B., Dunning, Perthshire.
Errol	C.C.	1161	I. II. C (B).	W. Goodall, Esq., C.S.B., Union Bank of Scotland, Errol, Perthshire.
Errol, Glendoick	C.C.	100	I. II. C (B).	- - ditto.
Forgandenny	C.C.	511	II. D., E (G) (Mn.), F (B).	J. G. Mackay, Esq., C.S.B., Horslea, Forgardenny, Perthshire.
Forteviot	C.C.	261	II. A (G), C (A), G (D) (Ag), H (N).	G. Miller, Esq., C.S.B., Forteviot, Perthshire.
Kenmore, Acharn	C.C.	80	I.	J. Gray, Esq., C.S.B. of Kenmore, Commercial Bank House, Aberfeldy.
Kilmadock, Deanston	C.C.	101	II. C (A) (B) (C) (G), D., H (C).	J. A. McLean, Esq., C.S.B. of Kilmadock, Doune, Perth- shire.
Kilmadock, Doune	C.C.	102	II. C (A) (B) (S), D., H (C) (N).	- - ditto.
Kinclaven	C.C.	263	II. C (B), E (Mn), H (N).	Rev. H. K. Reekie, C.S.B., Kinclaven, Stanley, Perth- shire.
Kinloch Rannoch, Killiechonan	C.C.	31	I. II. C (B), E (Mn), G (Ag).	D. Macdiarmid, Esq., C.S.B. of Kinloch Rannoch, Bank of Scotland, Aberfeldy.
Kinloch Rannoch	C.C.	552	I.	- - ditto.
Little Dunkeld	C.C.	103	I.	J. A. Harris, Esq., C.S.B. of Little Dunkeld, Tor- wood, Birnam, Perthshire.
Little Dunkeld, Murthly and Airtully	C.C.	270	I.	J. A. Harris, Esq., Torwood, Birnam, Perthshire.
Logierait, Grandtully	C.C.	515	I.	W. A. MacIntosh, Esq., C.S.B., Logierait, Ballin- luig, Perthshire.
Longforgan, Mylnefield	C.C.	105	II. H (D) (N).	T. C. Boyd, Esq., C.S.B. of Longforgan, 91, Commercial Street, Dundee.
Methven	C.C.	553	I., II. E (Mn), G (M).	J. Bullions, Esq., C.S.B., Methven, Perthshire.
Moulin Pitlochry	C.C.	106	I. II. A (E) (G), C (A) (B) (S), D., E (A), G (M).	H. Mitchell, Esq., C.S.B. of Moulin, Pitlochry.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
PERTH—continued.			
Muthill, Drummond Street C.C.	107	II. [C (A) (B)], [D (G)., E (Mn)], H (N).	M. Finlayson, Esq., C.S.B. of Muthill, Crieff.
Persie, Blackwater. C.C.	108	II. C (G)., F (B).	J. B. Miller, Esq., C.S.B. of Persie, Blairgowrie.
Persie, Strone of Cally C.C.	259	I. II. C (B).	- - ditto.
Perth, Academy (C.C.)	114	II. B (F) (L)., C (A) (B) (S)., D., D (P.T)., E (M)., F (Pg)., H (C) (L) (M) (N) ; III. (E) (L) (I) (M).	P. Martin, Esq., C.B.S.B., Tay Street, Perth.
Perth (B.) Caledonian Road C.C.	109	I. II. [A (E)., C (A) (G)], [A (L)., B (F)], C (B) (S) (T)., D (De) (F)., F (H)., [G (G) (M)], [E (Mn)., G (Be) (Mc)], H (C) (D) (L) (M) (N) (W) ; IV. (E) (G) (S).	- - ditto.
Perth, Sharp's Institution (C.C.)	116	II. [A (E)., C (G)], B (F) (G) (L)., C (A) (B) (C) (S) (T)., E (G)., G (M) (Mc)., H (N) ; III. (A) (I) (S).	G. A. Mackenzie, Esq., 75, George Street, Perth.
St. Martin's, Balbeggie C.C.	118	II. D., E (Mn)., H (N).	R. H. Miller, Esq., C.S.B. of St. Martin's, 69, George Street, Perth.
St. Martin's, Guildtown C.C.	117	II. C (A) (B) (C).	- - ditto.
Scone C.C.	119	II. [A (E)., C (A)., D]., H (C) (D) (L) (N) ; IV. (P).	B. Mackenzie, Esq., C.S.B., Stormont House, Scone.
Scone, Stormontfield C.C.	120	II. A (E)., C (A)., D., H (D) (N).	- - ditto.
Tenantry, Aldgirnraig G.A.C.C.	121	I. II. C (B) (S).	H. Mitchell, Esq., Pitlochry.
RENFREW (48)			
Cathcart C.C.	1,055	II. C (A) (B) (C) (S)., H (C) (D) (N.A.).	W. B. Crawford, Esq., C.S.B. of Cathcart, 104, West Regent Street, Glasgow.
Cathcart, Mount Florida C.C.	1,163	II. C (A) (B) (C) (S)., H (C) (D).	- - ditto.
Cathcart, Queen's Park C.C.	1,056	II. [A (E)., C (A) (B) (S) (T)], C (F) (Gn)., D., F (C)., [E (M)., G (G) (Mc)], H (C) (W).	- - ditto.
Eastwood, Pollok Academy C.C.	1,057	I: II. H (D) (M) (N).	R. Guy, Esq., C.S.B. of Eastwood, 120, West Regent Street, Glasgow.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>RENFREW—continued.</i>			
Eastwood, Shawlands Academy C.C.	1,060	I. II. C (A) (B) (S), G (Mc), H (C)(D)(M)(N.A.).	R. Guy, Esq., C.S.B. of Eastwood, 120, West Regent Street, Glasgow.
Eastwood, Thornliebank C.C.	1,061	I. II. A (E), C (A), H (D) (M) (N).	- - ditto.
Greenock Academy (C.C.)	1,067	II. A (L), D, E (M), H (D) (M); III (C) (I) (L).	A. F. Niven, Esq., C.B.S.B., Municipal Buildings, Greenock.
Greenock (B.), Ardgowan C.C.	1,068	IV. (S).	- - ditto.
Greenock (B.), Belleville Place C.C.	1,069	I. II. [C (A) (B) (S)], [D., E (Ar) (Mn)].	- - ditto.
Greenock (B.), Central Cookery School C.C.	1,070	II. H (C).	- - ditto
Greenock (B.), Highlanders' Academy C.C.	1,073	I. II. [C (A) (B) (S)], [D., E (Ar) Mn].	- - ditto.
Greenock (B.), Holmscroft C.C.	1,075	I. II. C (B) (S), F (C), H (D) (N).	- - ditto.
Greenock (B.), Mearns Street C.C.	1,076	I. II. [A (E), C(A)(B)(G)(S)], [E (M), G(D)], [G (E), D], [G (P), D], [H (W), D].	- - ditto.
Greenock (B.), Police Buildings C.C.	1,071	I.	- - ditto.
Greenock (B.), St. Andrew's Square C.C.	1,077	II. H (D) (N).	- - ditto.
Greenock (B.), Shaw Street C.C.	1,168	II. G (Be) (E) (N.A.) (S); III. (I).	- - ditto.
Greenock East (Ld.), &c., Ladyburn C.C.	800	III. (M).	G. Murray, Esq., C.S.B. of Greenock East (Ld.), &c., 2, Argyle Street, Greenock.
Kilbarchan C.C.	786	II. C (A) (C) (G), D.	J. McN. Porteous, Esq., C.S.B., Kilbarchan, Johnstone.
Levern C.C.	796	I. II. E (Ar), H (N).	R. S. Stewart, Esq., C.S.B. of Levern, National Bank, Barrhead, Glasgow.
Lochwinnoch, Howwood C.C. (School Board).	795	II. A (E), C (A), E (M).	W. Logan, Esq., C.S.B., Lochwinnoch, Renfrewshire.
Lochwinnoch C.C. (School Board).	794	I. II. D.	- - ditto.
Lochwinnoch, Howwood C.C. (Local Committee).	793	II. G (Ag), H (C) (N); IV. (P).	J. Pollock, Jun., Esq., Spring-side, Howwood, Renfrewshire.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>RENFREW—continued.</i>			
Lochwinnoch C.C. (Local Committee).	799	II. H (N).	Rev. J. Russell, M.A., West Manoe, Lochwin- noch, Renfrewshire
Mearns C.C.	792	I. II. C (B).	J. Wright, Esq., C.S.B., Mearns, Glasgow.
Neilston, Cross Arthur- lie C.C.	790	I. II. A (E), C (A), D, E (M), G (Be) (Mc), H (A) (N).	Messrs. Watson and Fife, Joint C's.S.B. of Neilston, Bank of Scotland Build- ings, Barrhead, Glasgow.
Neilston, Grahamston C.C.	789	II. C (A) (B) (C) (P) (S).	- - ditto.
Neilston, Madras C.C.	791	I.	- - ditto.
Neilston C.C.	787	I. II. H (A) (C) (D).	- - ditto.
Neilston, Uplawmoor C.C.	785	I. II. H (A) (C) ; IV (S).	- - ditto.
Paisley (B.), Carbrook Street C.C.	783	I. II. H (W).	Messrs. MacRobert & Hut- chison, Joint C's. B.S.B., 13, St. James' Place, Paisley.
Paisley (B.), Camp- hill C.C.	784	II. D., D (P.T.), F (C) (P).	- - ditto.
Paisley (B.), East C.C.	782	I.	- - ditto.
Paisley (B.), George Street, Central C.C.	778	I.	- - ditto.
Paisley (B.), North C.C.	777	I. II. [G (M) (Mc) (Me) (S)]	- - ditto.
Paisley (B.), Oaks- haw C.C.	775	II. A (E), B (F) (G), C (A) (B) (C) (S), H (D) (N).	- - ditto.
Paisley (B.), South C.C.	774	I.	- - ditto.
Paisley (Ld.), Elders- lie, Wallace C.C.	770	I.	J. B. Stirling, Esq., C.S.B. of Paisley (Landward), 28, High Street, Johnstone.
Paisley (Ld.), Inker- mann C.C.	771	I. IV. S.	- - ditto.
Paisley (Ld.), John- stone C.C.	769	I. II. C (S) (T), D., G (M) (Me) (S), H (C) (D).	- - ditto.
Paisley, St. Charles' Roman Catholic C.C.	781	I.	Rev. J. McAllister, Charles- ton, Paisley.
Paisley, St. Marga- ret's School C.C.	773	II. [D., F (P)-P.T.]	Miss M. Kelly, St. Marga- ret's Convent School, East Buchanan Street, Paisley.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
RENFREW—continued.			
Paisley Technical School C.C.	780	II. D., E (D) (M), F (C) (M), G (Ag) (Bo) (E) (G) (M) (N.A.), H (W); III. (A) (I) (S).	J. Gardner, Esq., 3, County Place, Paisley.
Port Glasgow (B.), Chapelton C.C.	768	I.	J. Hood, Esq., C.B.S.B., Port Glasgow.
Port Glasgow (B.), Clune Park C.C.	767	I.	- - ditto.
Port Glasgow (B.), Jean Street C.C.	766	I. II. B (F) (G), [D (G), G. (G)], G (Be) (M) (Mc (Me) (N.A.) (S).	- - ditto.
Renfrew (B.), Blythwood Testimonial C.C.	764	I. II. E (M), G (Be) (G) (Mc) (N.A.) [(Me) (S)].	J. Miller, Esq., C.B.S.B., 27, Queen Street, Renfrew.
Renfrew (Ld.), Moorpark C.C.	1164	II. [A (E) (H), C (A)], E (G), H (C) (N).	J. R. Parker, Esq., C.L.S.B., 76, Fulbar Street, Renfrew.
Renfrew (Ld), Scotstoun C.C.	776	I. II. A (E), C (A), D., E (Mn), H (C).	- - ditto.
ROSS & CROMARTY (4).			
Avoch C. C.	198	I. II. H (C) (N).	R. J. Gillanders, Esq., C.S.B. of Avoch, Fortrose, Ross-shire.
Edderton C.C.	196	II. H (W).	J. Stephen, Esq., C.S.B. of Edderton, Glenmorangie, Tain.
Fearn, Hill of Fearn C.C.	233	II. A (E) (G).	A. Wallace, Esq., C.S.B., Tullich, Fearn, Ross-shire.
Resolis, Cullicudden C.C.	619	I. II. (GBa).	E. Scott, Esq., C.S.B., Newmills, Resolis, Invergordon, Ross-shire.
ROXBURGH (7).			
Ancrum, Sandystones C.C.	204	II. C (A) (B), E (Mn); IV. (S).	A. G. Catto, Esq., C.S.B., Myrescroft, Ancrum, Roxburghshire.
Edgerston C.C.	207	II. C (B), E (Mn), F (P), H (C.M.).	J. C. Stevenson, Esq., C.S.B. of Edgerston, County Buildings, Jedburgh.
Hawick (B.), Buccleuch C.C.	202	I. II. C (A) (B) (G) (S).	J. Oliver, Esq., C.B.S.B., Hawick.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
ROXBURGH—continued.			
Hawick (B.), Buccleuch Memorial Institute C.C.	1,186	II. B (F)., D., E (M)., F (C) (H)., G (D) (Mc) (W)., H (A).; III. (A).	J. Oliver, Esq., C.B.S.B., Hawick.
Kelso C.C.	214	II. C (C) (G)., D., D (De).	T. D. Crichton Smith, Esq., C.S.B., Kelso.
Lilliesleaf C.C.	382	I. II. C (B)., [D., D (De)].	W. Haddon, Esq., C.S.B. of Lilliesleaf, Royal Bank of Scotland, Hawick.
Sprouston C.C.	358	I. II. E (Mn).	H. Peattie, Esq., C.S.B. of Sprouston, 32, Woodmarket, Kelso.
SELKIRK (4).			
Galashiels (B.), Roxburgh Street C.C.	1,192	I. II. A (E)., B (F) (L)., C (B) (S)., D (Pa)., E (M)., G (Mc)., H (A) (C); III. (A) (I) (S).	G. D. Cramond, Esq., C.B.S.B., Galashiels.
Selkirk (B.), Junior C.C.	223	II. A (E)., H (N.A.).	C. Alexander, Esq., C.B.S.B. Selkirk.
Selkirk (B.), Senior C.C.	225	II. [C (S)., E (A) (Ar)]., G (W).	- - ditto.
Selkirk (Ld.) C.C.	374	I., II. H (C) (N).	J. Macauley, Esq., C.L.S.B., Selkirk.
SHETLAND (6).			
Dunrossness, Bigton C.C.	522	I. II. G (N) (Sa); IV. (S).	T. Johnston, Esq., C.S.B. of Dunrossness, Sumburgh, Shetland.
Dunrossness, Cunningsburgh C.C.	523	I.	- - ditto.
Lerwick Central C.C.	615	II. G (N).	R. D. Ganson, Esq., C.S.B., Lerwick.
Nesting, &c., Whalsay (Brough) C.C.	932	I. II. A (C)., E (Mn)., H (N); IV. (S).	G. G. Irvine, Esq. C.S.B. of Nesting, &c., Symbister, Whalsay, Lerwick.
Walls, &c., Hapynhansel C.C.	286	I.	Rev. R. Andrew, The Manse, Walls, Shetland.
Walls, &c., Midwalls C.C.	501	I. II. C (B)., G (N).	A. Tulloch, Esq., Walls, Shetland.
STIRLING (37).			
Airth C.C.	556	I.	W. Stevenson, Esq., C.S.B. of Airth, 2, Bank Street, Falkirk.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>STIRLING—continued.</i>			
Campsie, Craighead C.C.	538	II. C (A) (B) (C)., D., D (P.T.), E (M)., H (A) (C) (D) (M) (N); IV. (P) (S).	J. H. Wyllie, Esq., C.S.B. of Campsie, Glenview Campsie Glen, Glasgow.
Campsie, Lennoxton C.C.	559	I. II. C (A) (B) (C) (S)., D., G (Bc) (Mc)., H (C) (D) (M) (N).; IV. (P) (S).	- - ditto.
Campsie, Torrance C.C.	560	I. II. C (A) (B) (S)., G (Bc)., H (D) (M).; IV. (P) (S).	- - ditto.
Denny C.C.	561	I. II. A (E)., C (A) (S)., D., G (Mc)., H (C) (D) (L).	J. S. Davidson, Esq., C.S.B. Bank of Scotland, Denny.
Falkirk (B.), Camelon C.C.	573	I. II. C (A) (B) (S)., H (A).; IV. (P).	T. Gibson, Esq., C.B.S.B. Bank Street, Falkirk.
Falkirk (B.), Comely Park C.C.	567	I. II. C (B) (S) (T)., H (A) (D) (M); IV. (M.D.).	- - ditto.
Falkirk (B.), Northern C.C.	569	I. II. B (F)., C (A) (B) (S) (T)., D., H (C) (D) (L) (M).	- - ditto.
Falkirk, (B.) Science & Art School C.C.	1,183	III. (A) (I).	- - ditto.
Falkirk (Ld.), Bonny- bridge C.C.	572	I. II. C (S) (T).	B. Watson, Esq., C.L.S.B. Falkirk.
Falkirk (Ld.), Lauri- ston C.C. (School Board)	576	I. II. A (E)., C (A) (S)., D., D (G)., G (M)., H (C) (N).	- - ditto.
Falkirk (Ld.), Bonny- bridge Foundry Hall C.C.	571	II. D (P.T.)., III. (A) (M).	A. Gillespie, Esq., Ure Allan Park, Bonnybridge Stirlingshire.
Falkirk (Ld.), Lauri- ston C.C. (Local Committee)	600	II. [H (W) (We)].	J. H. Mather, Esq., School House, Laurieston, Falkirk.
Gargunnoch C.C.	593	II. [D., H (W)].	R. Whyte, Esq., C.S.B. Gargunnoch, 4, Kin Street, Stirling.
Grangemouth, Both- kennar C.C.	557	I. II. H (C) (W).	J. B. White, Esq. C.S.B. South Charlotte Street Grangemouth.
Grangemouth, Grange C.C.	1,173	I. II. B (G)., C (A) (B) (C) (S)., D., E (M)., G (D) (Mc)., H (C) (D) (L) (N).	- - ditto.
Grangemouth, Shield- hill C.C.	597	I. II. A (C)., E (M)., H (E) (N).	- - ditto.
Grangemouth, Wallace- stone C.C.	594	I. II. B (F)., D (F) (G) (M)., G (A)., H (C) (N).	- - ditto.
Kilsyth (B.) Academy C.C.	581	I. II. [A (E)., C (A) (B)., D., D (P.T.)., G (M) (Mi)].	D. Stark, Esq., C.B.S.B. Burnbank Cottage Kilsyth, Glasgow.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
<i>STIRLING—continued.</i>			
Kilyth (Ld.), Chapel Green C.C.	582	I. II. H (N).	R. M. Lennox, Esq., C.L.S.B., Kilyth, Glasgow.
Kippen, Bucklyvie C.C.	527	II. D., E (M).	A. Cross, Esq., C.S.B. of Kippen, Claymires, Port of Monteith, Stirlingshire.
Kippen C.C.	528	II. C (A), D.	- ditto.
Larbert, Carron C.C.	584	I. IV. (P).	R. Taylor, Esq., C.S.B. of Larbert, 46, Barnton Place, Stirling.
Larbert, Carronshore C.C.	586	I. II. E (M).	- ditto.
Larbert, Central C.C.	587	I. II. [A (E), E (Ar)], [C (B) (S)], [C (C) (S)], D., G (M), [G (Mc) (Me) (S)], H (D).	- ditto.
Larbert, Village C.C.	588	I. II. E (M).	- ditto.
Muiravonside, Black- braes C.C.	590	I. II. G (A).	A. Hunter, Esq., C.S.B. of Muiravonside, National Bank Buildings, Falkirk.
Muiravonside, Drum- bowie. C.C.	591	I. II. [E (Mn), G (A)].	- ditto.
Muiravonside, Mad- diston. C.C.	578	I., II. G (A).	- ditto.
Muiravonside C.C.	592	I. II. G (A) (M).	- ditto.
St. Ninian's, Bannock- burn. C.C.	656	II. C (A) (B) (C), E (Mn).	J. Dobbie, Esq., C.S.B. of St. Ninian's, 3, Port Street, Stirling.
St. Ninian's, Cambus- barron. C.C.	657	II. C (A) (B) (C), E (Mn), H (D) (W).	- ditto.
St. Ninian's, Cowie. C.C.	658	II. C (A) (C), E (Mn), G (Mi), H (D) (W).	- ditto.
Slamannan, Limerigg C.C.	599	I. II. D., E (M), H (N).	J. C. Allan, Esq., C.S.B., of Slamannan, New Market Street, Falkirk.
Slamannan. C.C.	654	I. II. G (M) (Mc) (Me) (Mi) (S), H (C) (D).	- ditto.
Stirling, Allan's C.C.	655	I. II. H [(C) (L)] [(D) (N)] (W).	D. B. Morris, Esq., Town Clerk's Office, Stirling.
Stirling, High School (C.C.)	659	II. B (F), F (B) (C), [F (P), G (Me)], [D., G (G) (M) (Mc) (Me)], G (T.), H (W); III (A) (C) (I).	- ditto.

LIST OF CONTINUATION CLASSES.

Name of Classes.	Number.	Subjects of Instruction.	Name and Address of Correspondent.
WIGTOWN (3).			
Kirkcowan C.C.	392	I. I.E (M).	J. Millar, Esq., C.S.B., Kirkcowan, Wigtownshire.
Penninghame C.C.	396	I. II. C (S)., H (C).	R. Carson, Esq., C.S.B. of Penninghame, Newton Stewart.
Stranraer, Central C.C.	397	I. II. A (E)., [C (A)., E (Mn)], C (B) (S) (T)., D.	A.S. Carnochan, Esq., C.S.B., Princes St., Stranraer.

LIST OF CENTRAL INSTITUTIONS.

Conducted under Article 87. (C.C. Code.)

Name of Institution.	Number.	Name and Address of Correspondent.
Dundee, Technical Institute.	1,196	J. S. Lumsden, Esq., D.Sc., Technical Institute, Dundee.
Edinburgh, Heriot-Watt College.	19	Principal Laurie, Heriot-Watt College, Edinburgh. P. Macnaughton, Esq., Clerk to the Governors of George Heriot's Trust, 20, York Place, Edinburgh.
Glasgow and West of Scotland Technical College.	953	H. F. Stockdale, Esq., 38, Bath Street, Glasgow.
Glasgow, School of Art.	1,184	E. R. Catterns, Esq., 167, Renfrew Street, Glasgow.

LIST OF AGRICULTURAL COLLEGES.

Name of Institution.	Number.	Name and Address of Correspondent.
Aberdeen University (Agricultural Department).	1,198	Rev. James Smith, LL.D., Newhills, Aberdeen.
Edinburgh and East of Scotland College of Agriculture.	1,199	W. Scott Stevenson, Esq., India Buildings, George IV. Bridge, Edinburgh.
The West of Scotland Agricultural College.	1,200	J. Cuthbertson, Esq., National Bank Buildings, Kilmarnock.

LIST of SECONDARY SCHOOLS having Classes recognised under the provisions of the Minute of 24th August, 1900.

Name of School.	Number.	Group of Section I. of Minute under which Instruction is given.	Name and Address of Correspondent.
Aberdeen Grammar School. -	131	A. B. C.	T. Hector, Esq., Clerk to the Burgh School Board, School Board Offices, Aberdeen.
Aberdeen, Robert Gordon's College.	147	A. B. C.	T. Fotheringham, Esq., Robert Gordon's College, Schoolhill, Aberdeen.
Anstruther, Waid Academy.	49	A. B.	D. Cook, Esq., Anstruther.
Arbroath High School. -	230	A. B. C. D.	W. Alexander, Esq., 62, High Street, Arbroath.
Brechin High School. - -	236	A. B.	J. Craig, Esq., Clerk to the Burgh School Board, 5, Swan Street, Brechin.
Callander, McLaren High School.	1,160	A. C.	W. Thomson, Esq., Clerk to the School Board, Bank of Scotland Buildings, Callander, Perthshire.
Dollar Institution. - -	1,179	A. B. C.	T. J. Young, Esq., Dollar Institution, Dollar, Clackmannanshire.
Dumfries Academy. - -	1,181	A. B. C.	J. E. Blacklock, Esq., Clerk to the Burgh School Board, 93, Irish Street, Dumfries.
Dumfries, Mount St. Michael's College.	611	A. B. C.	The Rev. D. O'Brien, Bishop's House, Dumfries.
Dumfries, St. Joseph's College.	613	A. B. C.	The Rev. D. O'Brien, St. Andrew's House, Dumfries.
Dumdee High School. - -	1,191	A. B. C. D.	J. L. Stevenson, Esq., 46, Reform Street, Dundee.
Dunfermline High School. -	713	A. B. C. D.	D. Gorrie, Esq., Clerk to the Burgh School Board, 4, Maygate, Dunfermline.
Duns, The Berwickshire High School.	1,101	A. B. C. D.	W. Home Waite, Esq., Clerk to the Burgh School Board, 12, Newton Street, Duns.
Edinburgh, George Heriot's Hospital School.	20	A. (For inspection only.)	P. Macnaughton, 20, York Place, Edinburgh.
Edinburgh, George Watson's Boys' College.	15	A. B.	A. Heron, Esq., The Secretary of the Merchant Company, 14, Hanover Street, Edinburgh.
Edinburgh, George Watson's Ladies' College.	16	A. B.	- - ditto.
Edinburgh Ladies' College.	17	A. B.	- - ditto.
Edinburgh, Merchiston Castle School	1,195	A. (For inspection only.)	G. Smith, Esq., Merchiston Castle, Edinburgh.

Name of School.	Number.	Group of Section I. of Minute under which Instruction is given.	Name and Address of Correspondent.
Edinburgh, Royal High School.	30	A. B. C.	J. Arnot, Esq., M.A., Clerk to the School Board, School Board Offices, Castle Terrace, Edinburgh.
Elgin Academy. - - -	529	A. B.	E. D. Jameson, Esq., Clerk to the Burgh School Board, Bank of Scotland Buildings, Elgin.
Falkirk High School. - -	568	A. B. C. D.	T. Gibson, Esq., Clerk to the Burgh School Board, Bank Street, Falkirk.
Forfar Academy. - - -	273	A. B. C. D.	A. Hay, Esq., Clerk to the Burgh School Board, 20, East High Street, Forfar.
Glasgow, Allan Glen's School.	952	A. B. C.	H. F. Stockdale, Esq., 38, Bath Street, Glasgow.
Glasgow High School. - -	903	A	G. W. Alexander, Esq., M.A., Clerk to the Burgh School Board, 129, Bath Street, Glasgow.
Glasgow, St. Aloysius' College.	929	A.	Rev. E. D. Hanson, St. Aloysius' College, Garnethill, Glasgow.
Govan, Hillhead Public School.	975	A.	J. A. Craigie, Esq., Clerk to the Govan School Board, 151, Bath Street, Glasgow.
Greenock Academy. - - -	1,066	A. B.	A. F. Niven, Esq., Clerk to the Burgh School Board, School Board Offices, Greenock.
Haddington, Knox Institute.	692	A. B. D.	T. W. Todrick, Esq., Clerk to the Combined School Board, Haddington.
Hamilton Academy. - - -	994	A. B. D.	P. Keith, Esq., Clerk to the Burgh School Board, 67, Cadzow Street, Hamilton.
Hawick, Teviot Grove Academy.	206	A. B.	J. Oliver, Esq., Clerk to the Burgh School Board, Hawick.
Inverness Royal Academy. -	638	A. B. C.	W. Anderson, Esq., High Street, Inverness.
Irvine Royal Academy. - -	343	A. B. C. D.	W. C. Wilson, Esq., Clerk to the Burgh School Board, Irvine.
Kelso High School. - - -	213	A.	T. D. Crichton Smith, Esq., 64, Woodmarket, Kelso.
Kirkcaldy High School. - -	737	A. B.	A. Beveridge, Esq., Clerk to the Burgh School Board, Kirkcaldy.
Kirkcudbright Academy. - -	649	A. B.	A. Cavan, Esq., Clerk to the School Board, Kirkcudbright.
Linlithgow Academy - - -	675	A. B. D.	A. Turnbull, Esq., Hillside, Linlithgow
Montrose Academy. - - -	1,187	A. B. C. D.	W. Ross, Esq., Clerk to the Burgh School Board, 10, Castle Street, Montrose.

Name of School.	Number.	Group of Section I. of Minute under which Instruction is given	Name and Address of Correspondent.
Nairn, Rose's Academical Institution.	51	A. B.	A. Robertson, Esq., County Buildings, Nairn.
Newton Stewart, Douglas High School (Girls).	399	A. B.	A. Waugh, Esq., Newton Stewart.
Newton Stewart, Ewart High School (Boys).	395	A. C.	- - ditto.
North Berwick High School.	942	A. B. C. D.	A. D. Wallace, Esq., Clerk to the School Board, East Road, North Berwick.
Paisley Grammar School and Wm. B. Barbour Academy.	779	A. B. C. D.	Messrs. MacRobert and Hutchison, Joint Clerks to the Burgh School Board, 13, St. James' Place, Paisley.
Peebles, Burgh and County High School.	389	A. B. C. D.	W. Lyon, Esq., Clerk to the School Board, Bank of Scotland, Peebles.
Perth Academy. - - -	1,188	A. B. C. D.	P. Martin, Esq., Clerk to the Burgh School Board, Tay Street, Perth.
Perth, Sharp's Institution. -	115	A. B. C. D.	G. A. Mackenzie, Esq., 75, George Street, Perth.
Selkirk High School. - -	1,172	A.	J. Steedman, Esq., Selkirk.
St. Andrew's, Madras College.	1,178	A. B. D.	C. S. Grace, Esq., Market Street, St. Andrews.
Stirling High School. - -	1,189	A. B. C. D.	J. Brown, Esq., Clerk to the School Board, 10, Barnton Street, Stirling.
Stonehaven, Mackie Academy.	50	A. B.	R. Falconer, Esq., Stonehaven.
Stranraer High School. - -	398	A. B.	G. D. Baillie, Esq., 21, Charlotte Street, Stranraer.
Tain Royal Academy. - -	201	A. B. C.	W. T. Mactavish, Esq., County Buildings, Tain.

SCHOOL BOARD ELECTIONS, 1903.

County.	No. of School Boards,	Elections.		
		Contested.	Uncontested.	Failures.
Aberdeen - - -	92*	40	46	5
Argyll - - -	46	15	27	4
Ayr - - -	51	27	20	4
Banff - - -	25	11	10	4
Berwick - - -	32	3	28	1
Bute - - -	6	—	6	—
Caithness - - -	12	9	3	—
Clackmannan - - -	6	1	5	—
Dumbarton - - -	14	8	6	—
Dumfries - - -	45	17	24	4
Edinburgh - - -	30	14	14	2
Elgin - - -	21	6	15	—
Fife - - -	69	21	45	3
Forfar - - -	60	20	35	5
Haddington - - -	26	7	17	2
Inverness - - -	37	16	19	2
Kincardine - - -	19	9	9	1
Kinross - - -	5	3	2	—
Kirkcudbright - - -	30	8	21	1
Lanark - - -	50†	24	25	—
Linlithgow - - -	12	5	7	—
Nairn - - -	5	—	5	—
Orkney - - -	20	4	15	1
Peebles - - -	14	3	11	—
Perth - - -	79‡	24	49	5
Renfrew - - -	23	10	13	—
Ross and Cromarty - - -	35	19	15	1
Roxburgh - - -	32	3	26	3
Selkirk - - -	9	—	8	1
Shetland - - -	12	2	9	1
Stirling - - -	24	10	14	—
Sutherland - - -	13§	8	5	—
Wigtown - - -	18	8	9	1
Totals - - -	972	355	563	51
<i>Corresponding Totals in 1900 - - -</i>	<i>376</i>	<i>341</i>	<i>574</i>	<i>58</i>

* 1 election (Kininmonth) does not take place till April 1904.

† " (Douglas Water) does not take place till November 1904.

‡ " (Dunkeld and Dowally) does not take place till July 1905.

§ " (Golspie) declared void by Sheriff.

The 51 cases of failure were dealt with as follows:—In 41 cases Orders of Nomination were issued. In the remaining 10 cases new Elections were ordered. In four of these (Boharm, Colonsay and Oronsay, Gartmore, and St. Mungo), the second Elections also failed, and the Boards were ultimately constituted in the case of Colonsay and Oronsay, Gartmore, and St. Mungo, by Order of Nomination while in the case of Boharm another Order for a fresh Election was issued. In the case of the Golspie election which was declared void by the Sheriff an order for a new Election was also issued.

SALES sanctioned under SECTION 36 of the EDUCATION (SCOTLAND) ACT, 1872, from 1st April, 1902, to 31st March, 1903.

Board.	School.	Date of Sanction.
Aberdeen - - - -	Aberdeen Primrose Public School.	15th January 1903.
Dalry (Ayr) - - - -	Dalry Female Industrial Public School.	3rd March 1903.
Dunfermline (Burgh) (Fife)	Dunfermline (Burgh) Free Abbey Public School.	28th November 1902.
Dysart (Burgh) (Fife) -	Dysart (Burgh) Half Time Public School.	9th July 1902.
Glasgow (Lanark) - - -	Glasgow Washington Street Public School.	2nd April 1902.
Kilmarnock (Burgh) (Ayr)	Kilmarnock (Burgh) Wellington Street, Kay's Endowed Public School.	10th March 1903.
Kirkwall (Burgh) (Orkney)	Kirkwall (Burgh) Glaitness Public School.	24th February 1903.
Linlithgow - - - -	Linlithgow Public School.	5th June 1902.
Montrose (Burgh) (Forfar)	Montrose (Burgh) Erskine Street Public School.	14th October 1902. (amended).
" " " -	Montrose (Burgh) Lochside Public School.	17th April 1902. (amended).
Peebles - - - -	Peebles English Public School.	12th March 1903 (amended).
Stromness (Orkney) - -	Piece of Land originally laid out for Parish School.	4th March 1903. (amended).

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL, 1902, TO 31ST MARCH, 1903.

County.	Board.	Amount.
		£ s. d.
Aberdeen	Aberdeen (Burgh)	15,900 0 0
"	Cruden	2,440 0 0
"	Chapel of Garioch	60 0 0
"	Ellon	200 0 0
"	Inverurie	9,300 0 0
"	Logie-Buchan	350 0 0
"	Newhills	600 0 0
"	Tarves-	300 0 0
Argyll	Dunoon and Kilmun	253 0 0
"	Gigha and Cara-	300 0 0
"	Tarbert	450 0 0
Ayr	Ayr (Burgh)	14,350 0 0
"	Barr	540 0 0
"	Colmonell	320 0 0
"	DunDonald	1,687 10 0
"	Galston	1,400 0 0
"	Kilbirnie	3,000 0 0
"	Kilmarnock (Burgh)	15,000 0 0
"	Muirkirk	2,500 0 0
"	New Cumnock	3,000 0 0
"	Riccarton	9,300 0 0
"	Stevenson-	480 0 0
"	Tarbolton	4,500 0 0
Banff	Kirkmichael	400 0 0
"	Rathven	1,240 0 0
Caithness	Halkirk	195 0 0
Clackmannan	Alva	350 0 0
"	Clackmannan	680 0 0
Dumbarton	New Kilpatrick	1,000 0 0
"	Old Kilpatrick	1,500 0 0
"	Row	10,000 0 0
Dumfries	Dumfries (Burgh)	3,000 0 0
"	Kirkpatrick-Fleming-	384 0 0
"	Middlebie	400 0 0
Edinburgh	Crichton	1,950 0 0
"	Edinburgh	58,664 0 0
Elgin	Drainie	2,000 0 0
"	Elgin (Burgh)	300 0 0
Fife	Aberdour	370 0 0
"	Auchterderran	9,920 0 0
"	Beath-	2,288 0 0
"	Dysart (Burgh)	2,200 0 0
"	Kirkcaldy (Burgh)	5,854 0 0

LOANS SANCTIONED BY SCOTCH EDUCATION DEPARTMENT. 149

County.	Board.	Amount.	
		£	s. d.
Fife—(cont.)	Largoward	290	0 0
"	Leuchars	500	0 0
"	Lochgelly	2,750	0 0
"	Markinch	6,350	0 0
"	St. Andrews (Landward)	495	0 0
"	Strathmiglo	275	0 0
"	Tulliallan	600	0 0
Forfar	Careston	500	0 0
"	Forfar (Burgh)	1,300	0 0
"	Monikie	530	0 0
Haddington	Dirleton	200	0 0
"	Dunbar (Burgh)	900	0 0
"	North Berwick	700	0 0
"	Prestonpans	3,370	0 0
Inverness	Arisaig and Moldart	200	0 0
"	Barra	1,800	0 0
Kirkcubright	Corsock	381	0 0
"	Girthon	400	0 0
"	Minnigaff	140	0 0
Lanark	Airdrie (Burgh)	1,035	0 0
"	Avondale	13,800	0 0
"	Bothwell	1,020	0 0
"	Cadder	150	0 0
"	Carmichael	550	0 0
"	Carmunnock	629	0 0
"	Dalserf	1,900	0 0
"	Douglas	2,400	0 0
"	Duneyre	800	0 0
"	Glasgow	97,600	0 0
"	Govan	31,200	0 0
"	Hamilton (Landward)	1,800	0 0
"	Leadhills	2,500	0 0
"	Lesmahagow	200	0 0
"	New Monkland	1,925	0 0
"	Old Monkland	9,400	0 0
"	Shettleston	18,850	0 0
"	Shotts	4,700	0 0
Linlithgow	Bathgate (Landward)	3,200	0 0
"	Bo'ness and Carriden	6,373	0 0
"	Kirkliston	4,000	0 0
"	Linlithgow	2,850	0 0
"	Torphichen	330	0 0
Orkney	Kirkwall (Burgh)	3,500	0 0
"	Stromness	280	0 0
Perth	Coupar Angus	1,150	0 0
"	Dunblane and Lecropt	3,500	0 0
"	Findo Gask	300	0 0
"	Kilfauns	1,200	0 0
"	Kincardine	250	0 0
"	Redgorton	182	0 0

150 LOANS SANCTIONED BY SCOTCH EDUCATION DEPARTMENT.

County.	Board.	Amount.		
		£	s.	d.
Renfrew	Cathcart	2,111	0	0
"	Kilmalcolm	500	0	0
"	Lochwinnoch	9,000	0	0
"	Mearns	2,300	0	0
"	Neilston	14,000	0	0
"	Renfrew (Landward)	12,820	0	0
Ross	Lochbroom	350	0	0
"	Nigg	290	0	0
"	Stornoway	3,906	0	0
Roxburgh	Edgerston	400	0	0
Selkirk	Yarrow	600	0	0
Shetland	Delting	200	0	0
"	Sandsting and Aithsting	130	0	0
Stirling	Campaie	4,400	0	0
"	Falkirk (Burgh)	4,300	0	0
"	Grangemonth	5,730	0	0
"	Muiravonside	700	0	0
"	St. Ninian's	960	0	0
"	Stirling (Burgh)	1,000	0	0
Wigtown	Sorbie	350	0	0
"	Stoneykirk	200	0	0
		492,427	10	0

TRANSFER sanctioned under SECTIONS 38 and 39 of the EDUCATION (SCOTLAND) ACT, 1872, during the Year ended 31st March 1903.

Board.	School.	Date of Sanction.
Hamilton (Landward) and Blantyre (Lanark)	Auchentibber Roman Catholic School.	19th August, 1902.

SCHOOLS RECOGNISED UNDER SECTION 67 (2) OF THE
EDUCATION (SCOTLAND) ACT, 1872, SINCE THE PUBLI-
CATION OF LAST REPORT.

County.	Name of School.
Linlithgow.	Böness, St. Mary's R.C.
Lanark.	Airdie (B), Coatdyke R.C.

Grants were promised on the ground that no sufficient provision existed for the children for whom the Schools were intended, regard being had to the religious belief of their parents.

County.	Name of School.
Inverness.	Inverness R.C. Convent
Dumbarton.	Cumbernauld, Croy, Holy Cross R.C.

Grants were promised on the ground that the Schools were specially required in the locality where they are situated.



CODE (1903)
OF THE
SCOTCH EDUCATION DEPARTMENT
FOR DAY SCHOOLS.

CHAPTER I.

PRELIMINARY.

1. A sum of money is annually granted by Parliament "For public Education in Scotland." Article 1-6 (b).
2. This grant is administered by the Scotch Education Department,* herein-after called the Department.
3. The object of the grant is to aid local exertion, under certain conditions, in—
 - (a.) maintaining schools for children (Article 6); and
 - (b.) training teachers (Article 83).
4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.
5. These grants are made,—
 - (a.) "To any school board for and in respect of the public schools under their management."
 - (b.) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2).)
6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed :—
 - (a.) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."
 - (b.) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) *See* Article 19 A. 8. (b).

* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1).

Articles
6 (c.)-13.

- (c.) The education given must consist chiefly of elementary instruction.
- (d.) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

- (a.) the average fee exceeds ninepence a week, or
- (b.) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

- (a.) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (a)).
- (b.) A school established after the passing of the Education (Scotland) Act (6 August, 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (b)).
- (c.) Higher class public schools (*ibid.*, sec. 62-64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by His Majesty on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, shall assign to the school a school year on the termination of which grants shall be conditionally due. Notice will be given of any change in the school year.

12. An inspector or sub-inspector may visit any public school, or other school subject to inspection, at any time without notice.

13. Grants are issued to each school only once per annum, as soon as may be after the close of the school year.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W. **Article 14-17**

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(a.) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(b.) The term managers includes,—

1. The School Board of any burgh or parish.

2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, 1872, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.

3. The managers of any school to which grants are made pursuant to Article 5 (b).

16. *Lapsed Article.*

CHAPTER II.

GRANTS TO DAY SCHOOLS.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(a.) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(b.) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(c.) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

* In administering this article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child; but in schools erected, since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department. There should be exhibited in each classroom, or room in which instruction is habitually given, a placard showing the accommodation of the room calculated in accordance with the foregoing rules.

Articles
17 (a.)-19.

- (d.) The principal teacher is certificated (Article 42), and is not allowed to undertake duties, not connected with the school which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).
- (e.) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year.* The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; or (2) the acting teacher passes the examination for a certificate (Article 44).
- (f.) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 70 (e), and 80) may be accepted as trustworthy.
- (g.) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

- (h.) The income of the school is applied only for the purpose of public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *prima facie* objection. A further inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Conditions and Amount of Grants.

19. In this article the following normal organization of a school is contemplated:—(a) Infant Division, providing instruction suitable for children under 7 years of age; (b) Junior Division—Instruction suitable for children between the ages of 7 and 10; and (c) Senior Division—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the Infant and Junior Divisions, respectively.

Pupils of the Senior Division who satisfy the conditions of Article 29, may be taught in "Supplementary Courses" or "Higher Grade Departments," but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.

* In view of the provisions of the Elementary School Teachers (Superannuation) Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

† See Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

The arrangement of work within each division and the classification of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29 by easy gradations. The classification should be such as to afford due opportunity for promotion, and promotion in one subject, *e.g.*, Reading, should not be made dependent on proficiency in another, *e.g.*, Arithmetic.

To the managers of a school which has met not less than four hundred* times in the morning and afternoon in the course of a year as defined by Article 11, grants † will be made at the end of the year on the conditions detailed in Section A. following, and at the rates specified in Section B.

- A. 1. That the organization of the school both as to Divisions and the classification within the Divisions is satisfactory.
2. That all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.
3. That a satisfactory education is given to the children according to a scheme for each of the three Divisions, submitted to and approved by the Inspector.

This scheme of work shall, in all cases, and for all Divisions, make provision for :—

- (a) Adequate physical exercise according to an approved system. In the Senior Division this exercise may take the form of military drill.
- (b) For the instruction of girls in Needlework, in general accordance with the scheme set forth in the Third Schedule of the Code, in such manner that the girls to be presented to the Inspector in terms of Article 29 shall be able to perform any of the exercises set down for the Senior Division in that schedule.

* *Exceptions :—*

i. If a school is employed for the purpose of taking the poll at a Parliamentary election, under Section 6 of the Ballot Act, 1872, or at an election for a County Council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, or at a Municipal Election under the Municipal Elections (Scotland) Act, 1897, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); or, if a school has been closed during the year, under medical authority, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$. (See Article 30.)

† All grants under this article, as well as any other grants which may be made under this Code, will be subject to the deductions made under the Elementary School Teachers (Superannuation) Act, 1898, Section 1 (2) (b), and the rules prescribed under that Act, in respect of any teacher employed in or in connection with the school.

Articles
9 A 4 (c.)-
(c.).

- (c) For the instruction of the scholars in Singing by note, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.
- (d) For the instruction of the scholars in Drawing (whether with or without Manual occupations) according to a scheme prescribed or approved by the Department, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon. Ignorance or want of expertness in drawing on the part of a teacher in charge of a school who is under 40 years of age shall not, after a year's notice, be a reason for exemption from the provisions of this section unless the Inspector shall report that such teacher has no reasonable opportunity for obtaining further instruction in this subject.
- (e.) For the committing to memory by the scholars of pieces of poetry of literary merit. This shall be a regularly recurring exercise provided for in the Time-table, but no set number of lines is prescribed.
- 5 The scheme of instruction shall further and principally make provision for the instruction of the scholars in the three subjects of reading, writing and arithmetic, according to the degree of advancement suitable to the capacity of each scholar.
6. The scheme of instruction for the Junior Division shall in addition make provision for the following :—
- (a.) Nature Knowledge (object lessons)—the acquisition by the children, by means of observation and enquiry, of a knowledge of common objects, natural phenomena, and the surroundings of the school.
- (b.) Practice in speaking English, based upon the preceding and upon the lessons of the reading book.
- (c.) First notions of Geography.
7. In the Senior Division, instruction in the foregoing subjects (Section 6) shall be continued and amplified as follows :—
- (a.) Nature Knowledge—direct experimental knowledge of the standards of measure and weight,* practice in applying them, in representing them to scale, and in making simple calculations resulting therefrom ; some acquaintance with the natural features, the plant life, the industries and the productions, of the district.
- (b.) English—practice in describing, orally and in writing, actual observations and experiences, and in re-producing the substance of a reading lesson studied beforehand ; some knowledge of the structure of English sentences, of the functions of words, and of the related meaning of words from the same root.
- (c.) Geography—The Elements of Physical Geography. An outline knowledge of the main divisions of the world, with a more detailed knowledge of Europe and a further study of the British Isles and of the Colonies.

* For this purpose simple balances and examples of the common standard weights and measures should be provided, and should be made available for the use of the children.

- (d.) There shall also be added some knowledge of British History, advancing from an outline knowledge of the main periods to a more detailed study year by year. One of the reading books in use in the Senior Division must be a manual of History, suitable for use as a reading book in that division of the school.

Articles
19 A 7 (d.)-
19 B 1 (a.)

8. Managers shall submit to H.M. Inspector for approval before the beginning of the working school year :—
- (a.) A scheme of the work of each Division in accordance with the foregoing requirements ; and
 - (b.) A time-table showing the classification adopted in each Division, and the time allotted to each main head of the instruction.

These documents, when approved by H.M. Inspector, shall be signed by him and returned to the school.

9. Deviations from the time-table of a minor or temporary character shall be recorded in the log-book, but when such changes are extensive, fresh time-tables should be submitted to H.M. Inspector, who may also call for a revision of the time-table at such intervals as he may think necessary.
10. At least 14 days' notice should be given to H.M. Inspector of the intended closing of the school on account of local holidays, or other causes, and intimation of the closing of the school on account of an epidemic should be made at as early a date as possible. Notice should also be given of the beginning and end of any vacation.
11. In each class a record of work done in each subject shall be kept in such detail as shall show the previous course of instruction at any time throughout the year. Any examination of a class which an Inspector may institute at any of his visits in order to satisfy himself as to the efficiency of the work, shall be based upon this record, and shall not have reference to any other standard of examination. But the Inspector shall report cases where the advancement of the instruction, having regard to the age and capacity of the children, seems inadequate, and may call for a revision of the time-table and scheme of work.

- B. 1. When it appears from the report of the Inspector who has visited the school at any time during the school year, that the foregoing conditions have been observed, and that the school is maintained in a state of satisfactory efficiency, the following grants may be made :—
- (a.) On the average number in attendance* throughout the year of children under seven years of age, a normal grant of 18s.

* The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the school year shall be registered under (b) or (c) respectively throughout the year ; but if he does not reach the age stated till the second half of the school year his attendances shall continue to be registered under (a) or (b) respectively throughout the year.

Articles
19 B 1 (b)-
19 B 6.

- (b.) On the average attendance* of children between seven and ten, a *normal* grant of 20s.
- (c.) On the average attendance* of children over 10 years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a *normal* grant of 22s.
2. The normal rates of grant under Article 19 B. 1, may be increased by 6*d.* on account of exceptionally meritorious work in the corresponding Division of the school. An Inspector, in recommending this increase (which shall not be made unless the arrangements for physical exercise or military drill are satisfactory), shall specify in detail the grounds of his recommendation.
 3. The normal rate of grant for any Division may be diminished by 6*d.* on account of defects in organization and classification (Article 19 A. 1), or in instruction under any of the heads 19 A. 4-7, and by 1*s.* for any observable neglect of the requirements of Article 19 A. 2, or for the omission of any essential portion of the approved curriculum. More serious defects will be visited by deductions from the grant under the provisions of Article 32 (b).
 4. Where efficient instruction in Drawing is given by teachers recognised by the Department as qualified to give instruction in the subject, for at least 1½ hours a week throughout the year, in accordance with the scheme outlined in Schedule IV., or some other scheme, details of which have been submitted to and approved by the Inspector on behalf of the Department, a further grant may be made in respect of that instruction, as follows:—

On the average number in attendance throughout the year :

(a) of children between seven and ten, 1*s.* 6*d.*

(b) of children over ten years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1*s.* 9*d.*

The foregoing rates may be increased by 3*d.* in respect of the corresponding Division of the school when it appears from the report of the Inspector that the children, in addition to being taught Drawing satisfactorily, receive efficient training in an appropriate progressive course of simple exercises of hand and eye.

N.B.—This Drawing grant is not taken into account in making a reduction under Article 32 (a).

The exceptional efficiency of the Drawing instruction in the school is one of the grounds on which an increase of grant under Article 19 B. 2 may be recommended.

5. Where there is a separate Department, and a separate certificated teacher for the Infant Division, and that Division is taught in accordance with Infant School methods, in rooms properly constructed and furnished for such instruction, the normal rate of grant for the children under seven years of age under Article 19 B. 1. (a) may be increased by 1*s.*
6. To the foregoing rates of grants specified under Article 19 B. 1 there shall be added in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does

* See footnote on preceding page.

not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 1s. ; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number, 2s. ; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 3s. ; where the average attendance exceeds 80 per cent. of such number, 4s.† ; and that in respect of each division.

Articles
19 B 7-
19 D (a.)

7. In the counties specified in the foregoing section, if the infants and children in the Junior Division are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (c) in respect of the average attendance at the school, the rate of the grants under Article 19 B. 1 (a) and (b) may be increased by one shilling.

C. (*Lapsed Article*).

- D. In addition to the grant under Article 19 B., a special grant‡ of 10*l.* (or 15*l.*), may be made subject to a favourable report from the inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (a).

- (a.) In thinly-peopled districts where the number of scholars that can be brought together at one centre is less than 20 (or where it can be proved to the satisfaction of the Department that any slight excess beyond this number is not likely to be permanently maintained), children under 10 years of age living more than two miles and children over 10 years of age living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the Inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector at the central school, or at some other place approved by the Department, on a date of which due notice will be given, a grant may be made of

* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the percentage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (b.) are not included.

‡ The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

‡ See Elementary Education Act, 1876, sections 19 (2 and 3) and 53

Articles
19 D (b.)-
19 E (a.)

17s. for each child under 10 years of age on the last day of the school year, and of 18s. for each child who is over 10 years of age at that date, provided that the Inspector reports that each child is being satisfactorily instructed in the subjects of Article 19 A. 5, 6, and 7, and, if a girl, has been duly instructed in needlework.

(b.) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

If registers of attendance are regularly kept, the average of such scholars (Article 26) will for the purposes of the calculation of the grant in relief of fees (Chapter VIII.), and of the special grant payable under Section 67 of the Education (Scotland) Act, 1872, and Section I. of the Education (Scotland) Act, 1897, be deemed average attendance at a school conditionally entitled to share in the Parliamentary grant for Education.

E. A grant* will be made at the following rates per annum (or proportionately for part of a year) in respect of each pupil-teacher† required by Article 32 (c.), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,‡ the arrangements for whose instruction are approved by the inspector, after such examination as he may hold under Article 70 (d) 4, and who passes the examination at the end of the second year, or obtains a place in the first or second class in the King's Scholarship Examination (Article 92) :—

1st Year.	2nd Year.	3rd Year.§	King's Scholarship Examination.
2 <i>l.</i>	2 <i>l.</i> 10 <i>s.</i>	2 <i>l.</i> 10 <i>s.</i>	{ 5 <i>l.</i> (1st class). 4 <i>l.</i> (2nd class).

(a.) A grant of 10*l.* [or 15*l.*] is made in respect of each assistant teacher required to make up the minimum staff of the school, who after serving in that capacity

* Attendances of pupil-teachers at Supplementary Courses or in Higher Grade Schools, may, with the previous sanction of the Department, be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming Grants under Article 21 or Chapter IX. of the Code. Not more than five attendances a week may be registered for each pupil-teacher.

† This grant must in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers, or in providing for them additional educational advantages beyond the instruction provided for in paragraph 5 of Schedule II. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

‡ This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

§ In the case of pupil-teachers who take the King's Scholarship Examination at the end of the 3rd year, the only grant payable for that year will be the one dependent on the result of the examination.

for three years in schools under the same management, and receiving during that time special instruction under arrangements approved by the Department, obtains a place in the second [or first] division at the examination for certificates, in second year papers.

- F. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 30 or any provision of an Act of Parliament requiring the exclusion of certain children, the average attendance has been seriously diminished and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant.
20. I. For each blind or deaf-mute scholar in a day school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—
- (a) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.
 - (b) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.
- II. (a.) Where provision, satisfactory to the Department, is made for the instruction of "defective" or "epileptic" children* in special classes (limited to 20 pupils), specially reserved for such children, under teachers specially approved by the Department for the purpose, the grant under Article 19 B. 1. (b.) and (c.) may be allowed as for an average attendance of 50, or any less number that the Department, having regard to the circumstances of the case, may determine.
- (b.) Application shall be made to the Department beforehand for the recognition of any such special class, and a separate return of the attendances thereat shall be made.
 - (c.) No child shall be admitted to the special class except upon the certificate of a duly qualified medical practitioner, approved by the Department, that the child in question is "defective" or "epileptic," and provision must be made for the subsequent medical examination of the children at such intervals as the Department may approve.
21. Where the scholars who have been enrolled in supplementary courses† with the approval of the Inspector (Article 29) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of

* By "defective" children shall be understood children who, not being imbecile, and not being merely dull or backward, are defective, that is to say, children who, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes as are mentioned in this article. By "epileptic" children shall be understood children who, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

† See Circular Letter Number 374 of date 16th February, 1903.

Articles study outlined in the Sixth Schedule, or according to any alternative scheme specially submitted to the Inspector for approval, a normal grant may be made of 50s. on the average attendance of children over twelve years of age enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

- (a.) Grants cannot be claimed both under this Article and under Article 19 in respect of the same scholars, but where the Inspector is of opinion that the requirements of this Article as regards pupils enrolled in the supplementary course are not fulfilled, he may nevertheless recommend a grant on their account as if they formed part of the Senior Division of the school. Attendances of pupils under twelve years of age enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.
- (b.) Grants will also be made for attendance of scholars (being over twelve years of age) at approved courses of practical instruction, as follows:—

- (1.) For attendance at a course of lessons in Experimental Science, at the rate of 12s. 6d. per 100 hours' attendance.
- (2.) For attendance at a course of Manual Instruction or for the attendance of girls at lessons in Cookery, Laundry Work, Dairying, Dressmaking, or practical Household Economy, at the rate of 8s. 4d. per 100 hours' attendance.

The hours of attendance on which grant is claimed under this sub-section must not exceed a reasonable proportion of the total number of hours of instruction in the relative supplementary course, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.

- (c.) As a condition of these grants the Department must be satisfied:—
- (1.) That the accommodation provided for the purpose of any form of practical instruction is sufficient and suitable.
 - (2.) That the lessons are given by properly qualified instructors,* and are, as a rule, of not less than 1½ hours' duration in each case.

* A teacher of Cookery under this section must as a rule hold a certificate from a Training School of Cookery recognised by the Department.

A teacher of Woodwork and Metal-work must as a rule hold the teacher's certificate in these subjects of the City and Guilds of London Institute, of the Educational Handwork or Sloyd Association of Scotland, of the Board of Examinations for Educational Handwork, or of some other recognised examining body whose requirements, standard of examination, and mode of conducting the examination, are for this purpose approved by the Department. But in these and other subjects of practical instruction the Department may in special circumstances recognise teachers whose competence is otherwise proved to the satisfaction of the Department.

- (3.) That lessons for which these grants are claimed consist mainly of individual work on the part of the pupils, properly directed and supervised, and in general accordance with a scheme of work determined beforehand. No payment will be made on account of the attendances of pupils at any of these courses of instruction for more than one year unless the scheme of work provides for different and more advanced exercises in each successive year.
- (4.) That, as a rule, not more than 18 pupils are taken at a time for a practice lesson by any one teacher.
- (5.) But demonstration lessons in Cookery or in other subjects of practical instruction in which demonstration lessons are necessary or useful, may be reckoned as lessons for the purposes of this grant to a number not exceeding half of the total number of lessons given, provided that attendance at such demonstration lessons shall not be reckoned for more than 54 pupils at a time.

Articles
21 (c.) (3)-
23 (c.)

22. Where in any parish (or burgh in which the population does not exceed 10,000), in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in the subjects of the approved curriculum, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (c), to such a school a further grant may be made of 6s. calculated on the average attendance of the pupils over 10 years of age.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* or in an Infant School, an Infant Division, or class for Defective Children (Article 20 II.), one hour and a half †;

- (a) Between the 1st of November and 1st of April, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.
- (b) Two consecutive hours are reckoned as an attendance and a half in the case of—
- (1.) Scholars who are employed under any half-time Act.
 - (2.) Scholars residing two miles or upwards from a suitable State-aided school.
- (c.) No additional attendances shall be reckoned under sub-section (b) of this Article for any scholar who has not attended at least 200 times in the course of the school year; and the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total

* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

Articles
24-29

equal to three-fourths of the number of attendances which such scholar could have made during the year.

24. Attendance of scholars at military drill, or swimming lessons, under a competent instructor, or at any other form of instruction provided for in the time-table and approved by the Inspector as being of the nature of, or contributing to the efficiency of, the instruction under Article 19 A. 4, 5, 6, and 7 may be counted as school attendance for such number of hours as is shown in the time-table approved by the Inspector.

Should it be desired to count as school attendance attendance at special lessons occurring irregularly, and not provided for in the time-table, due notice of the time and place of such lessons shall be given to the Inspector, and his approval obtained. Sanction under this Article for visits to museums, or for any form of out-door lessons, will not, as a rule, be given, except in the case of military drill, for more than 18 scholars at a time, under the charge of one teacher.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Lapsed Article.*

29. A scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months,* upon being certified by the teacher of the class and by the headmaster of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in supplementary courses (Article 21) or Higher Grade Departments (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX., from the 1st of August following.† Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.‡

* The visit of the Inspector will be made normally once a year only, viz., between 1st April and 31st July. The condition as to attendance will be held to be satisfied in the case of a pupil presented between these dates if he has been in regular attendance, as specified, from 1st January preceding.

† Intimation must be made to the Inspector of the number of candidates to be presented for the purpose of this Article, not later than 1st April in each year. Should the Inspector be unable to visit the school between that date and the 1st of August following, the pupils to be presented may be provisionally enrolled as from the 1st of August, pending the decision of the Inspector at any subsequent visit.

‡ Pupils who, on being presented to the Inspector, fail to satisfy him as to their attainments, may not be presented again till the following year, but their attendances may be provisionally registered for grants at the higher rate as from the 1st February of that year, pending the decision of the Inspector upon their next presentation.

A pupil presented as aforesaid will be expected—

- (a.) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.
- (b.) To write to dictation with good spelling and legible and regular hand-writing, a narrative passage previously unseen.
- (c.) To answer questions as to the subject matter of and the meaning of words and sentences in the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.
- (d.) To write a composition, the heads being given, or to give in writing the substance of a passage read.
- (e.) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.
- (f.) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

Articles
29 (a.)-
32 (a.)

A Certificate of Merit will be granted upon leaving school to any scholar who, after enrolment in a supplementary course of study with the approval of the Inspector, as aforesaid, has followed that course for not less than a year, is certified by the headmaster to be of good character and conduct, and is shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course. Each such pupil shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and being vouched for by the teacher, to be made the basis of entry upon the certificate.*

30. Where the managers have complied with any notice of the sanitary authority of the district in which the school is situated, or any two members thereof acting on the advice of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school or to exclude any scholars from attendance, they may appeal to the Department if they consider the notice to be unreasonable.

31. *Lapsed Article.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19, 21, and 22, and Chapter IX.) may be reduced,†—

- (a.) If it exceeds 17s. 6d. per scholar in average attendance during the year (Article 11), by its excess above the income‡ of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17s. 6d. per scholar.

* Candidates fulfilling these conditions who may be entitled to leave school during the course of the ensuing session, may be proposed to the Inspector for the award of a Merit Certificate, at his visit between 1st April and 31st July.

† The conditions of this Article do not apply to grants under Article 19 D. or Article 20, nor to the grants for drawing under Article 19. B. 4.

‡ See Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

Articles
32 (b.)-(d.)

Exception :—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound on the "rateable value of the parish has been levied" (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889), this Article will not be enforced.

- (b.) By not less than one-tenth nor more than one-half in the whole upon the inspector's report for serious defects, either in organization or classification, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding or defective ventilation of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.
- (c.)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 25 (or fraction of 25) scholars over three years of age in average attendance, after the first 50,—
 A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 15 scholars out of every 25 for whom a pupil-teacher is required but not provided.*
2. A certificated (Article 42) assistant teacher, is sufficient for a further average attendance of 60 scholars; an assistant teacher fulfilling the conditions of Article 79 (a) or (b), for 45 scholars; and an assistant teacher fulfilling the conditions of Article 79 (c), for 35 scholars, provided that the Department is satisfied as to the distribution of the staff as between the various classes, and that in no case are more than 60 children habitually under the charge of one teacher.
3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the inspector, accepted as equivalent to a pupil-teacher. Not more than one woman qualified under this section can be recognised in any one school, and the sanction of the Department must be obtained at the time of her appointment.
- (d.) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (d)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This

* According to this rule,—

- (1.) No pupil teacher is required when the average attendance does not exceed 50.
- (2.) One pupil-teacher is required when it exceeds 50 but does not exceed 75.
- (3.) Two pupil-teachers are required when it exceeds 75 but does not exceed 100, and so on, but see Article 70 (g).

reduction is not made if the interval does not exceed *three months*, during which the school has been in charge of an uncertificated teacher. **Articles 32 (c)-40.**

- (c.) Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (c).

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17) (f.),—

(a.) A diary or log-book.

(b.) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(c.) A time table and scheme of work (Article 19 A. 8).

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, monitors, and pupil-teachers, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, etc., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's annual report and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the— class, or pupil teacher of the— year, or assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the inspector's report. The correspondent or two of the managers must sign this entry, which settles the school staff for the year (Article 11). Any report of a visit without notice which may be communicated by the Department to the managers should also be entered in the log-book.

40. The inspector may call for the log-book and portfolio at any visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Articles
41-47 II. (b.)

CHAPTER III.

TEACHERS.

41. The recognised classes of teachers are,—(a.) Certificated teachers.
(b.) Provisionally certificated teachers. (c.) Assistant teachers.
(d.) Pupil-teachers.

Lay persons alone can be recognised as teachers.

Teachers' Certificates, and Probation.

42. In order to obtain certificates, candidates must either complete two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or pass in second year's papers at the Certificate Examination (Article 47. II.), and must undergo probation by actual service in school (Article 51).

43. Candidates trained as King's Scholars in Training Colleges or as King's Students under Local Committees must follow a curriculum* approved by the Department, and receive instruction in each subject of such curriculum, either at University Classes or in accordance with a syllabus submitted to and approved by the Department. The character of the work and attainments of each candidate must be recorded, and will be tested in such manner as may be prescribed by the Department, who will determine, on the completion of the period of training, whether or not a certificate may be conditionally granted.

44. An examination for candidates other than King's Scholars and King's Students will be held on Monday, 6th July, and following days, at such centres as may be necessary.

The corresponding examination held by the Board of Education is accepted as equivalent to the Scotch examination.

45. A syllabus of the subjects of examination may be had by candidates for Examination or School Managers on application to the Department.

46. The names of all candidates must be notified to the Department before the 1st of March.

†47. I.—The examination in first year's papers is open to candidates who are upwards of 20 years of age, and have *either*—

been employed for not less than one year as provisionally certificated teachers (Article 60); or,
served as assistant teachers (Article 79), for at least 12 months, in day schools, approved by the Department, under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading.

II.—The examination in second year's papers is open to,—

(a) (*lapsed article*).

† (b.) Candidates who have passed the examination in first year's

* The general requirements of the Department as to the curriculum to be followed will be found in the Circular Letter to Training Colleges and Local Committees, dated 30th August 1901 (see Appendix II.).

† This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

papers, and have subsequently, while in a situation as provisionally certificated teachers or assistant teachers (Article 60 or 79), obtained a second favourable report from an inspector on their skill in teaching and reading.

Articles
47 II. (c.)-
50 (a.)

(c.) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,* for not less than six months, in a day school, approved by the Department, satisfy the inspector of their practical skill as teachers.

Candidates who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the managers of the school in which they last served.

No candidates after 1st April, 1899, will be recognised as certificated teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

48 (a.) Graduates (Article 47 II (c)) are not required to take any papers save those on School Management (*i.e.*, the School Management paper for second year students, and a special paper for graduates) which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

(b.) The Department may accept in place of the school management paper and the special paper for graduates, a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them. Candidates who desire to be recognised as certificated teachers under this Section cannot be so recognised until they have satisfied the Department of their physical capacity, and have produced satisfactory evidence as to age, in the manner prescribed by the School Teachers Superannuation Rules (Scotland).

49. A list is published showing the successful candidates for recognition as certificated teachers, arranged, in the case of those who attend the Certificate Examination, in three divisions in the first year, and three divisions in the second year.

50.† The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

(a.) Students who pass successfully through their course of training receive special mention thereof on their certificates.

* This course may be taken (1) after graduation; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 24 weeks, and must take such part in the general work of the school as will enable him to become fully acquainted with its organisation and methods of teaching.

† See Footnote * on next page.

Articles
50 (b.) 55.

(b.) The second year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (stamp) on their certificates.

51. Candidates for certificates, after fulfilling the preliminary conditions referred to in Article 43, must, if continuously engaged in the same schools, undergo a period of probation of at least one year and three months in schools to which annual grants may be made, or in a Training College. At the end of the school year in which this period is completed, a certificate will be issued, provided that the inspector's report upon the work of the candidate, as ascertained at any visit or visits during the period of probation, is favourable.

In cases where a teacher is appointed to another school before completing the period of probation, the change being due to causes approved by the Department, the certificate will be issued at the end of the school year of the school in which he is then engaged which follows next after the completion of a probationary period of two years, provided that the Inspector's report upon his work is favourable.

Should the reports upon the candidate's work during the probationary period be unfavourable, the issue of the certificate may be delayed for such time as the Department may determine.

A like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories, will be accepted as fulfilling the conditions of this Article if it is reported by the proper Department in each case to have been satisfactorily completed.

52. Teachers who have completed two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or have passed in second year's papers at the Certificate Examination, may be recognised as certificated teachers from the first day of the month succeeding the close of their period of training, or of the Examination, as the case may be.

53.* Certificates are issued of three classes. No certificate is originally issued above the second class.

54.* Candidates who are placed by examination in the first division of the second year (Article 49), graduates examined under Article 47 II. (c) and certificated teachers who subsequently become graduates in Arts or Science of any University in the United Kingdom receive certificates of the second class, which can be raised to the first class by good service only.

(a) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports. For this purpose the Department may from time to time require from an inspector a special report as to the work of any teacher.

(b.) No entries are made by inspectors on parchment certificates, but teachers are entitled to claim from the managers a certified copy of the inspector's annual report as soon as it has been entered in the log-book.

55.* Candidates who are placed by examination in the second or third division of the second year (Article 49), receive certificates of the third class, which can be raised by good service only.

* The subject of the examination for Teachers' Certificates of Candidates other than King's Scholars and King's Students is at present under their Lordships' consideration, and the classification referred to in these Articles is to be regarded as provisional only.

56. All certificates issued after 1st April, 1899, to teachers who became certificated after that date, and the certificates of existing teachers who have accepted the Elementary School Teachers (Superannuation) Act, 1898, in terms of Section 5 thereof, shall expire on the holder attaining the age of 65, unless the Department, on grounds of special fitness, shall allow his service to continue for a further limited time.

Provisionally Certificated Teachers.

57. Provisional certificates do not entitle the teachers to have the charge of pupil-teachers.

58-9. Lapsed Articles.

60. Pupil-teachers who have completed their engagement with credit and have passed in the first or second class in the King's Scholarship examination, or have passed in first year's papers at the examination for teachers' certificates, may, if specially recommended by the inspector, on the ground of their practical skill as teachers, be provisionally certificated (higher grade) for immediate service in charge of schools which have an annual average attendance of not more than 60* scholars; and pupil-teachers and others who satisfy the conditions of Article 79 may, with the special sanction of the Department, be provisionally certificated (lower grade) for immediate service in charge of schools which have an annual average attendance of not more than 40* scholars. Their continued recognition will be dependent on the report of the Inspector as to their fitness for such a post.

The provisional certificate is confined to an entry of the name in a register kept by the Department, and does not involve the issue of any certificate.

61. Lapsed Article.

62. The managers of several schools may combine to employ an organising teacher to superintend the certificated teachers of these schools (*see footnote to Article 32 (a)*).

63-6. Lapsed Articles.

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The Inspector reports of each school visited by him whether it is efficient in organization, discipline, instruction, and registration.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Pupil Teachers and Monitors.

70. Pupil-teachers are boys or girls employed to serve in a day† school on the following conditions, namely:—

* If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

† Pupil-teachers may not be employed in Continuation Classes.

Articles
70 (a.)-(d.) 2.

(a.) That the school is under the charge of a certificated teacher ; that the premises and apparatus are suitable ; and that the Inspector reports the school to be efficient in respect of organization, discipline, and instruction. The pupil-teachers must serve in the school under the superintendence of the principal teacher, and suitable arrangements must be made for their instruction either in central classes or otherwise.

(b.) At the date of their engagement the pupil-teachers must be not less than 14 years (completed) of age, have obtained a certificate of merit (Article 29), have shown satisfactory proficiency in the work of a second year's course of a Higher Grade School or Department, or have the higher qualifications for engagement mentioned in the next paragraph. The engagement of a pupil-teacher should, as a rule, begin on the 1st July and end on the 30th June ; the previous sanction of the Department must be obtained before any other course is followed. The engagement must be for two or for four years, unless shortened or lengthened under Article 70 (d).*

Candidates who are not less than 16 years of age may be engaged for a period of two years if they pass the examination for the end of the second year (Schedule I.), or, in addition to passing the preliminary examination (Schedule I.) have obtained a pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics. In lieu of the pass in Mathematics a pass in the Higher Grade in Arithmetic will be accepted for boys and a pass in the Lower Grade in Arithmetic for girls.

(c.) They must be of the same sex as the certificated teacher under whom they serve ; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(d.) They must be presented for examination at such time and place as may be fixed.

1. Besides the preliminary examination, pupil-teachers will, as a rule, be required to pass two examinations only during their engagement, viz., at the end of the second year† and the King's Scholarship examination at the end of the fourth year. On the application of the managers, and with the sanction of the Department, the latter examination may be taken at the end of the third year, and the engagement shortened accordingly.

2. A pupil-teacher who fails to pass the examination at the end of the second year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will

* Prospective candidates for engagement should be selected by the managers by competition from the monitors or elder pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule.

† The examination for pupil-teachers at the end of the second year of their engagement is held yearly on the last Saturday of May.

no longer be recognised by the Department. If the cause of failure is accepted by the Department as sufficient, and if the managers are willing to extend the engagement for another year, the pupil-teacher may be again admitted to the examination at the end of the following year. **Articles 70 (d.)(3)-(f.)**

3. The King's Scholarship examination may be deferred for a year, but in that case the engagement must be extended under paragraph 4 of the Memorandum of Agreement until the 30th June following, or failing such extension, the pupil-teacher must, until that date, attend a central school sanctioned by the Department as adequately equipped for the preparatory training.
4. The Inspector will, at one of his visits, and may, at any visit, examine all the pupil-teachers who are in or under the third year in Reading, Spelling, Recitation, Music, Drawing, and Teaching, and will report upon the sewing of the female pupil-teachers, and may also examine pupil-teachers who are not in the second or fourth year of their engagement in any of the subjects of instruction contained in Schedule I.
5. A pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics, will exempt a pupil-teacher from examination at the end of the second year, except in Reading, Spelling, Recitation, Music, Teaching, and, in the case of female pupil-teachers, needlework. In lieu of the pass in Mathematics a pass in Arithmetic of the Higher Grade will be accepted for boys, and a pass in Arithmetic of the Lower Grade for girls.
6. A pupil-teacher who has (a) obtained a pass in the Higher Grade at the Leaving Certificate Examination in at least three subjects (of which one must be English, including History and Geography, one Mathematics or, for girls, Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, and one an ancient or modern foreign language), or who has (b) passed the preliminary examination in any of the Scottish Universities, and has obtained a satisfactory report in reading, recitation, drawing, and teaching, and (for girls) needlework, may be reckoned as having passed the King's Scholarship examination in the first class, and is therefore eligible to be proposed for admission by the authorities of a Training College (Article 95). Special application for exemption under this Article must be made to the Department not later than the 1st September preceding the date at which it is desired to enter a Training College.

(e.) They must each year produce such certificates of health, character, and conduct as are specified in Schedule I.

(f.) The managers must enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy

**Articles
70 (g.)-74.**

of this memorandum is sent to the managers for every candidate approved by the Department, and unless it is duly completed the pupil-teacher does not satisfy Article 32 (c). A time table shewing the hours at which instruction in terms of the Memorandum of Agreement is given to the pupil-teachers of a school shall be forwarded to the Inspector along with the time-table required by Article 19. A. 8.

(g.) That not more than *two* pupil-teachers (or *three*, if one be under Article 19 B. 7.) are engaged in any Division of the school for every certificated teacher serving in that Division.

(h.) *Two stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (c); or
2. If less than three pupil-teachers are required by Article 32 (c), to fill, for two years, the place of *one* of them.

(i.) *Stipendiary monitors* must—

1. Be not less than 13 years of age at the date of their appointment;
2. Have obtained a Certificate of Merit under Article 29, or, in default thereof, be specially recommended by the Inspector.
3. Be paid a stipend fixed by the managers.
4. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, prior to the engagement of the pupil-teacher and at the end of each year of the service—

(a.) Whether the prescribed examination has been passed, or proper arrangements have been made for the instruction of the pupil-teacher.

(b.) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 11) must not be filled up until the inspector has reported as to the qualifications of the candidate.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70 (f)) will not be issued by the Department to the managers until the inspector's report has been examined.*

* See note to Article 70 (b.)

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of pupil-teacherships which have become vacant during a current year (Article 11), satisfy Article 32 (c), provided—

(a.) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination prior to permanent engagements; and

(b.) That the vacancies were duly reported to the Department (Article 17 (e)) and were occasioned by causes accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 11) works a forfeiture under Article 32 (e).

77. *Lapsed.*

78. At the close of their engagement* pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79), or may be provisionally certificated for immediate service in charge of small schools (Article 60), or they may be recognised as King's Students (Article 96), or may be admitted into a training college (Article 95), at the commencement of the next session.

Assistant Teachers.

79. (a.) Candidates who have passed the King's Scholarship examination in the first or second class, or have passed in first year's papers at the examination for teachers' certificates;

(b.) Graduates of any University in the United Kingdom;

(c.) Candidates who have passed the King's Scholarship examination in the third class, and persons over 18 years of age who have passed examinations recognised by the Department;†

may serve as assistants in schools in place of pupil-teachers.

Persons who have previously been recognised as assistant teachers may continue to be recognised as such.

80. Assistants cease to fulfil the conditions of Article 32 (c), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher,

* Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (f)), will not be recognised under Article 60 or 79.

† The examinations recognised at the present time are :—

- (1) Certificates of pass at the Leaving Certificate Examination of the Scotch Education Department; provided that a pass in the Higher Grade is obtained in at least three subjects (of which one must be English, including History and Geography, one Mathematics, or, for girls, Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, and one an ancient or modern foreign language).
- (2) The Preliminary Examination in any of the Scottish Universities.
- (3) The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Certificates of Proficiency in Genera

[OVER.

Articles
81-83 (c.).

of their school, satisfactory certificates of conduct and attention to duty. They will be required to produce such evidence of continued study, as may be from time to time prescribed.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 11) may be supplied by the appointment of temporary monitors, pursuant to Articles 74 and 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(a.) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

CHAPTER IV.

TRAINING OF TEACHERS.

Grants.

83. (a.) Grants are made to training colleges, which are institutions for the training of candidates for the office of teacher, having practising schools connected with them in which the students may learn the practical duties of their profession. In some cases the students are boarded and lodged in connexion with the institution.

(b.) Grants are also made for the training of students (hereinafter called King's Students) who may attend a Scottish University, or University College, approved by the Department, under the authority of a local committee, who will be responsible for the discipline and moral supervision of the students, for their regular attendance at professorial or other lectures, and for their practical training in a school approved by the Department.

(c.) The period of training is ordinarily for two years, except for those admitted to the training colleges under Article 95 (b). But an additional year's training may be allowed on the application of the authorities of the training college, or of the local committee, as the case may be. The consent of the Department will only be given in the case of students of special merit for whom special educational opportunities are offered. Such additional year's training may, upon the application of the authorities, and with the consent of the Department, be taken in whole or in part elsewhere than at the training college or University which the King's Scholar or Student has previously attended.

Education, provided that passes are obtained in the three necessary subjects and four optional subjects.

The Durham Local Examination for Higher Certificate.

The Durham First Public Examination for the degree of B.Litt.

The University of Dublin Matriculation Examination.

The Edinburgh Local Examination for Senior Certificate.

The Aberdeen Local Examination for Senior Certificate.

The Aberdeen Higher Certificate for Women.

The St. Andrews L.L.A. Examination for Women ;

provided that the Certificate obtained in each of the examinations mentioned in (3) includes a pass in at least three subjects, of which one must be English (including History and Geography), one Mathematics, or, for women, Higher Arithmetic, and one *au* ancient or modern foreign language, or that the Department is otherwise satisfied as to the qualification of the candidate in these subjects.

(d.) Grants are also made for the further instruction of certificated teachers and assistant teachers (Art. 79) in Drawing, Experimental Science, Modern Languages, Cookery, Woodwork, School Gymnastics, or Military Drill, or such other subjects approved by the Department, as may form part of the curriculum of a Public School in receipt of Parliamentary Grants, or of a Higher Grade School.

Articles
83 (d.) -
89 (b.).

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff, nor in respect of University King's Students, unless the Department is satisfied with the arrangements made by the local committee, and with the provision for the professional training of such students.

85. Annual grants are made to practising schools (Article 83 (a)) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of £100 for every master, and of £70 for every mistress, who, having been trained in such college as a King's scholar during two years, completes the prescribed period of probation and becomes qualified to receive a certificate in terms of Article 51.

87. An additional grant of half of each of these amounts is placed to the credit of the college for each master or mistress who has received a third year's training, and for each teacher admitted and trained under Article 95 (b).

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (c).

Exception:—

This article is not applied to a college or (subject to the approval of the Department) to an extension of a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(a.) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require, plus 75 per cent. of such a sum as, when added to the bursaries paid to the King's scholars by the managers of the college, will make up the sum of £23 for each non-resident male, and £17 for each non-resident female, King's scholar.

(b.) £50 for each male, and £35 for each female, King's scholar, attending for continuous training throughout the year for which it is being paid.*

* This limit is exclusive of expenditure incurred upon the instruction of the scholars in Science and Art.

**Articles
90-91 (d).**

In the case of third year students studying elsewhere than at the college, and in receipt of an allowance from the college approved by the Department, 75 per cent. of such allowance will be substituted for the sums of £50 and £35.

90. The annual grant to each college is paid as follows :—

(a.) An instalment of £12 (males), or £8 (females), is paid on 1st March, 1st June, and 1st September, in respect of every King's scholar attending for continuous training throughout the year.

(b.) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (a) to be exceeded.

(c.) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

91. Grants to Local Committees for the training of King's Students (Article 83 (b)) may be made :—

(a.) In respect of the expenditure incurred by the Committee in providing instruction and training for the students according to the Scheme approved by the Department, provided that such expenditure is proved to the satisfaction of the Department to be necessary ;

(b.) In respect of the maintenance allowances made by the Committee to King's Students under their charge, provided that such allowances are made upon conditions, and according to a scale previously submitted to, and approved by, the Department.

The total amount of grant under (a) and (b), conjointly, shall not exceed the sum of £35 for each male, and £30 for each female King's Student, calculated upon a certain fixed number in the case of each Committee ; but, provided this amount is not exceeded, additional King's Students may be enrolled at the discretion of the Committee.

Instalments of the grant may be paid to the Local Committee, at such times as may be determined, upon production of a certified list of the King's Students enrolled for training throughout the year, and attending classes of the University, or University College, with which the Local Committee is connected. The balance of the grant will be adjusted as soon as the Committee's accounts for the year ending 31st July have been closed, audited, and approved by the Department.

(c.) *Lapsed.*

(d.) Where courses are established by County Councils or other Local Authorities, either within their own area, or at an approved technical college or other central institution, for the further instruction of teachers, as in Article 83 (d), according to a scheme approved by the Department, and under instructors whose competence for this special work is proved to the satisfaction of the Department, there shall be paid a grant amounting to not more than three-fourths of the actual expenditure upon the classes

after deduction of the income from fees, provided that such expenditure is duly set forth in properly audited accounts, and is approved by the Department. Articles
92 (a.)-95.

If the Department, having regard to the existing provision for the further instruction of teachers in the district, and other circumstances of the case, deem it expedient so to do, they may recognise any School Board, or other educational authority recognised under the Code, as a "Local Authority" for the purposes of this Article.

Qualifications for Admission into Training Colleges

92. (a.) An examination of candidates for admission to Training Colleges, called the "King's Scholarship Examination," will be held at each college and at such other centres as are necessary, on the 15th December and three following days.

The names of all candidates must be notified to the Department before the 1st of October.

The corresponding examination held by the Board of Education is accepted as equivalent to this examination.

(b.) The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

A syllabus may be had on application to the Secretary, Scotch Education Department, 55, Whitehall, S.W.

93. The candidates attending the examination must be either pupil-teachers entering for their final examination under Article 70 (d), or, not having been pupil-teachers, persons over 18 years of age on the 1st of October next following the date of the examination. This article will apply to pupil-teachers whose engagements may have been determined under section 6 of the memorandum of agreement (Article 70 (f)), without discredit to themselves, and for reasons approved of by the Department.

(a.) Candidates attending at any training college, or at any University or University College with which a local committee is connected, are selected and admitted to the examination by the authorities of the training college or the local committee, on their own responsibility.

(b.) Candidates who are not examined at any training college will be required to attend at centres of which they or the managers of their schools will be informed by the Department.

94. The successful candidates are arranged in *three* classes in order of merit.

95. No student may be admitted to a training college who was less than 18 years of age on the 1st October next before the date of admission. Subject to this condition, the authorities of each college may propose to the Department for admission*:-

* Applications for recognition under Article 95 (a) (2) and (3) must be made to the Department not later than the 1st of September before the date of admission.

Article
95 (a.)-(d.).

(a.) (1) Any candidate who has obtained a place in the first or second class in the King's Scholarship Examination (Article 94) or who—

(2) has passed the preliminary examination in any of the Scottish Universities; or

(3) has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects (of which one must be English, including History and Geography, one Mathematics, or for girls Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, and one an ancient or modern foreign language);

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the class list (Article 94). But the authorities of a training college may reserve a certain number of places for candidates qualified under paragraphs (a) 2 and (a) 3 of this Article.

(b.) Without examination, any certificated teacher who has not previously been trained during two years and who wishes to enter the college for a year's training in the course prescribed for the second year; or a graduate of any university in the United Kingdom.

(c.) King's Scholars may, with the consent of the authorities of their training college, attend one or more of the classes in a Scottish University, and the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(d.) The University matriculation and class fees of King's Scholars who have passed the preliminary examination at any of the Scottish Universities, or who have passed at the Leaving Certificate Examination in the subjects exempting them from that examination may, during each year of their instruction in such college (including a third year if they have been specially recognised for a third year of training under Article 83 (c)), be treated as part of the college expenditure under Article 89*.

During the additional year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed £12.

* The case of candidates who have qualified for admission to University classes under the conditions of previous Codes will be regulated by the terms of these Codes.

96. A local committee may propose for recognition as a King's Student any candidate who was not less than 18 years of age on the 1st October next before the date of admission as a King's Student, and

(a) who has passed the preliminary examination in any of the Scottish Universities; or

(b) who has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects (of which one must be English, including History and Geography, one Mathematics, or for girls higher Arithmetic, or lower Mathematics with Higher Arithmetic, and one an ancient or modern foreign language.)

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

The number of King's Students to be recognised under the authority of each local committee will be fixed by the Department upon the receipt of an application from the local committee, which must be received by the Department not later than the 1st June in each year, and must state the number of King's Students for whom they desire recognition.

97. Before candidates are admitted as King's Scholars, or recognised as King's Students—

(a.) The medical officer of the college or local committee, or a medical officer recognised under the Elementary School Teachers (Superannuation) Act, 1898, must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(b.) They must sign a declaration signifying that they intend *bond fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 51.

98. The authorities of each college and the local committees settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

100-112. *Lapsed Articles.*

CHAPTER V.

113-117. *Lapsed Articles.*—The provisions of these Articles are superseded by the Education (Scotland) Act, 1901, which prescribes the conditions under which total or partial exemption from the obligation to attend school may be granted by School Boards to children under 14 years of age.

Articles
118-118 (6.)

CHAPTER VI.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity as principal or assistant teachers at the date (6th August, 1872) of the passing of the Education (Scotland) Act, 1872 :—

(1.) The proposed pensioner must—

(a.) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(b.) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(c.) Have, as a rule, been employed continuously since the 6th of August, 1872, as principal or assistant teacher in elementary schools, or in training colleges.

(d.) Be recommended by His Majesty's Inspector, and the managers of the schools served in.

(e.) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) No pension may be granted to teachers who, in the exercise of their option under Section 5 of the Elementary School Teachers (Superannuation) Act, 1898, have accepted that Act in the prescribed manner.

Provided that, if a teacher who has accepted the Act is proved, to the satisfaction of the Department, to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding £20 per annum.

(4.) As a rule, no pension will be granted to a teacher over 65 years of age on whose behalf application for a pension was not made before he attained that age, or within three months after his attaining it.

Provided that, where application for a pension is made in terms of this Article, the Department may, on account of the teacher's special fitness, and on the application of the managers, allow his service to continue for a further limited time.

(5.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(6.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(7.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:—

Articles
118 (7.)—
121 (b.).

	£
83 { 7 pensions of 30l. each - - - -	210
31 pensions of 25l. each - - - -	775
45 pensions of 20l. each - - - -	900
	1,885
Donations and special gratuities (each year) -	100
	£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(8.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER VII.

TECHNICAL SCHOOLS.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

- (a.) The resolution must be published at least once in not less than two newspapers circulating in the district.
- (b.) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.
- (c.) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

- (a.) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.
- (b.) The subjects which are to be taught in the school.

* Minute of 16th June 1884.

Articles
121 (c.)-130.

(c.) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER VIII.

RELIEF OF FEES.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and, in certain contingencies, under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available, together with any sums voted by Parliament for the same purpose, shall be distributed to school boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict. c. 62. s. 67), and to the managers of other day schools conditionally entitled to share in that grant, provided that such school boards and such managers shall conform to the conditions hereinafter set forth.

129. The distribution shall be made in respect of each financial year ending on the 31st of March, and shall be made in proportion to the average attendance of each school upon which annual grant was paid for the school year ended during the twelve months immediately preceding the 1st of March in such financial year.

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April and 31st March in each financial year make one or more payments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school over and above such payment or payments on account as may have already been made.

133. The following conditions shall be observed by the managers of all State-aided schools sharing in the grant in respect of such schools, and by the school boards in respect of the school provision in the public schools of their district:—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A school board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the classes.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a school board, the payments due in respect of all the schools under the management of the board may be made to the Treasurer of the school board.

137. Any school which may after the 1st of April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Fee Grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER IX.

HIGHER GRADE SCHOOLS.

138. Where a special staff of duly qualified teachers is provided for the instruction of the pupils referred to in Article 21 at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years, is given, such school or department may be recognised as a Higher Grade School or Department.

Such schools or departments may give an education which is either predominantly scientific and technical—Higher Grade (Science) Schools—or predominantly commercial—Higher Grade (Commercial) Schools—or they may give a course which is recognised by the Department as specially suited to girls or to special classes of pupils.* In all cases the

* With the sanction of the Department a uniform course in preparation for the Intermediate Certificate (Leaving Certificate Examination) may be substituted for these special courses, and in that case, the conditions of the second and third paragraphs of Article 140 shall not apply. In order to obtain the sanction of the Department, such a course must provide for the instruction of all the pupils according to a well-graduated scheme in the following subjects, viz.—English (including History and Geography), Mathematics (including Arithmetic), at least one language other than English, and Science and Drawing according to a scheme approved for the Leaving Certificate Examination in these subjects.

Articles 139-142 (a). Department must be satisfied that the school possesses the proper provision of class-rooms, laboratories, and workshops necessary for the particular type of education to be given therein.

In circumstances approved by the Department a Higher Grade School may be recognised as giving alternative courses (two or more) provided that there is a supply of qualified teachers for each course; that the organization of the school is not unduly complicated; and that, as a rule, pupils follow out the course with which they begin.

139. In all Higher Grade Schools of whatever kind, the curriculum must embrace the subjects of English, History, Geography, Higher Arithmetic, and Drawing, and the instruction in these subjects must follow the lines indicated in Appendix No 4.

Pupils following the Higher Grade Science Course must take in addition the following Subjects:—Mathematics, Experimental Science, and as a rule some form of Manual Work.

Pupils following the Higher Grade Commercial Course must, as a rule, take in addition to the subjects named in the first paragraph of this Article, one or more Modern Languages, Book-keeping, Shorthand, and knowledge of Commercial Products. The study of Arithmetic, of History, and of Geography in this course should have a commercial application, and the teaching of a modern language should have for its object the attainment of ability to speak as well as to read and write the language.

Special Higher Grade Courses for girls may be admitted, giving in addition to the subjects named in the first paragraph of this Article, a practical training in Household Economy.

140. The first year of the different courses in the same school may be identical, provided that it includes instruction both in experimental science and in a modern language.

In the second year of the Higher Grade Science Course not less than eight, and in the third year not less than ten hours a week must, as a rule, be allotted to Science and at least half of this time must be spent by the pupils in individual experimental work. For the purpose of this Article three hours of Drawing or of Manual Instruction or of both conjointly will be reckoned as equivalent to two hours of Science. In the third and following years Manual Instruction may be dropped, and the pupil should devote himself to the study of some special branch of Science.

In the second year of the Higher Grade Commercial Course at least eight hours, and in the third year ten hours a week must, as a rule, be allotted to the study of a modern language or languages.

141. The requirements of Article 19 A. 2. 4. 8. 9. and 10, shall apply also to Higher Grade Schools.

142. Where an Inspector reports that the conditions of Article 19. A. 4 have been observed, and that a satisfactory course of instruction is being given in accordance with the foregoing requirements, grants may be made as follows:—

- (a.) On the average attendance of pupils enrolled with the approval of the Inspector (Article 29) in a recognised first year's course, 2*l.* 10*s.*

(b.) On the average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course, 3*l.* 10*s.** **Articles 142 (b.)-154**

(c.) On the average attendance of pupils who, having completed a second year's course of a definite character, spend any further time in the study of the same subjects, 4*l.* 10*s.**

143. In all the courses payment may be made for practical instruction, which is in accordance with the general aim of the course, on the conditions and at the rates specified in Article 21 (b) and (c).

144. The grants under Article 142 may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for non-fulfilment of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

145. For every Higher Grade School or Department, separate accounts must be kept, and the managers will be required to furnish a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.

146. A general register of all pupils of a Higher Grade School shall be kept, showing the date at which they were enrolled with the approval of the Inspector, the course followed by each after the first year, and the number of attendances in each year.

Separate registers shall be kept of the attendances of the pupils of each year, and also of attendances at any classes of practical instruction.

147. Where in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, a school which satisfies the conditions required by the Department for a Higher Grade School or Department is recognised by the Department as fulfilling the conditions of Article 22, a grant of 10*s.*, calculated on the average attendance of scholars in such Higher Grade School or Department, may be made in addition to any grants which may be earned under Articles 142 and 143.†

148. No grant other than those specified in this Chapter may be made on account of scholars in a Higher Grade School or Department, except the Grant in Relief of Fees, and in Voluntary Schools, the Aid Grant under Chapter X.

149-153. *Lapsed Articles.*

CHAPTER X.

AID TO VOLUNTARY SCHOOLS.

154. Under the provisions of the Education (Scotland) Act, 1897, a sum of money is annually paid out of moneys provided by Parliament to the Scotch Education Department for aiding Voluntary Schools in Scotland. The Aid Grant shall be distributed amongst the managers

* A grant at the higher rates specified in Articles 142 (b) and (c) will not be paid on the attendances of any pupil who has not been in attendance for at least six months at the preceding course.

† In such schools the attendances of scholars over ten years of age who are not eligible for grants under this Article may be reckoned for grant under Article 22.

Articles
155-161.

of Voluntary Day Schools in Scotland in the manner, and on the conditions, set forth in the following Articles; and for the purposes of Article 32 (a) shall be deemed to be income derived from a source other than the Parliamentary Grant.

155. To the managers of each Voluntary Day School conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., c. 62, s. 67), there shall be paid an Aid Grant equal to 3s. per head for the whole number of children in average attendance in the school provided that the accounts of the receipts and expenditure of the school shall be annually audited by a chartered accountant, a banker or bank agent, or some person specially approved by the Department.

156. The payment shall be made in respect of each financial year ending on the 31st March, and shall be based upon the average attendance as shown by the annual returns for the school relative to the school year ended during the 12 months immediately preceding the 1st January in such financial year.

157. Any Voluntary School which may after the 1st April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant shall be entitled to share in the aid grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER XI.

REVISION OF CODE.

158. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

159. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

160. The schedules and notes annexed to the Code, shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 158 and 159.

161. The Department may recognise for payment under Article 21 attendances made, before 31st August, 1903, by pupils qualified for such payments either under that Article or under the corresponding Article of the Code of 1902.

Pupils who will be entitled to leave school during the session 1903-4, may be presented to the Inspector at his visit of this year, for the award of a Merit Certificate in terms of Article 29 of the Code of 1902.

(Signed) DEVONSHIRE,
Lord President of the Council.

BALFOUR OF BURLEIGH,
Vice-President of the Committee
of Council on Education in Scotland.

HENRY CRAIK,
Secretary.

Scotch Education Department,
11th March, 1903.

SCHEDULES.

- I.—CERTIFICATES and CURRICULUM of PUPIL-TEACHERS prior to and during their ENGAGEMENT.
- II.—FORM of MEMORANDUM of AGREEMENT.
- III.—NEEDLEWORK.
- IV.—DRAWING.
- V.—SUBJECTS OF INSTRUCTION UNDER ARTICLE 21.
- VI.—SUPPLEMENTARY COURSES UNDER ARTICLE 21.

FIRST SCHEDULE

Their Lordships have under their consideration a modification of this Schedule, with a view to making more suitable arrangements for the instruction of pupil teachers in subjects of Secondary Education on lines which conform to the requirements of the Leaving Certificate Examination.

CERTIFICATES AND CURRICULUM OF PUPIL-TEACHERS

	1. Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
Preliminary.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	Candidates must have obtained a graph of Article 70 (b).	
1st Year -	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	Grammar, parsing, analysis, etymology, and to write a short essay.
2nd Year	Same as for first year, together with a certificate from a medical practitioner, in a form prescribed by the Department.	Same as above	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	More advanced grammar and composition.
3rd Year	Same as for first year.	Same as above	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition.
4th Year (King's Scholarship Examination, Article 92).	Same certificates as in previous years. The Syllabus of Examination may be obtained on application to the Department.			

Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 9 of this Schedule.

Female pupil-teachers, before engagement, must satisfy the inspector that they possess reasonable competency as sempstresses; and, at the annual inspection, must produce certified specimens of plain needlework. They will be expected, at the end of each year, to perform an exercise in needlework.

A pupil-teacher employed under Article 19 B 7 shall, in addition to the other subjects of examination, be liable to examination by the Inspector in Gaelic reading, translation, and composition.

Note.—The original note-books and exercise books used by pupil-teachers in connection with their special instruction (see Second Schedule, section 5) along with the marked papers of any

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

FIRST SCHEDULE.

PRIOR TO AND DURING THEIR ENGAGEMENT.

(Continued on next page.)

—	5. Arithmetic and Mathematics.	6. Geography.								
Merit Certificate, or have the qualifications for engagement mentioned in the second para-										
	<table border="1"> <thead> <tr> <th data-bbox="207 613 402 636">Boys.</th> <th data-bbox="402 613 599 636">Girls.</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 657 402 712">1st Year Proportion, fractions, interest, averages, percentages, and stocks.</td> <td data-bbox="402 657 599 712">Proportion and fractions.</td> </tr> <tr> <td data-bbox="207 852 402 954">2nd Year Arithmetic generally, Euclid, Bk. I., with very simple deductions. Algebra to simple equations inclusive.†</td> <td data-bbox="402 852 599 954">Arithmetic generally</td> </tr> <tr> <td data-bbox="207 1028 402 1166">3rd Year Arithmetic generally, Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.‡</td> <td data-bbox="402 1028 599 1166">Arithmetic generally. Algebra to simple equations inclusive.‡</td> </tr> </tbody> </table>	Boys.	Girls.	1st Year Proportion, fractions, interest, averages, percentages, and stocks.	Proportion and fractions.	2nd Year Arithmetic generally, Euclid, Bk. I., with very simple deductions. Algebra to simple equations inclusive.†	Arithmetic generally	3rd Year Arithmetic generally, Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.‡	Arithmetic generally. Algebra to simple equations inclusive.‡	<p>The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)</p> <p>Europe and British India. Latitude and longitude. Climate and productions of the British possessions.</p> <p>Geography of the world generally, with special reference to British Isles and British possessions. More advanced physical geography.</p>
Boys.	Girls.									
1st Year Proportion, fractions, interest, averages, percentages, and stocks.	Proportion and fractions.									
2nd Year Arithmetic generally, Euclid, Bk. I., with very simple deductions. Algebra to simple equations inclusive.†	Arithmetic generally									
3rd Year Arithmetic generally, Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.‡	Arithmetic generally. Algebra to simple equations inclusive.‡									
4th Year (King's Scholarship Examination, Article 92).	See Syllabus.									

examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by His Majesty's Inspector on the occasion of any visit to the school or central class at which the pupil teachers are instructed. See Articles 19 E, 32 (b), and 70 (f). Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 E. 6 may obtain additional marks during their engagement and at the King's Scholarship Examination (Article 92) in a paper to be set in Gaelic (see Syllabus). During the engagement the subject must be studied in accordance with a graduated scheme to be approved by His Majesty's Inspector.

† Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems.

‡ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity with easy problems.

FIRST SCHEDULE—*continued.*CERTIFICATES AND CURRICULUM, &c.—*continued.**continued.*

—	7. History.	8. Teaching.	9.* Music.
1st Year.	Outlines of British history, from Julius Cæsar to the accession of the Tudors.	To conduct a class in reading or writing.	<p><i>Staff Notation.</i></p> <p>Notes, their shape and relative value. The treble and bass staves. The scales of C, G, and F major. Intervals found in the major scale. Minims, crotchets, quavers, and equivalent rests. $\begin{matrix} 2 & 3 & 4 & 2 & 3 & 4 \\ 4 & 4 & 4 & 2 & 2 & 2 \end{matrix}$ time.</p> <p><i>Tonic Sol-fa Notation.</i></p> <p>The common major scale, its structure and intervals. The standard scale of pitch. Mental effects, and how they are modified. Accent. Two, three, and four pulse measure. Whole pulse notes, half pulse notes and continuations, and rests of the same value.</p>
2nd Year	From 1485 to 1688 with special reference to Scottish history.	To give an object lesson or conduct a class in reading, writing, or mental arithmetic, and to answer questions on method.	<p><i>Staff Notation.</i></p> <p>All the major scales and signatures. Dotted notes. Tied notes. Semi-quavers, Triplets. $\begin{matrix} 2 & 6 \\ 3 & 3 \end{matrix}$ and $\begin{matrix} 9 \\ 3 \end{matrix}$ time.</p> <p><i>Tonic Sol-fa Notation.</i></p> <p>First removes of key. Bridge notes. Six and nine pulse measure. Quarter pulse notes and rests. Thirds of a pulse.</p>
3rd Year	From 1688 to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.	<p><i>Staff Notation.</i></p> <p>Various forms of the minor scale. The scales and signatures of A minor, C minor, D minor, E minor, and G minor. Intervals found in the minor scale. Easy transposition. Construction of tests for schools. Common musical terms.</p> <p><i>Tonic Sol-fa Notation.</i></p> <p>The minor scale and the intervals found in it. Names of chromatic notes. Relative pitch of keys. Construction of tests for schools. Common musical terms.</p> <p>N.B.—Candidates may work the paper in either Notation, but not in both Notations.</p>
4th Year (King's Scholarship Examination, Article 92).	See Syllabus.		

* Pupil-teachers will be tested by His Majesty's Inspector at one of his visits to the school as to their practical skill in music, and marks will be allowed therefor. Pupil-teachers will be required to perform individually tests in time, tune, &c., such as are set to be performed collectively by the highest division of the school.

FIRST SCHEDULE—*continued.*CERTIFICATES AND CURRICULUM, &c.—*continued.*

	10. Languages.	11. Drawing.
1st Year . . .	<p>In the study of Languages, pupil teachers should follow a course in preparation for the Leaving Certificate Examinations.</p> <p>At the end of the second year, attainments in one Language equivalent to the Lower Grade standard of the Leaving Certificate Examinations will, as a rule, be expected.</p>	<p>All pupil-teachers must receive instruction in Drawing according to a Course submitted to, and approved by, the Scotch Education Department. Marks will be awarded at the King's Scholarship Examination to candidates who have satisfactorily completed a three years' course of instruction at one of the approved Courses and are duly presented for examination.</p>
2nd Year . . .		
3rd Year . . .		
4th Year . . . (King's Scholarship Examination, Article 92).	See Syllabus.	

The questions and class list of the Scholarship Examination held in December last year can be obtained (price 7d., by post) through any bookseller.

SECOND SCHEDULE.

I.—FORM OF MEMORANDUM OF AGREEMENT (Article 70 (f) .

N.B.—For use in Public Schools under the Management of a School Board. (A similar Form is supplied by the Department for use in other Schools.)

MEMORANDUM OF AGREEMENT between the School Board of ¹_____ and ²_____ herein-after called *the surety*, the ³_____ of ⁴_____ herein-after called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h⁵ _____ heirs and executors, and the pupil-teacher, as follows :—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in

keeping the ⁶_____ public school of the board, or any other public school of the board to which the pupil-teacher

may be transferred⁷ with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein more than five hours upon any one day, nor more than 20 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of ____ * 19 ____, and, subject to the proviso in paragraph 4, shall end on the last day of ____ * 19 ____⁸.

3. The board will pay to the pupil-teacher as wages ⁹ _____ per ⁹ _____ in the first year, and this sum shall be increased by ⁹ _____ per ⁹ _____ in each subsequent year of the engagement.

4. Provided always, that if the pupil-teacher fails to pass the examination at the end of the second year, this engagement shall end so soon as the result is announced, but (1) if the pupil-teacher shall fail to pass such examination on account of illness, or some other cause, accepted by the Department as sufficient, or (2) if the pupil-teacher defers the King's Scholarship Examination for a year in accordance with the Code, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of ____ 19 ____¹⁰.

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the engagement has been extended shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for the King's Scholarship Examination.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by a

¹ Insert name of the School Board.

² Insert name, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.

³ Insert father, or other relation or friend of the pupil-teacher, as the case may be.

⁴ Insert name in full of the pupil-teacher.

⁵ Insert his or her.

⁶ Insert name of the school.

⁷ The term must be for four full years; or for two years, provided that the candidate has passed for admission the examination fixed for the end of the second year and that the end of the reduced term of service fall beyond the candidate's 18th year (completed).

⁸ The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

⁹ Insert week, or as the parties may agree.

¹⁰ One year later

* See Article 70 (b).

written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

^a Insert his or her.

7. The pupil-teacher enters into this engagement freely and voluntarily on h^a own part, and with the privity and consent of the surety.

^b Here insert a testing clause according to the form of the law of Scotland.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof^c

N.B.—1. This agreement must be executed *as follows, viz.*—

(1) By three members of the School Board, being the statutory quorum thereof.

(2) By the surety.

(3) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. A pupil-teacher does not satisfy Article 32 (c.) in the Code unless the agreement is duly completed.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (b.)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—FORM OF NEW AGREEMENT ON CHANGE OF MANAGERS.

(N.B.—*For use in Schools not under the Management of a School Board.*)

¹ The Surety in the existing Memorandum.

² The Managers in the original Memorandum, and the Executors of any of them who are deceased.

³ The name, description, and address of the new Manager or Managers.

⁴ The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

⁵ The new Manager or Managers.

⁶ Deceased or outgoing Manager or Managers.

MEMORANDUM OF AGREEMENT between¹ _____
within and herein-after described as *The Surety*,² _____

the persons within described as *the Managers*,³ _____

and⁴ _____
herein-after described as "the Managers."

1. The said Surety and the said⁵ _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said⁶ _____

had been inserted therein and signed thereto, instead of the name of the said⁶ _____

In witness whereof^f _____

^f Here insert a testing clause according to the form of the law of Scotland.

N.B.—This memorandum must be executed *by all the parties named in it, viz.*—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (c).

III.—FORM FOR CANCELLING ENGAGEMENTS OF PUPIL-TEACHERS.

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

NEEDLEWORK.

GIRLS' AND INFANTS' DEPARTMENTS.

The materials used, and the stitches of the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children, and the presentation of needlework of too fine a character will be considered a defect.

Infants.

1. Needle drill. Position drill.
2. Strips (2 inches by 12 inches) of soft, loosely woven calico to be hemmed with coloured cotton :—1. Red. 2. Blue.
3. Knitting-pin drill.
4. A strip knitted on two needles (12 inches by 3 inches) in cotton or wool, or four small squares (3 inches by 3 inches).

Girls—Junior Division.

GROUP A.

1. Hemming, seaming (top-sewing), felling. A small untrimmed garment, or other useful article, showing these stitches.
2. Knitting on two needles, purl and plain, *e.g.*, cuffs, vests, strips for petticoats, &c.

GROUP B.

3. Pleating, sewing on tape strings : a simple garment, *e.g.*, pinafore, apron, petticoat, &c.
 4. Knitting, four needles, plain and purl, *e.g.*, cuffs, welts of socks, &c.
- Nos. 1 and 2 (Group A.) to be required from the lower part of the Junior Division ; Nos. 3 and 4 (Group B.) from the upper part of the Junior Division.

Senior Division.

GROUP A.

1. Gathering and setting in. An untrimmed garment, *e.g.*, a child's chemise, woman's apron, &c.
2. Darning on canvas and on stocking web material.
3. Herring-bone stitch on canvas or cheese cloth and flannel.
4. Knitting ; a sock or stocking.

GROUP B.

1. Sewing on buttons, making button holes, setting on strengthening tapes.
2. Plain darning a hole in stocking-web material.
3. Cutting out in paper, and afterwards in material, two simple garments, one of the garments to be made up by the cutter-out.

GROUP C.

1. Patching in flannel, calico, and print.
2. Tuck running and stitching.

3 Cutting out a garment to be made up by the cutter-out (the principal stitches in plain needlework to be shown on the garment).

NOTES.

1. Garments or other useful articles should be made in each Division during the year, but not necessarily those specified in this Schedule, which are mentioned merely as examples.

2. At least half as many garments as there are children in average attendance should be made during the year in the Junior Division. One-fourth of these may be knitted articles. In the Senior Division each girl must (if she has attended school six months and upwards) complete a small and simple garment made by herself, or a half-garment (full size) if it contains an adequate sample of the stitches used in the garment or a larger garment tacked together and partly worked in each detail. The garments made up by girls in Groups B. and C. (Senior Division) must be cut out by the makers.

3. The garments made by children in the Junior Division should (as a rule) be cut out by girls in Groups B. and C. (Senior Division). Children in the Junior Division should be taught to fold and tack hems and seams, but they will not be required to fix the more difficult parts of a garment.

4. The girls in the Senior Division, Groups B. and C., must cut out and fix their own work; those in Group A. must fix, but will not be required to cut out, their garments.

5. A less amount of completed work will be expected from girls attending cookery, laundry, or dairy work classes, during any of the hours devoted to needlework, or from girls employed as half-timers.

6. Alternative schemes of needlework, suited to the special requirements of a district, may be submitted to the Department by the managers of a school. Such schemes may usefully include provision for the practical mending of the children's own clothes.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A woman's chemise or a man's nightshirt, cut out, tacked together, and partly made in every detail.

2. Gusset making.

3. A reduced and an enlarged pattern of the garment selected for the year's work (paper or material); measurements to be stated.

Second Year.

1. A child's nightgown or a girl's overall, cut out, tacked together, and partly made in every detail.

2. Patching in calico, print, and flannel.

3. A woman's stocking or a knitted sampler showing the intakes at the back of a stocking, the turning of a heel, and the decreasing and finishing off of a toe

Third Year.

1. A tacked flannel petticoat or a child's pair of drawers, cut out, tacked together, and partly made in every detail.

2. Darning on coarse linen (diagonal cut) and on woollen material (hedge-tear or three-cornered darn.)

3. Cutting out in paper the flat pattern of a small nightdress (the folding or the measurement system may be followed).

Fourth Year.

(Preparatory to King's Scholarship Examination.)

1. A sampler in calico, showing all the stitches required in the making and mending of calico garments.

2. A sampler in flannel, showing all the stitches required in the making and mending of flannel garments.

3. Paper patterns cut out by proportion or by measurement of a chemise, a pair of drawers, and a petticoat.

NOTES.

1. In all cases the specimen garments and patterns must be done without assistance and must be presented to His Majesty's Inspector as they left the worker's hands. All garments must have been cut out by the makers.

2. Only one of the two garments mentioned in paragraph 1 (first, second, and third year), is to be made up by the pupil-teacher, but the measurements and manner of making up the other garment must be learnt by her.

3. Whenever a child's garment or the pattern of a child's garment is made, the age of the child for whom the garment is intended should be stated.

4. The garments should be of plain simple pattern showing intelligence and good workmanship, but without elaborate detail.

PUPIL TEACHERS.

On the day of Annual Examination, an exercise may be given testing the pupil teachers' knowledge of the needlework of their year, in accordance with the requirements of the Schedule.

The materials required for these exercises are as follows :—

FIRST YEAR.

1 piece of calico 9 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
1 sheet of lined paper.

SECOND YEAR.

1 piece of calico 9 inches square.
1 piece of print 6 inches square.
1 piece of flannel 6 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
4 knitting pins and knitting cotton.
1 sheet of lined paper.

THIRD YEAR.

1 piece of calico 9 inches square.
1 piece of coarse linen 4 inches square.
1 piece of flannel 6 inches square.
1 piece of flannel binding $\frac{1}{2}$ yard.
1 piece of tape $2\frac{1}{2}$ inches long.
Suitable darning and sewing needles and cotton.
1 sheet of lined paper.

INSTRUCTIONS to H.M. INSPECTORS as to EXAMINATION in NEEDLEWORK.

1. All work done by the children from the beginning of the working school year shall be preserved in the school and shown to the Inspector at any of his visits should he require it. The work should be presented in the same condition as when completed by the scholars.

2. The Inspector may at any of his visits make enquiry as to the teaching of needlework in any or all of the classes of the school, and shall make such enquiry at least once a year. He will on such occasions direct his attention to ascertaining from enquiry and from examination of the finished work whether :—

- (a) Sufficient time is given to instruction in needlework.
- (b) Whether the instruction is evenly distributed throughout the year.
- (c) Whether, having regard to the time of his visit, a sufficient quantity of useful garments and knitted articles has been completed.
- (d) Whether sufficient opportunity is given for practice in mending garments as indicated in paragraph 13.
- (e) Whether due attention is paid to *all* the exercises set down in the accompanying Schedule or in any scheme of work which has been specially approved in substitution thereof.

3 For the purpose of his enquiry he may set the children in any classes exercises corresponding to that part of the Schedule or scheme of work which has been overtaken at the time of his visit.

4 These exercises shall, as far as possible, be given upon the garments with which the children are occupied at the time. A certain amount of preliminary practice of stitches upon waste material may be useful, but there is reason to fear that in many cases too great a portion of the time allotted to needlework is occupied in practising examination tests in this manner to the detriment of more useful work, and such practice should be discouraged.

5 The Inspector will also, where possible, take opportunity of seeing a class at work, and may require teachers of all grades, including pupil teachers and assistants, certificated or uncertificated, to give evidence of their power of teaching needlework by demonstration and by the simultaneous method.

6 It is important that too fine needlework should be avoided. No exact rule as to the size or number of stitches (on a given space) can be laid down; but the approximate standard to be kept in view, in hemming, seaming, and stitching, may be taken to be as follows:—

Hemming.	{ Infant Division, about 6 to 10 stitches to the inch.
	{ Junior and Senior Divisions, about 8 to 18 stitches to the inch.
Seaming and stitching.	{ Junior and Senior Divisions, about 12 to 18 stitches to the inch.

(According to material.)

7. It is essential, however, that children should be taught needlework according to this approximate standard without counting threads (a habit which is most pernicious to the eyesight), and that their knowledge of it should be attained simply by training the hand to work with the eye.

8. Care should be taken that children of weak eyesight are given an exercise which will not be injurious to their eyes, and in serious cases they should be excused altogether.

9. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and marked Junior or Senior Division, with the name of the school outside.

10. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

11. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

12. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

13. In order to give more practical illustration to the lessons in mending, it is desirable that the teachers should allow a certain number of children in the Senior Division to bring to school garments needing repairs, and should superintend the mending of them.

14. In future the exercise in hemming and the needle, position, and knitting-pin drills will not be compulsory for children in or below the lower division of infants.

15. The needlework of half-time scholars should in all cases be leniently judged, both as regards quantity and quality.

FOURTH SCHEDULE.

DRAWING.

Infant and Junior Divisions.	Senior Division.
<p>(1) Free arm drawing upon a large scale, with chalk or charcoal, of elementary forms of ornament.</p> <p>(2) Drawing from the <i>actual object</i> simple forms not requiring applications of perspective:—memory drawing.</p> <p>(Optional). Modelling in clay; brush drawing; or other approved forms of educational handwork.</p>	<p>(1) More advanced examples of the same, including plant and animal forms—to be drawn also in pencil.</p> <p>(2) The same, but involving applications of perspective.</p> <p>(3) (Optional). Modelling in clay; brush drawing (more advanced work). Simple exercises in cardboard work, woodwork, or other form of educational handwork, illustrative of the Geometrical Drawing as underneath (4).</p>
<p>(Optional for girls)</p>	<p>(4) The use of T and set squares and the construction and use of simple scales. Drawings to be made from dimensioned sketches, and from actual measurement of lines and surfaces.</p> <p>Plans and elevations of straight edged solids. (The scholar must be able to work to scale from measurements taken by himself).</p>

This syllabus is recommended for adoption generally, and it is expected that it will be followed as a rule by teachers who have been under instruction in drawing in classes conducted under Article 91 (d) of the Code. Managers, however, are at liberty to submit alternative proposals, which will be considered on their merits.

Courses of instruction in drawing under Article 91 (d) of the Code must be drafted with a view to the preparation of teachers to give instruction according to the present syllabus.

FIFTH SCHEDULE.

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21 COMMON TO ALL
CLASSES.A.—*The study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be :—

- (1) Systematic home reading, with properly directed choice of books.
- (2) An efficient system of reviewing, explaining, and testing in school the reading done at home.
- (3) The committing to memory, after discussion and explanation, suitable pieces of verse and of prose.
- (4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after life are to be.*

Under this heading may be specified :—

- (1) The Laws of Health.
- (2) Money Matters—Thrift, Investment, Insurance.
- (3) The Conditions of Trade and Employment.
- (4) The Institutions of Government under which we live.
- (5) The Empire—its history, growth, and trade ; our Colonies and the openings for enterprise which they afford.
- (6) Nature Study, Drill, and Singing.

Reference is made to their Lordships' Circular letter of 16th February, 1903, for an explanation of the spirit in which they desire these studies to be pursued, and for certain suggestions as to method.

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

SIXTH SCHEDULE.

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

- (1) *Arithmetic*.—(a) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions ;
 (b) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (e.g., calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.)
- (2) *Bookkeeping*.—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.
- (3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.) : their purpose and proper form.
- (4) *Handwriting*.—Systematic practice to secure *speed* in combination with legibility and correctness of form.
- (5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

- (1) *Geometry and Mensuration*—(a) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc. ;
 (b) Construction and use of graphs ;
 (c) For advanced pupils, mensuration of regular solids.
- NOTE.—The teaching throughout must deal with concrete problems ; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.
- (2) *Applied Arithmetic*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.
- (3) *Woodwork or Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.
- (4) *Mechanics*.—The simple principles of Mechanics ; and with more advanced students, elementary problems in Machine and Building Construction.

III. COURSE FOR RURAL SCHOOLS.

- (1) *Nature Study*.—Continued so as to secure on the part of the pupils familiarity with
 (a) The rocks, soils, and plants of the district ;
 (b) The life histories of weeds and insect pests, with the remedies against them ;
 (c) Wind and insect pollination of plants ;
 (d) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged ; observations on bees and bee-keeping should be made where possible ; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

- (2) *Geometry*.—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.
- (3) *Study of Newspaper Market Reports*.—With exercises and calculations based upon them.
- (4) *The Keeping of Accounts*.
- (5) *Optional*—*Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

- (1) *Housekeeping*—Including
 (a) Care of Rooms, Furnishings, and Clothing ;
 (b) Marketing, and the keeping of Household Accounts ;
 (c) Cookery ;
 (d) Laundry Work ;
 (e) Needlework—Especially Mending, Darning, and Cutting-out.

NOTE.—All the above subjects must be taught *practically*.

- (2) Special extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family*.
- (3) *Arithmetic*—As applied in the calculation of prices and the practical use of the common weights and measures.
- (4) *Scale Drawing*—As applied to the making of diagrams for cutting out (optional).
- (5) *Dressmaking*, and the use and care of the sewing-machine (optional).

Reference is made to their Lordships' Circular letter of date 16th February 1903, for further explanation as to the scope and method of these Courses.

APPENDIXES.

- I.—SHOWING separately (for 1903) all ARTICLES modified, and all new ARTICLES.
 - II.—CIRCULAR (No. 329) to TRAINING COLLEGES and LOCAL COMMITTEES for the TRAINING of KING'S STUDENTS.
 - III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.
 - IV.—MEMORANDUM as to CURRICULUM of HIGHER GRADE SCHOOLS or DEPARTMENTS.
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APPENDIX No. 1.

SHOWING separately (for 1903) all ARTICLES

Articles in the Code of 1902 which are modified in the Code of 1903.

19. * * * contemplated :—(1) *Advanced Department—Children who have obtained the Merit Certificate (Article 29); (2) Children who have not yet obtained the Merit Certificate, subdivided into (a) Infant Division; (b) Junior Division; (c) Senior Division. In small schools divisions (a) and (b) may be combined for purposes of instruction, and in special circumstances managers may propose for approval, or the Department may require, the adoption of some other mode of organization.*

The Junior Division and the Senior Division are to be regarded as corresponding generally to the Groups of Standards I. to III. and Standards IV. to VI. respectively as shown in Schedule V.

The arrangement * * * of the children need not correspond to the subdivisions of the Standards of Examination (Schedule V.), but they shall be such as are fitted to secure the attainment of the Merit Certificate stage by easy * * *

19. A. 4. (b.) * * * presented for the Merit Certificate shall * * *

19. A. 8. Managers shall submit (in duplicate) for the approval of H.M. Inspector :—

19. A. 8. (b.) * * * allotted to the various subjects.

19. B. 1. (c.) * * * age who have not obtained the Merit Certificate, a normal * * *

Note to (a.), (b.) and (c.) :—

* * * instruction, nor is it expected that there shall be more than a general * * *

19. B. 2. The normal rate of grant made on account of any division of the school may be * * * meritorious work in that division.

19. B. 3. * * * grant in any division * * * defects in * * *

19. B. (4). * * * by the Department * * *

19. B. 4. (b.) * * * age who have not yet obtained the Merit Certificate, ls. 9d.

19. B. 4. The foregoing * * * respect of any division of the school in which it appears * * *

APPENDIX No. 1.

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1903.

19. * * * contemplated:—(a) *Infant Division*, providing instruction suitable for children under 7 years of age; (b) *Junior Division*—Instruction suitable for children between the ages of 7 and 10; and (c) *Senior Division*—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the *Infant* and *Junior Divisions* respectively.

Pupils of the *Senior Division* who satisfy the conditions of Article 29, may be taught in “*Supplementary Courses*,” or “*Higher Grade Departments*,” but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.

The arrangement * * * of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29 by easy * * *

19. A. 4. (b.) * * * presented to the Inspector in terms of Article 29 shall * * *

19. A. 8. Managers shall submit to H. M. Inspector for approval before the beginning of the working school year:—

19. A. 8. (b.) * * * allotted to each main head of the instruction.

19. B. 1. (c.) * * * age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a normal * * *

Note to (a.), (b.) and (c.):—

* * * instruction though it is expected that there should be, as a rule, a general * * *

19. B. 2. The normal rates of grant under Article 19 B 1, may be * * * meritorious work in the corresponding Division of the school.

19. B. 3. * * * grant for any Division * * * defects in organization and classification (Article 19 A. 1.), or in * * *

19. B. 4. * * * by the Inspector on behalf of the Department * * *

19. B. 4. (b.) * * * age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1s. 9d.

19. B. 4. The foregoing * * * respect of the corresponding Division of the school when it appears * * *

 Articles in the Code of 1902 which are modified in the Code of 1903.

19. B. 7. * * * the school, and who earns a grant under Article 19 E., the rate * * *

19. E. Note :—

Attendances of pupil-teachers at *Advanced Departments*, or * * *

20. I. * * * in a day or evening school * * *

21. Where suitable provision is made for the instruction of pupils who have obtained the *Merit Certificate* (Article 29) within the times specified in the *Rules for Registration*, according to a curriculum specially approved by the Department for each school, in classes of not more than 40, there may be made a normal grant of 50s. on the average attendance of such scholars. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work. The instruction in respect of which this grant is made shall, as a rule, extend to at least twenty-five hours in each week.

- (a) The approved curriculum shall in all cases make provision for adequate instruction in *English, History, Geography, Arithmetic*, and, as a rule, *Drawing*; also for instruction in such other of the following subjects as the Department, having regard to the circumstances of the school, shall determine, viz., *Languages, Mathematics, and Science*, by teachers properly qualified in each subject.
- (b) Where instruction in any language, or in *Mathematics*, or in any branch of *Science*, forms part of the curriculum, it must be shown to the satisfaction of the Department that an adequate preliminary training is provided in the school in the selected subjects in classes below the *Merit Certificate* stage.
- (c) The grant may be reduced or refused, unless some of the pupils in the *Advanced Department* reach in the selected subjects of instruction the standard represented by the third stage of those subjects as shown in the Table given in *Appendix No. 6*.

21. (d.) * * * as regards pupils who have the *Merit Certificate* are * * * school.

21. (e.) * * * for attendance at * * *

 New, or modified, Articles in the Code of 1903.

19. B. 7. * * * the school, the rate * * *

19. E. NOTE :—

Attendances of pupil-teachers at *Supplementary Courses*, or * * *

20. I. * * * in a day school * * *

21. *Where the scholars who have been enrolled in supplementary courses† with the approval of the Inspector (Article 29) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of study outlined in the Sixth Schedule, or according to any alternative scheme specially submitted to the Inspector for approval, a normal grant may be made of 50s. on the average attendance of children over twelve years of age enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.*

Note.—† See Circular Letter Number 374 of date 16th February, 1903.

21. (a.) * * * as regards pupils enrolled in the supplementary course at * * * school. Attendances of pupils under twelve years of age enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.

21. (b) * * * for attendance of scholars (being over twelve years of age) at * * *

Articles in the Code of 1902 which are modified in the Code of 1903.

21. (f.) Grants shall be made at the foregoing rates in respect of attendances only which are in addition to the minimum number of hours (25) per week in respect of which the principal grant of 50s. is made, but attendances at courses of practical instruction may, with the sanction of the Department, be included in the minimum number of hours required to such extent as the Department on the application of the Managers shall determine for each particular School, and for such attendances grants may be allowed at half the above rates.

21. (g) (2) * * * are of not * * *

Note:—

* * * Scotland, or * * *

21. (h.) Grants for Manual Instruction and for Cookery, Laundry Work, Dairying, or for practical Household Economy may be made at the above rates on the attendances of pupils who, being in the senior division of the school, have not yet obtained the Merit Certificate. In the case of such pupils the higher rate of grant (Article 21 (e) (2)) may be allowed when the attendances at courses of practical instruction are in addition to a minimum of 20 hours per week devoted to other subjects of instruction.

(29.) A certificate of merit † will be granted to any scholar over 12 years of age who, being of good character and conduct, has been duly instructed in the subjects of Article 19 A. 4, 5, and 7 and shows thorough proficiency in the three elementary subjects of Reading, Writing, and Arithmetic.

To satisfy the conditions of this article candidates must be able—

- (a.) To read clearly and fluently, with good pronunciation, a passage of moderate difficulty chosen from a modern author, a periodical, or a newspaper.
- (b.) To write in a legible and regular handwriting, and with correct spelling, a letter, a description, or the summary of a narrative; or to reproduce orally or in writing the substance of the passage read.
- (c.) To understand the connection of words, clauses, and sentences in the passage read, and to have some knowledge of the composition and derivation of English words.
- (d.) To perform arithmetical calculations,* both mentally and on paper, with facility and correctness, and to show a power of applying the rules of arithmetic in a way likely to prove useful in the common affairs of life.
- (e.) To satisfy the Inspector that they have been duly instructed in the subjects of Article 19 A. 7. (See also Appendix No. 4.)

Notes:—

* Candidates will be expected to have a knowledge of the four simple rules (including vulgar fractions), with their application to calculations of money, weights, and measures; of proportion (simple and compound), and its applications to Interest and Profit and Loss; of decimal fractions treated concretely, as, e.g., in the Metric System of weights and measures, and in the system of decimal coinage. A knowledge of the following English weights and measures only will be expected:—weight (avoirdupois), length, area, capacity, time, in addition to some knowledge of the Metric System.

† The same pupil may not, unless in exceptional cases expressly approved by the Inspector, be presented for examination for the Merit Certificate more than once within six months.

New, or modified, Articles in the Code of 1903.

21. (b.) *The hours of attendance on which grant is claimed under this subsection must not exceed a reasonable proportion of the total number of hours of instruction in the relative supplementary course, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.*

21. (c.) (2.) * * * are as a rule of not * * *

Note:—

* * * Scotland, of the Board of Examination for Educational Handwork,
or * * *

21. (h.) Dropped.

29. *A Scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of the School and has been in regular attendance at that class for not less than six months,* upon being certified by the teacher of the class and by the headmaster of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in supplementary courses (Article 21) or Higher Grade Departments (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX., from the 1st of August following.† Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.‡*

A pupil presented as aforesaid will be expected—

- (a.) *To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.*
- (b.) *To write to dictation with good spelling and legible and regular handwriting, a narrative passage previously unseen.*
- (c.) *To answer questions as to the subject matter of and the meaning of words and sentences in the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences.*
- (d.) *To write a composition, the heads being given, or to give in writing the substance of a passage read.*
- (e.) *To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.*
- (f.) *To be reasonably proficient in the other subjects included in the approved scheme of work of the class.*

Articles in the Code of 1902 which are modified in the Code of 1903.

32. (b.) * * * report, for * * * overcrowding
of * * *

TEACHERS.

43. * * * candidates must *be examined in second*
year's papers (Article 47 II.), and must * * *

New, or modified, Articles in the Code of 1903.

A Certificate of Merit will be granted upon leaving school to any scholar who, after enrolment in a supplementary course of study with the approval of the Inspector, as aforesaid, has followed that course for not less than a year, is certified by the headmaster to be of good character and conduct, and is shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course. Each such pupil shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and being vouched for by the teacher, to be made the basis of entry upon the certificate. §

Notes:—

* The visit of the Inspector will be made normally once a year only, viz., between 1st April and 31st July. The condition as to attendance will be held to be satisfied in the case of a pupil presented between these dates if he has been in regular attendance, as specified, from 1st January preceding.

† Intimation must be made to the Inspector of the number of candidates to be presented for the purpose of this Article, not later than the 1st April in each year. Should the Inspector be unable to visit the school between that date and the 1st of August following, the pupils to be presented may be provisionally enrolled as from the 1st of August, pending the decision of the Inspector at any subsequent visit.

‡ Pupils who, on being presented to the Inspector, fail to satisfy him as to their attainments, may not be presented again till the following year, but their attendances may be provisionally registered for grants at the higher rate as from the 1st February of that year, pending the decision of the Inspector upon their next presentation.

§ Candidates fulfilling these conditions who may be entitled to leave school during the course of the ensuing session, may be proposed to the Inspector for the award of a Merit Certificate, at his visit between 1st April and 31st July.

32. (b.) * * * report for serious defects, either in organization or classification, for * * * over-crowding or defective ventilation of * * *

TEACHERS.

42. * * * candidates must either complete two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or pass in second year's papers at the Certificate Examination (Article 47. II.), and must * * *

43. [New Article.] Candidates trained as King's Scholars in Training Colleges or as King's Students under Local Committees must follow a curriculum * approved by the Department, and receive instruction in each subject of such curriculum, either at University Classes, or in accordance with a syllabus submitted to and approved by the Department. The character of the work and attainments of each candidate must be recorded, and will be tested in such manner as may be prescribed by the Department, who will determine, on the completion of the period of training, whether or not a certificate may be conditionally granted.

Note:—

* The general requirements of the Department as to the curriculum to be followed will be found in the Circular Letter to Training Colleges and Local Committees, dated 30th August 1901 (see Appendix II.).

Articles in the Code of 1902 which are modified in the Code of 1903.

44. An examination will be held on Monday, 7th July, and following days, *at the several training colleges under inspection, and at such other centres as may be necessary.*

45. * * * may be had on application to the Department.

46. The names of all candidates, *not being King's Scholars*, must be notified * * *

47. I.—The examination in first year's papers† is open to,—

(a) *King's Scholars or Students who have been under training (Articles 83 (a) or 83 (b)) for at least one year ; or,*

(b) Candidates * * *

Note :—

† *The examination in first year's papers, so far as King's Scholars and Students in training are concerned, will be discontinued after the present year.*

47. II. (a) *King's Scholars or Students who have passed the examination in first year's papers, and have subsequently completed at least one additional year of training ; also to certificated teachers trained under Article 95 (b).*

(b.) * * * teachers, or fourth class certificated, or * * *

47. II. * * * recommended by the authorities of their college, the local committee, or by the managers * * *

Candidates before being admitted to the examination in second year's papers must satisfy the Department of their physical capacity, and produce satisfactory evidence as to age, in the manner prescribed by the rules made under Section 6 of the Elementary School Teachers (Superannuation) Act, 1898.

48. *In the case of King's Students (Article 83 (b)) or of King's Scholars attending classes in a Scottish University under Article 95 (c), the examination for certificates in the subjects taught in the classes of a Scotch University will be conducted jointly by the Professors of such University and by one or more of the Chief Inspectors.*

48. (a.) * * * teaching them. *This will apply also to graduates trained under Article 95 (b).*

48. (b.) * * * teaching them.

49. * * * candidates, arranged in three divisions * * *

New, or modified, Articles in the Code of 1903

44. An examination for candidates other than King's Scholars and King's Students will be held on Monday, 6th July, and following days, at such centres as may be necessary.

45. * * * may be had by candidates for Examination or School Managers on application to the Department.

46. The names of all candidates must be notified * * *

47. I.—The examination in first year's papers is open to candidates * * *

47. II. (a.) Lapsed Article.

(b.) * * * teachers or * * *

47. II. * * * recommended by the managers * * *

No candidates after 1st April, 1899, will be recognised as certificated teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

48. Dropped.

48. (a.) * * * teaching them.

48. (b.) * * * teaching them. *Candidates who desire to be recognised as certificated teachers under this Section cannot be so recognised until they have satisfied the Department of their physical capacity, and have produced satisfactory evidence as to age, in the manner prescribed by the School Teachers Superannuation Rules (Scotland).*

49. * * * candidates for recognition as certificated teachers, arranged, in the case of those who attend the Certificate Examinations, in three divisions * * *

Articles in the Code of 1902, which are modified in the Code of 1903.

51. Candidates for certificates, after *successfully passing the examination in second year's papers*, must, as teachers continuously * * * and three months. At the end * * *

52. Teachers who have *passed the examination in second year's papers* may be recognised as certificated teachers from the first day of the month succeeding the close of *the examination*.

Note:—

* *Articles 43-55, so far as they concern King's Scholars and King's Students, are to be read with Circular 329 (see Appendix II.). Modifications of these Articles consequent upon that Circular, should any appear to be necessary, are deferred till next issue of the Code.*

60. * * * scholars.

61. *When teachers, provisionally certificated of either grade, complete their 25th year of age, their provisional certificates are ipso facto cancelled, except in the event of their passing the examination in first year's papers (Article 47 I.), in which case their provisional certificates will continue in force for two years further. Before appointing a teacher under Article 60 managers should ascertain from the Department whether he is provisionally certificated in either grade, and also the date on which his certificate will be cancelled.*

70. (b.) * * * of age, and must have obtained a certificate of merit (Article 29), or have * * *

70. (d.) 6. * * * recitation and teaching * * *
* the 1st September.

79. * * * in place of pupil-teachers, without being required to be annually examined.

80. * * * duty.

New, or modified, Articles in the Code of 1903.

51. Candidates for Certificates, after fulfilling the preliminary conditions referred to in Article 43, must, if continuously * * * and three months in schools to which annual grants may be made, or in a Training College. At the end * * *

A like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories, will be accepted as fulfilling the conditions of this Article if it is reported by the proper Department in each case to have been satisfactorily completed.

52. Teachers who have completed two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or have passed in second year's papers at the Certificate Examination, may be recognised as certificated teachers from the first day of the month succeeding the close of their period of training, or of the Examination, as the case may be.

Note. Dropped.

Note to Articles 50, 53, 54 and 55 [New] :—

* The subject of the examination for Teachers' Certificates of Candidates other than King's Scholars and King's Students is at present under their Lordships' consideration, and the classification referred to in these Articles is to be regarded as provisional only.

60. * * * scholars. Their continued recognition will be dependent on the report of the Inspector as to their fitness for such a post.

61. Lapsed.

70. (b.) * * * o' age, have obtained a certificate of merit (Article 29), have shown satisfactory proficiency in the work of a second year's course of a Higher Grade School or Department, or have * *

70. (d.) 6. * * * recitation, drawing, and teaching. * * * the 1st September preceding the date at which it is desired to enter a Training College.

79. * * * in place of pupil-teachers.

80. * * * duty. They will be required to produce such evidence of continued study, as may be from time to time prescribed.

Articles in the Code of 1902 which are modified in the Code of 1903.

86. (a.) * * * receive a certificate as a teacher in a school to which annual grants may be made, or in a training college; or,
 (b.) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories.

91. (a.) In respect of King's Students a grant will be made annually, through the Local Committee, of £25 for each male and £20 for each female King's Student, and a grant of £10 to the Committee in respect of each King's Student enrolled for training throughout the year according to a scheme approved by the Department.

(b.) These grants will be paid to the Local Committee in three instalments, upon a certified list of the King's Students enrolled for training throughout the year, and attending lectures at the University or University College with which the Local Committee is connected, viz:—

1.) An instalment of £11 (male students) or £9 (female students) on the 1st October, or as soon as the certified list of the King's Students has reached the Department, and on the 1st February.

(2.) An instalment of £13 (male students) or £12 (female students) on the 1st May.

Out of these sums the Committee will pay to each King's Student on the 1st October (or as soon as the grant has been received) and on the 1st February, £8 (male students) or £6 (female students), and on the 1st May £9 (male students) or £8 (female students).

(c.) The Local Committee will be required to produce to the Department, as soon as possible after the 31st July in each year, an account of their income and expenditure in such form as may be prescribed by the Department. The accounts shall include the grants for the King's Students, and the payments by the Committee to them.

92. (a.) The names of all candidates, including any pupil-teachers who desire to claim exemption under Article 70 (d) 6, must be notified to the Department before the 1st of September.

93. * * * on the 1st of July next * * *

93. (c.) Candidates who fail twice to pass the King's Scholarship Examination in Scotland, or at the King's Scholarship Examination in England, may not be again examined.

95. * * * on the 1st of July next * * *

Note:—

* * * of September.

95. (c.) * * * attend during the winter session of each year of their instruction in such college, one or more * * *

 New, or modified, Articles in the Code of 1903.

86. * * * receive a certificate in terms of Article 51.

91. Grants to Local Committees for the training of King's Students (Article 83 (b)) may be made:—

(a.) In respect of the expenditure incurred by the Committee in providing instruction and training for the Students according to the Scheme approved by the Department, provided that such expenditure is proved to the satisfaction of the Department to be necessary;

(b.) In respect of the maintenance allowances made by the Committee to King's Students under their charge, provided that such allowances are made upon conditions, and according to a scale previously submitted to, and approved by, the Department.

The total amount of grant under (a) and (b), conjointly, shall not exceed the sum of £35 for each male, and £30 for each female King's Student, calculated upon a certain fixed number in the case of each Committee; but, provided this amount is not exceeded, additional King's Students may be enrolled at the discretion of the Committee.

Instalments of the grant may be paid to the Local Committee, at such times as may be determined, upon production of a certified list of the King's Students enrolled for training throughout the year, and attending classes of the University, or University College, with which the Local Committee is connected. The balance of the grant will be adjusted as soon as the Committee's accounts for the year ending 31st July have been closed, audited, and approved by the Department.

(c.) Lapsed

92. (a.) The names of all candidates must be notified to the Department before the 1st of October.

93. * * * on the 1st of October next * * *

93. (c.) Dropped.

95. * * * on the 1st October next * * *

Note:—

* * * of September before the date of admission.

95. (c.) * * * attend one or more * * *

 Articles in the Code of 1902 which are modified in the Code of 1903.

95. (d.) The *university fees of King's Scholars* * * * such college, and if specially recognised for a third year of training under Article 83 (c), for one year thereafter to be treated as part of the college * * *

96. * * * on the 1st July next * * *

129. *The distribution shall be made in proportion to the average attendance of each school as shown by the annual returns for the school for the school year ending between 31st day of March, 1902, and the 28th day of February, 1903 (inclusive).*

130. * * * 1st April 1902 and 31st March 1903
make one * * *

137. *Any school, which may after 1st April, 1902, be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Grant for the financial year ending 31st March, 1903, but only in proportion to the period of the financial year during which it may be on such list.*

142. (a.) On the average attendance of pupils who, having obtained a Merit Certificate, within the time specified in the Rules for Registration,* are following a recognised * * *

* See Appendix No. 7.

146. * * * at which they obtained the Merit Certificate, the course * * *

 New, or modified, Articles in the Code of 1902.

95. (d.) The University matriculation and fees of King's School
 * * * such college (including a third year if there have been
 specially recognised for a third year of previous studies) shall
 be treated as part of the college * * *

96. * * * on the 1st October next * * *

129. The distribution shall be made in respect of each financial year
 ending on the 31st of March, and shall be made in proportion to the average
 attendance of each school upon which annual grant was paid for the whole
 year ended during the twelve months immediately preceding the 1st of March
 in such financial year.

130. * * * 1st April and 31st March in each
 financial year make one * *

137. Any school which may after the 1st of April in any financial year
 be placed on the list of schools conditionally entitled to share in the Parva-
 mentary Grant, shall be entitled to share in the Fee Grant for that year, but
 only in proportion to the period of the year during which it may be on such
 list.

 Note to Art. 138. [New.]

* With the sanction of the Department a uniform course in preparation for
 the Intermediate Certificate (Leaving Certificate Examination) may be sub-
 stituted for these special courses, and in that case, the conditions of the second
 and third paragraphs of Article 140 shall not apply. In order to obtain the
 sanction of the Department, such a course must provide for the instruction of all
 the pupils according to a well-graduated scheme in the following subjects, viz.—
 English (including History and Geography), Mathematics (including Arithmetic),
 at least one language other than English, and Science and Drawing according to
 a scheme approved for the Leaving Certificate Examination in these subjects.

142. (a.) On the average attendance of pupils enrolled with the ap-
 proval of the Inspector (Article 29) in a recognised * * *

146. * * * at which they were enrolled with
 the approval of the Inspector, the course * *

161. [New.] The Department may recognise for payment under
 Article 21 attendances made before 31st August, 1903, by pupils qualified
 for such payments either under that Article or under the corresponding
 Article of the Code of 1902.

Pupils who will be entitled to leave school during the session 1903-4, may
 be presented to the Inspector at his visit of this year, for the award of a
 Merit Certificate in terms of Article 29 of the Code of 1902.

Articles in the Code of 1902 which are modified in the Code of 1903.

FIRST SCHEDULE.

10. Languages :—

1st Year. *The examination of pupil-teachers in languages will be conducted according to the following course :—*

The 1st and 2nd year's study laid down in Appendix No. 6.

2nd Year. *The 3rd Year of study laid down in Appendix No. 6.*

3rd Year. *More difficult text-book, composition, and grammar, with knowledge of more advanced reading book, and greater conversational facility (in modern languages) and Cæsar, Gallic War, Books II. and III. in Latin, Xenophon, Anabasis, Books II. and III. (in Greek).*

11. Drawing. * * * approved courses (see Syllabus of King's Scholarship Examination, page 8).

THIRD SCHEDULE.

Advanced Department Exercises.

FOURTH SCHEDULE.

Advanced Division Column.

FIFTH SCHEDULE.

STANDARDS OF EXAMINATION.

[Dropped].

New, or modified, Articles in the Code of 1903.

FIRST SCHEDULE.

New Note:—

Their Lordships have under their consideration a modification of this Schedule, with a view to making more suitable arrangements for the instruction of pupil teachers in subjects of Secondary Education on lines which conform to the requirements of the Leaving Certificate Examination.

10. Languages.

In the study of Languages, pupil teachers should follow a course in preparation for the Leaving Certificate Examinations. At the end of the second year, attainments in one Language equivalent to the Lower Grade standard of the Leaving Certificate Examinations will, as a rule, be expected.

11. Drawing. * * * approved courses and are duly presented for examination.

THIRD SCHEDULE.

[Dropped].

FOURTH SCHEDULE.

[Dropped].

FIFTH SCHEDULE [New.]

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21 COMMON TO ALL CLASSES.

A.—*The Study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be:—

- (1) Systematic home reading, with properly directed choice of books.
- (2) An efficient system of reviewing, explaining, and testing in school the reading done at home.
- (3) The committing to memory, after discussion and explanation, suitable pieces of verse and of prose.
- (4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know whatever their occupations in after life are to be.*

Articles in the Code of 1902 which are modified in the Code of 1903.

New, or modified, Articles in the Code of 1903.

Under this heading may be specified :—

- (1) The Laws of Health.
- (2) Money Matters—Thrift, Investment, Insurance.
- (3) The Conditions of Trade and Employment.
- (4) The Institutions of Government under which we live.
- (5) The Empire—its history, growth, and trade; our Colonies and the openings for enterprise which they afford.
- (6) Nature Study, Drill, and Singing.

Reference is made to their Lordships' Circular letter of the 16th February, 1903, for an explanation of the spirit in which they desire these studies to be pursued, and for certain suggestions as to method.

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

SIXTH SCHEDULE [New].

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

- (1) *Arithmetic*.—(a) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions :
(b) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (e.g., calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.)
- (2) *Bookkeeping*.—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.
- (3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.) : their purpose and proper form.
- (4) *Handwriting*.—Systematic practice to secure *speed* in combination with legibility and correctness of form.
- (5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

- (1) *Geometry and Mensuration*.—(a) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.
(b) Construction and use of graphs ;
(c) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems ; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

- (2) *Applied Arithmetic*.—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.
- (3) *Woodwork or Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.
- (4) *Mechanics*.—The simple principles of Mechanics ; and with more advanced students, elementary problems in Machine and Building Construction.

Articles in the Code of 1902 which are modified in the Code of 1903.

APPENDIX No. 4.

Memorandum as to Examination for Merit Certificates.

APPENDIX No. 6.

Table of Specific Subjects of Secular Instruction.

APPENDIX No. 7.

Section E. of the Regulations with regard to School Registers.

 New, or modified, Articles in the Code of 1903.

III. COURSE FOR RURAL SCHOOLS.

(1) *Nature Study*.—Continued so as to secure on the part of the pupils familiarity with

- (a) The rocks, soils, and plants of the district ;
- (b) The life histories of weeds and insect pests, with the remedies against them ;
- (c) Wind and insect pollination of plants ;
- (d) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged ; observations on bees and bee-keeping should be made where possible ; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

(2) *Geometry*.—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.

(3) *Study of Newspaper Market Reports*.—With exercises and calculations based upon them.

(4) *The Keeping of Accounts*.

(5) *Optional*.—*Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

(1) *Housekeeping*.—Including

- (a) Care of Rooms, Furnishings, and Clothing ;
- (b) Marketing, and the keeping of Household Accounts ;
- (c) Cookery ;
- (d) Laundry Work ;
- (e) Needlework.—Especially Mending, Darning, and Cutting out.

NOTE.—All the above subjects must be taught *practically*.

(2) Special extension of such topics under B (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family*.

(3) *Arithmetic*.—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing*.—As applied to the making of diagrams for cutting out (optional).

(5) *Dressmaking*, and the use and care of the sewing-machine (optional).

Reference is made to Their Lordships' Circular letter of date 16th February, 1903, for further explanation as to the scope and method of these Courses.

[Dropped.]

[Dropped.]

Dropped.]

APPENDIX No. 2.

CIRCULAR 329.

*Circular to Training Colleges and Local Committees for the
Training of King's Students.*

SCOTCH EDUCATION DEPARTMENT.

DOVER HOUSE,

WHITEHALL, LONDON, S.W.

30th August, 1901.

Sir,—Following the precedent set in the case of science and drawing last year, my Lords have now resolved as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of Teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the student's training, They have resolved, as you will observe from the footnote to Article 47, I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses, regard should be had to the following considerations :—

- (a.) The students dealt with fall into two main classes, viz. :
(1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes ; and (2), those who are, not. A separate course of instruction should be submitted for each of those classes of students.
- (b.) The subjects of instruction also fall into two main classes, viz., (1) those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.
- (c.) The work of the University students—and in a less degree the work of the Non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects :—

- | | | |
|--|--|---|
| A. 1. Physical Exercises
and Drill. | B. 1. Voice production
and Phonetics. | C. 1. The principles of
Education. |
| 2. English. | 2. Drawing. | 2. School methods
and practice
in teaching. |
| 3. History. | 3. Singing. | |
| 4. Arithmetic, Algebra and Geometry. | 4. Needlework (for
women). | |
| 5. Science. | | |
| 6. Geography. | | |

- (a.) The instruction in each of these subjects should follow the indications given under the several heads in the Appendix to this circular.

- (b) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.
- (c) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4; may be allowed to give a reduced time to these subjects.
- (d) While the subjects of Division B, except as specified above must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.
- (e) The foregoing subjects, except where otherwise specified, must be taken by all Non-University students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS :—

- (a) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.
- (b) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for Non-University Students.
- (c) University students, in order to be recognised as "certificated teachers" must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

IV: The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

V. Recognition as a "Certificated Teacher" (Article 52 of the Code) granted upon the successful completion of courses of study as aforesaid tested in the manner laid down in paragraph IV. shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognized Infant Department (Article 19 B 5 of the Code), but an endorsement of such qualification may be given in the case of students who successfully complete a special course of instruction in Infant School methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in :—

- (a.) Household Management (including Cookery and Laundry work).
- (b.) Woodwork or other manual occupations.
- (c.) Agriculture or Horticulture.
- (d.) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students

I have, &c.,



APPENDIX TO CIRCULAR 329.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.

2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)

- (a.) Instruction in the principles and practice of English Composition.
- (b.) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.
- (c.) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.
- (d.) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.

3. History. Examinations on the contents of the work of History read under 2 (c.); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.

4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

5. Science.

- (a.) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.
- (b.) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.

2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.

3. Singing and knowledge of musical notation.

4. Needlework (for women)

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.

2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(a.) Reading.

(b.) Spelling.

(c.) English (the understanding, speaking, and writing of).

(d.) History.

(e.) Arithmetic.

(f.) Nature Study.

(g.) Geography.

(h.) Writing.

(i.) Drawing.

(j.) A language (optional).

Practice should also be given in conducting a class in Physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

APPENDIX No. 3.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management :

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain :

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein :

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose :

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890 :

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts :

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved :—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor :—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say :

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

APPENDIX No. 4.

MEMORANDUM AS TO CURRICULUM OF HIGHER GRADE SCHOOLS OR DEPARTMENTS.

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revival of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revival of previous knowledge; the reading of maps (e.g. of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a.) *Geometry and Mensuration.*—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, e.g., to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) *Higher Arithmetic and Algebra.*—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing.*—The course in its earlier stages should embrace instruction in Freehand Drawing, Model Drawing from common objects as well as from geometrical models, and drawing to scale of plan elevation and section. It should be followed or accompanied by simple exercises in the elements of design. In the higher stages the course may bifurcate, attention being given principally either, on the one hand, to the development of artistic faculty, or, on the other hand, to the instruction of the pupils in the various forms of Mechanical Drawing which find practical application in the workshop and the drawing office.

(E.) *Experimental Science.*—The course in Science should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils

are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. *Unless there is reasonable probability of these objects being attained the subject should not be attempted.*

(G.) *Subjects of Practical Instruction.*—

Girls—Needlework and Dressmaking, Cookery.

Boys—Woodwork, Ironwork, Clay Modelling. In the latter subjects, and in Dressmaking for the girls, the pupils will be expected to make a practical application of the Drawing taught in the school, and the knowledge acquired in the Science lessons can, to some extent, be turned to account for the explanation of the processes in Cookery.

Various other subjects of practical instruction having in view the preparation of pupils for their probable future occupations, may properly find a place in the programme of studies. Such subjects are Book-keeping, Shorthand, Typewriting, Laundry Work, Housewifery, Dairying, Gardening, &c. Instruction in these subjects should not be given indiscriminately to all pupils, and in no case should it be in substitution for instruction in subjects of a more disciplinary character.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1903.

NOTE.

i. This Code replaces the former Evening Continuation School Code and the Science and Art Directory in so far as that related to Evening Classes.

ii. It is applicable to all classes for the further instruction of pupils who have left school (Elementary or Secondary) whether in general knowledge, in subjects of Science and Art, in Commercial subjects, or in any special subject which may be shown to the satisfaction of the Department to be useful to persons following a particular business or occupation.

iii. The classes may be held at any time of the day, morning or evening, and instruction may be given either in single subjects or in groups of subjects.

iv. There is no restriction of age, but pupils on whom grants are paid must be free from the obligation to attend school in terms of the Education Acts. While pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools may be admitted to certain of the classes, their attendances at the Continuation classes may not be reckoned for grant.

v. Pupil teachers may likewise be admitted to any of the classes, but (having in view the grant paid on account of their instruction under Article 19 E of the Day School Code) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil teachers in *Science* and *Drawing* under Division II.

vi. The grants to certain Technical Colleges and Special Institutions of various kinds will be made on the basis of special minutes applicable to each case.

CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1903.

Divisions of Classes.

1. The main divisions of classes contemplated in the succeeding regulations are as follows:—

- I. Preparatory classes for the completion of general elementary education.
- II. Classes for specialized instruction—Elementary.
- III. Classes for specialized instruction—Advanced.
- IV. Auxiliary Classes.

DIVISION I—PREPARATORY CLASSES FOR THE COMPLETION OF GENERAL ELEMENTARY EDUCATION.

Recognised Pupils.

2. These classes shall be open without restriction to any pupils who are free from the obligation to attend school in terms of the Education Acts.

Subjects of Instruction.

3. The subjects of instruction shall be: (a) English—reading, spelling, and composition; (b) the principles of Arithmetic with such practical applications as may be approved of in any particular case; (c) one or more of the following: Drawing, History, Geography, Nature Knowledge, and for girls, Needlework, Cookery, Laundry work.

Time-table.

4. The foregoing subjects of instruction may be distributed over the various meetings of the class in such way as may be found desirable, but a time-table showing the times of meeting and the distribution of the work shall be submitted for the approval of the Department within a fortnight after the first registered meeting of the class.

Full course to be taken. Attendance for single subjects not to be regis- tered without Inspector's approval.

5. All the subjects of the approved course must as a rule be taken by all the pupils. Attendances for single subjects only may not be registered for grant without the special approval of the Inspector.

Number and duration of meetings.

6. The class shall meet on at least two separate days in each week for twenty weeks, unless the department in special circumstances expressly sanctions a shorter session,* and two of the meetings of the class in each week shall be of not less than 1½ hours duration each.

Teachers' qual- ifications.

7. The teacher shall be a certificated teacher or, in special circumstances, any person over 18 years of age whose qualifications are approved by the Department.

Size of classes.

8. No class of more than forty pupils shall be habitually under the charge of one teacher only, and when this number is exceeded a corresponding reduction may be made from the grant.

* In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.

9. Subject to the provisions of Articles 47 to 53, grants to classes conducted under Division I. may be made at the rate of 3s. 4d. per pupil per hour per week for a normal session of 20 weeks. Rate of grant.

DIVISION II.—SPECIALIZED INSTRUCTION (ELEMENTARY).

10. This division shall comprehend classes for the elementary instruction of pupils in special subjects, especially such as may be of use to pupils who are engaged in or preparing for any particular trade, occupation, or profession. Nature of classes.

11. Except where the Department, in consideration of the nature of the subject, and the character of the syllabus submitted shall determine otherwise, pupils attending these classes must either (a) have obtained a merit certificate; (b) have attended in a previous session at least thirty meetings of a class conducted under Division I., and obtained a certificate from the Managers (Article 70) of such class of satisfactory conduct and diligence; or (c) be in attendance during the same session at a class in Division I. Recognised pupils.

12. The preceding condition shall not apply to pupils who are over 16 years of age at the date of joining the class. Attendances of pupils under that age who are not qualified in terms of Article 11 may, when the Inspector is satisfied as to the reason for admission to classes in Division II., be paid for at the rate specified in Article 9.* Pupils exempt from condition of Art. 11.

13. Where it is proposed to grant exemption from the conditions of Article 11 (in the case of pupils under the age specified in Article 12), Managers must state the grounds on which such exemption is considered to be desirable, and must submit to the inspector for the approval of the Department the conditions of admission which it is proposed to substitute. Grounds and conditions of exemption to be submitted to Department.

14. The subjects of instruction under this division may be any subjects admitting of systematic exposition which are approved by the Department as suitable in the particular circumstances. Subjects of instruction.

For purposes of reference they may be classified under the following heads:—

(A.) English Subjects—

English, Geography, History, the Life and Duties of the Citizen.

(B.) The study of any language, ancient or modern, approved by the Department.

(C.) Commercial Subjects—

Commercial Arithmetic, Handwriting, Bookkeeping, Shorthand, Commercial Correspondence, Business Procedure, Commercial Geography. The study of any language with a direct view to its use in business.

(D.) Art—

Drawing and Modelling; Elementary Design.

(E.) Mathematics—

Elementary Geometry, Algebra, Mensuration, Dynamics.

* The attendances of such pupils must be separately registered.

(F.) Science—

The Elementary Study, Theoretical or Practical, of Physical or Natural Science, or any branch thereof.

(G.) Applied Mathematics and Science—

(a.) General—

Practical Mathematics, including Technical Arithmetic and the use of mathematical instruments and tables; Mechanical Drawing.

(b.) Special—

The application of Mathematics and Science to specific industries.

Machine Construction, Building Construction, Naval Architecture, Electrical Industries, Mining, Navigation, Agriculture, Horticulture, or any other industry the scientific principles underlying which admit of systematic exposition.

Where the nature of the subject requires it, previous or concurrent study of (G) (a), or of the related branch of (E) or of (F), will be made a condition of taking any subject under (G) (b).

(H.) Handwork—

Elementary instruction in the use of tools—Woodwork, Ironwork—with concurrent instruction in Drawing to Scale, and the practice of such occupations as Needlework, Cookery, Laundry work, Dairy work, with accompanying explanations of processes.

Ambulance work (practice and theory).

Syllabus of instruction to be submitted

15. A Time-table and a syllabus showing in outline the proposed work of the class must be submitted for the consideration and approval of the Department within a fortnight after the first registered meeting of the class, and a record of the actual work and of the results of class examinations held, and the marks awarded for the class exercises of the students, must be kept and be available for the information of His Majesty's Inspector.

Number and duration of meetings.

16. The class in each subject, or group of related subjects attended by the same pupils must, except with the special approval of the Department, meet not less than one day a week for at least twenty weeks, each meeting to be of not less than one hour's duration (or in the case of subjects of practical instruction $1\frac{1}{2}$ hours), unless the special sanction of the Department has been obtained beforehand.

Teachers' qualifications.

17. The qualifications of the teachers proposed for each particular subject must be fully stated and proved to the satisfaction of the Department. The general conditions of recognition shall be those stated in Articles 63 to 69.

Rules as to rate of grant.

18. The rate of grant for classes in Division II. shall vary according as the instruction given is mainly theoretical or mainly practical, and the rate for theoretical instruction shall further vary according as it does, or does not, require the provision and use of special apparatus.

Definition of 'Practical Instruction.

19. By practical instruction is meant instruction under heads (F), (G), or (H) of Article 14, which proceeds mainly by means of actual experimental work on the part of the pupils themselves in properly equipped laboratories or workshops, supplemented by

the necessary explanations and demonstrations. Supplementary theoretical instruction may be reckoned as part of the practical course, but to an extent not exceeding one-half of the time occupied by the pupils in practical work.

20. The Department shall determine, on consideration of the syllabus submitted and the report of the Inspector as to the mode of conducting the class, which of the rates of grant specified in Article 22 shall be allowed in respect of any particular course of instruction. Rate of grant determined by Department.

21. *No class for theoretical instruction under one teacher shall, except in circumstances specially approved by the Department, exceed 40 pupils in habitual attendance, nor shall any class for practical instruction in like manner exceed 20 pupils. Where, with the sanction of the Department, these numbers are exceeded, a grant may be paid with such deduction as the Department, having regard to the circumstances of the case, may determine. Size of classes.

22. Subject to the provisions of Articles 47 to 53, grants for theoretical instruction in classes falling under this division shall be at the rate of 4s. 2d. or 5s. 10d. per pupil per hour per week for a normal session of twenty weeks, as the Department may determine, following the distinction of Article 18. Rates of grant

The grant for practical instruction shall be at the rate of 8s. 4d per pupil per hour per week for a normal session of twenty weeks

DIVISION III.—SPECIALIZED INSTRUCTION (ADVANCED).

23. This division shall comprehend organised courses of instruction extending over several years in the subjects of Division II. or other subjects of a more advanced character which may be regarded as a development of the subjects of Division II. Nature of instruction.

24. Such courses may either provide for graduated instruction in a single subject approved by the Department as suitable for recognition under Division III., or for systematic instruction in a group of subjects, arranged with a view to fitting students for the intelligent practice of some particular industry or occupation. Courses to be recognised in this division must, as a rule, extend over at least three years, and must provide for at least forty hours' instruction in each year. Character and length of courses

25. The conditions of admission to the first year of any course in Division III. shall be the same as for the corresponding classes of Division II. Conditions of admission to a first year's course.

26. Students over 15 years of age who have received at least forty hours' instruction in the subject matter of a first year's course approved by the Department may be registered for attendance grants in the second year of the same course, and pupils who have received at least thirty hours' instruction in a second or third year's course may be registered in the next higher course. Conditions of registration at second year's or higher course.

* When the staff supplied is otherwise adequate classes may be combined for the purpose of special lectures or demonstrations, provided due intimation is made to the Department and sanction obtained. Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department.

Alternative conditions of registration at a second or third year's course.

27. Students of not less than 15 years of age who have previously obtained a pass in the Lower Grade at the Leaving Certificate Examination or who have passed Examinations accepted by the Department as equivalent, may be registered in the second year's course of corresponding subjects. Similarly students of not less than 16 years of age who have obtained a pass in the Higher Grade at the Leaving Certificate Examination, or a success in the Advanced Stage of any subject of the Board of Education Regulations may be registered in the third year's course.

Conditions of admission to a second year's Art course.

28. For enrolment in the second year of an Art Course under this division, a student who has not taken the first year's course must have obtained a success in at least two of the subjects of the Art Syllabus of the Board of Education Regulations.

Attendance under Division II. accepted in lieu of a first year's course under Division III.

29. Sufficient attendance (see Article 26) at a class or classes in Division II., which can be regarded as equivalent to the first year of a course recognised under Division III., may, when proved to the satisfaction of the Department, be accepted as qualifying for admission to the second year of the course.

Number and duration of meetings.

30. Classes in Division III. must meet not less than twice a week for at least twenty weeks, each meeting to be of not less than one hour's duration.

Syllabus to be submitted.

Recognition under Division III. may be deferred.

31. A Time Table and a syllabus showing the subject matter of the course, and its distribution over the various years, must be submitted for approval, and the Department reserves the right to determine on consideration of this syllabus, and of the number of meetings to be held in each year, whether or not the classes may be recognised under Division III. The Department's decision as to this point, where it shall deem delay expedient, may be deferred till the completion of the first year's course. The further requirements of Article 15 shall also apply to classes recognised under Division III.

Teachers' qualifications.

32. A higher standard of qualification will be insisted upon for teachers of courses in Division III. than for the corresponding classes in Division II. For each course a principal teacher shall be appointed, who, in the case of Commercial or Industrial Courses, will be expected to possess a practical acquaintance with the business or industry to which the course relates.

Grants for commercial and industrial courses.

33. Subject to the provisions of Articles 47 to 53, grants for instruction in Commercial courses (corresponding to the subjects of Article 14 (C)), and for Industrial Courses (corresponding to the subjects of Article 14 (G) (b)), shall be at the following rates per pupil per hour per week for a session of twenty weeks in the second and succeeding years.*

(a) Commercial Courses—

10s. in the second year,
15s. in the third year, and
25s. in the fourth and succeeding years.

(b) Industrial Courses—

13s. 4d. in the second year,
20s. in the third year, and
35s. in the fourth and succeeding years.

* First year's Courses will be treated as falling under Division II., and will be paid for at the rates specified in Article 22. Payment under Article 22 instead of Article 33 may also be made on account of the attendances of students enrolled in Division III. courses whose work in the opinion of the Inspector is unsatisfactory or who omit any essential part of the prescribed course.

34. It shall be a condition of the higher rate of grant allowed for Industrial Courses that provision shall be made in properly equipped laboratories (or workshops) for such amount of practical work on the part of the students (being work illustrative of the principles taught, and not merely the practice of trade processes) as the Department shall deem requisite in the particular circumstances. Proper laboratories a condition of higher grant.

35. The payment for Organised Courses of Instruction in Art, showing sufficient advancement, shall be the same as for the Commercial Courses, and in the case of other courses not falling under either of the heads of Article 33 the Department shall determine, on consideration of the syllabus of instruction and of the method of teaching, whether the higher or the lower of the afore-mentioned rates of grant shall apply. Grants for Art and other courses.

36. The regulations as to size of classes stated in Article 21, shall apply also to courses recognised under Division III. Size of classes.

37. When courses of study under Division III., meeting not less than three times a week, are so arranged as to provide for the systematic instruction of the students at one meeting a week in some period or branch of Literature or of History, according to a scheme approved by the Department, such meetings may be reckoned as part of the course and attendances thereat included in the claim for the course. English literature and history may be included in course.

DIVISION IV.—AUXILIARY CLASSES.

38. This division shall comprehend classes for instruction in Physical Exercises, Military Drill, Music, or such other subjects as may be recognised by the Department as suitable for grants under this Division. Subjects of instruction.

39. These classes shall be open to all pupils who are free from the obligation to attend school as required by the Education Acts, but it shall be a condition of grant that the Department shall be satisfied that managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also. Conditions of admission.

40. Classes for instruction in subjects of Division IV need not be under the same management as those of the other divisions, and the other attendances referred to in Article 39 may be made at classes under different management. Management may be different from that of other classes attended.

41. Subject to the provisions of Articles 47 to 53, the rate of grant for classes recognised under Division IV shall be 2s. 6d. per pupil per hour per week for a session of twenty weeks, but not more than two meetings of any class under this division in any one week shall be reckoned for grant, nor more than forty hours in any session. Rate and limits of grant.

42. The course of instruction and the qualifications of the teachers shall be subject to the approval of the Department. Syllabus and teachers to be approved.

43. The limit of numbers in the class will be determined by the Department for each particular case, but a proportionate reduction in the rate of grant may be made when the number exceeds forty. Size of classes.

GENERAL CONDITIONS OF GRANTS.

Classes of various divisions to be kept distinct.

44. The several classes and courses of the various divisions must be kept quite distinct, and simultaneous instruction by the same teacher of two classes or courses will not be permitted except in Division I. and in the classes conducted under Article 14 (D). (Art Classes).

Exceptions in rural districts.

45. In rural districts, and with the special sanction of the Inspector, instruction in one or more subjects of Division II. may be conjoined with instruction in Division I.

Pupils may attend more than one class, but excessive attendances may be disallowed.

46. The attendance of the same pupils at classes in more than one division, or at more than one class of Division II., will be permitted—the classes meeting at different times—but the Department on consideration of the return of each pupil's attendances may, either with or without notice, disallow attendances which may reasonably be considered to be excessive.

The attendances of pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, who may, for special reasons, be admitted to these classes, may not be reckoned in any claim for grant, nor may the attendances of pupil-teachers be reckoned except in classes specially recognized for the instruction of pupil-teachers in Science or Drawing under Division II.

General conditions of grant.

47. No grant is payable unless the conditions of this Code are fully complied with, the regulations as to Registration are observed, the classes are open at all times to the visits of officers of the Department, and accurate returns are made by Managers of such particulars as are asked for by the Department. No claims for grants will be entertained unless received in the Department by November 1st.

Calculation of grant.

48. Subject to the provisions of the foregoing article the grant due at the rates mentioned under various divisions will be ascertained by adding together all the attendances which may be reckoned in accordance with the succeeding article and dividing by 20.

Calculation of attendances on which grant is paid.

49. In reckoning the number of hours of attendance for the purpose of the foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

Special grants for small rural classes.

50. When in a rural district a class of less than 20 on the roll for theoretical instruction, or of less than 10 for practical instruction is certified by the Inspector to be required by the circumstances of the locality, and to be efficiently taught, and when he further certifies that a larger attendance could not reasonably be expected, a grant may be allowed as for 20 and 10 pupils respectively, or for any less number which may be determined by the Department after consideration of the case.

Reduction of grant.

51. The grant as calculated in accordance with the preceding regulations will be reduced by its excess over three-fourths of the expenditure actually incurred by Managers in the maintenance of the classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be made from the grant in respect of faults of order, registration, equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article.

* For the present in any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, a grant not exceeding seven-eighths of the expenditure may be allowed, provided that this expenditure is approved by the Department, and that the Department is satisfied that the salaries of the teachers of Continuation Classes bear a proper relation to the salaries of teachers in the Day Schools.

For the purpose of this reduction the expenditure by managers upon all the classes under their charge irrespective of division or place of meeting, and likewise the grant earned for these classes, will be treated as one whole.

52. Expenditure for the purpose of the preceding article will be exclusive of any charge for rent or interest on loans, and will be diminished by the amount of fees received from students and by the proceeds of the sale of materials, or other similar sources of income. Calculation of expenditure.

53. The accounts of classes aided under this Code must be held entirely distinct from those of any school which may be held in the same premises, and where it may not be possible to keep strictly separate accounts for such expenses as warming and lighting, vouchers for the whole expenditure must be submitted, if required, and an equitable proportion, to be approved by the Department, inserted in the accounts of the continuation classes. Separate accounts to be kept.

MANAGEMENT OF CLASSES.

54. Classes under this Code must not be conducted for profit (see Article 51), and Managers proposing classes may be required to state from what funds the expenses of the classes will be met in the first place. Classes not to be conducted for profit.

55. Managers must undertake full financial responsibility for the expenses of the classes, including the salaries of the teachers, independently of the payment of a grant or its amount. Financial responsibility of managers.

The production of vouchers showing the payment by Managers of all sums due in respect of the work of each session may be required before payment of the grant is made.

56. Payment to teachers must, as a rule, take the form of a fixed stipend per session or per lesson, agreed upon beforehand, and must not be either wholly or in part contingent upon the amount of grant earned. Payments to teachers to be of fixed amount.

57. The fees to be paid by students attending classes in Division I. shall not exceed 9d. per week, but as regards classes in other divisions Managers may exact such fees and make such conditions as to the payment of fees as they may think expedient. (See Article 52.) Fees.

58. Instruction in classes conducted by a School Board or other Local Authority recognised for educational purposes or in other classes in circumstances specially sanctioned by the Department, may be gratuitous, provided that any lowering or abolition of fees under this Article shall not, in the opinion of the Department, have the effect of establishing undue competition with other recognised classes in the same locality. Conditions of gratuitous instruction.

59. The Department may, from time to time, require from School Boards a report as to the provision made within their district, either by themselves or other Managers, for instruction in the subjects of this Code, regard being had to the industries of the district and the occupations of the inhabitants, and may, upon consideration of this report, recognise or refuse to recognise any further classes which may be proposed. Report by School Board on instruction in their district.

60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, Recognition of new classes.

60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, Management of classes may be delegated to a committee.

and may appoint a separate official correspondent for each class or set of classes.

Constitution and powers of managing committees.

61. The constitution of such Committees and the powers to be entrusted to them shall be at the discretion of the School Board or other Local Authority, who will be regarded by the Department as the responsible Managers, but in the case of the Industrial and Commercial Courses under Division III., or of classes for instruction in the corresponding subjects of Division II., it is recommended that persons skilled, whether as employers or employed, in the relative industries or occupations, should be appointed members of the managing Committee.

Schemes of instruction to be considered by managing committee before transmission to Department.

62. All schemes of instruction in the several classes should be submitted in the first place to the aforesaid Committee, who shall consider the suitability of the schemes from the point of view of the industries concerned, and shall transmit them to the Department with such observations as they may see fit.

QUALIFICATIONS OF TEACHERS.

Special knowledge required of subject to be taught.

63. No general qualification to teach the subjects embraced in this Code will be granted, but evidence will be required in all cases of knowledge of the particular subject which it is proposed to teach.

Register of teachers.

A register will be formed containing the names of teachers who, after provisional recognition by the Department in any subject, have taught a class in that subject to the satisfaction of the Department for at least one session.

Registration of teachers already recognised.

64. The names of teachers who are recognised by the Scotch Education Department as qualified teachers of classes, conducted under the provisions of the Science and Art Directory (but not of the Evening Continuation School Code) in the Sessions 1899-1900 and 1900-01 will, if the class has been favourably reported on, be entered on this register forthwith when they are again proposed as teachers of classes in the same subject.

Qualifications for provisional recognition.

65. Provisional recognition will be accorded as a rule in respect of the following qualifications :—

(a) A Degree of any University of the United Kingdom; the Diploma of a Technical College, a Central School of Art, or other institution recognised by the Department for this purpose; or an Honours Certificate (Article 73)—in respect of any subject which, upon investigation, is found to be covered by said Degree, Diploma, or Certificate;

(b) A first-class Certificate of the Advanced Stage (or a Certificate in Honours) of any Science Subject of the Board of Education Regulations—in respect of that subject.

Where the Examination in any subject has been theoretical only, additional evidence of acquaintance with the methods of experimental illustration may be required.

(c) An Elementary Drawing Certificate of the Board of Education; a qualification to teach Drawing obtained at a Training College in or after 1901; or a Certificate, authorised by the Department, of attendance and progress at a course of instruction in Drawing conducted under Article 91 (d) of the Day Schools Code—in respect of any class in Elementary Drawing conducted under Division II.

(d) An Art Class Teacher's Certificate, an Art Master's Certificate; or a special Diploma of a Central School of Art—in respect of more advanced art classes conducted under Division III;

(e) A Leaving Certificate of the Higher Grade in any subject—in respect of that subject, provided that in the case of a Modern Language a candidate for provisional recognition may be required to submit himself to further examination at the hands of a person or persons specially nominated by the Department for the purpose, and in the manner prescribed by the Department.

Such additional examination in the case of the proposed teacher of a class under Division II. will be confined to ascertaining the candidate's ability to read fluently with good pronunciation and intelligible phrasing a piece of simple narrative, and to give in English the gist of a similar passage read slowly. For recognition as teacher of a Modern Language under Division III. higher attainments in these respects will be looked for, as well as some conversational ability.

66. The qualifications of candidates for provisional recognition as teachers of classes in Division IV. will be specially considered, and the Department may exceptionally admit to provisional recognition in other Divisions candidates whose qualifications are proved to the satisfaction of the Department in ways other than those specified.

Provisional recognition of teachers under Division IV., and exceptional cases.

67. Teachers admitted to provisional recognition in respect of any subject may be placed upon the register (Article 63) in respect of that subject upon the completion of a session of satisfactory work as evidenced by the report of the Inspector.

Registration of provisionally recognized teachers.

68. Registration may be suspended (or further provisional recognition refused) upon evidence of insufficient knowledge of the subject for teaching purposes or inefficiency as a teacher from whatever cause arising.

Recognition may be suspended.

69. In the case of a teacher whose attainments, as judged by the standards specified in the preceding articles, do not warrant his being placed upon the register, but who has shown satisfactory teaching power, the Department, in consideration of the circumstances of the district or for other special reason, may continue provisional recognition for more than one session.

Provisional recognition may be continued beyond one session.

EXAMINATIONS AND CERTIFICATES.

70. Certificates of satisfactory attendance and progress may be issued by Managers to students attending classes in any division upon conditions to be approved by the Department in each case.

Certificates by managers of satisfactory attendance and progress.

Such Certificates may be awarded wholly upon the attendance and record of work by the student as shown by the exercises done and the results of the class examinations held by the teacher, or the class examinations may be supplemented by special examinations held in conjunction with the teacher by persons appointed by Managers and approved by the Department, provided that due account is taken of the attendance and class work of the student.

Recognition of managers' certificates.

71. In order that Certificates issued by Managers may be recognised by the Department for any purpose it will be necessary (1) that the class be favourably reported on by the Inspector; and (2) that opportunity be afforded to the Inspector of duly testing the method by which the award of Certificates is determined, and that he certify that the approved conditions of issue have been adhered to.

Examination by Department on completion of course under Division III., and issue of honours certificates.

72. Where, upon examination of the syllabus of instruction and of the reports of the Inspector, the work of any class recognised *under Division III.* is held to be sufficiently important and distinctive, a special examination will be held *by the Department* upon the application of Managers, of such students as may have completed the course (being of not less than three years' duration), and Certificates will be issued by the Department upon the result of such examinations.

These examinations, which may be partly oral and practical as well as in writing, will be held by officers of the Department or by specially qualified persons appointed for the purpose, and will be based upon the approved record of work of the class.

Recognition of honours certificates as qualification to teach.

73. The Certificates to be issued under the preceding article will be described as Honours Certificates, and will, subject to the conditions of Article 65, be accepted as qualification to teach subjects included in the course.

Local science and art examinations of the Board of Education.

74. Students of classes conducted under these regulations may also be presented at the Local Examinations in Science and Art of the Board of Education until further notice, but, except where the Department for special reasons shall otherwise determine, in the Advanced and Honours stages only.

WORKS EXECUTED BY STUDENTS.

Time spent on works may be registered.

75. No payment will be made on works executed in classes for instruction in Machine Construction and other similar subjects, but time spent in executing in class works illustrative of the instruction given, may be registered for grant subject to the approval of the Inspector as to the proportion of time so employed.

Art works may be entered for national competition.

76. No payment will be made on Art Works, but selected Art Works of an advanced character in certain subjects, may be entered for the National Competition of the Board of Education, South Kensington, S.W., under conditions which will be stated by the Scotch Education Department from time to time, and such works will be eligible for the awards of that Competition.

LOCAL SCHOLARSHIPS.

Conditions of grant in aid of scholarships.

77. A grant may be made in aid of the provision of Local Scholarships, either by Managers or others, in circumstances and upon conditions approved by the Department.

The grant so made shall not exceed half of the total expenditure for the purpose specified, nor shall it exceed the sum per head which may be fixed by the Department from time to time in respect of any particular class of Scholarship.

78. (*Dropped.*)

79. The following classes of Scholarships are contemplated :—

Junior scholar-
ships.

(a) Junior Scholarships to be awarded to pupils of Day Schools who have obtained a Merit Certificate, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III., or at an institution giving more advanced instruction.

(b) Senior Scholarships to be awarded to pupils of Day Schools who are qualified for the award of the Intermediate Certificate of the Department or to deserving students of classes under Division III., upon condition of further attendance at day classes—in the case of Scholarships awarded for Pure or Applied Science at a University or Technical College approved by the Department; in the case of Scholarships for Art, at a Central School of Art; and in the case of Scholarships for Modern Languages upon conditions as to residence and study abroad proposed by Managers and approved by the Department.

Senior scholar-
ships.

80. The limit of the Department's grant (the amount of the local contribution being at least equivalent) shall be in the case of Junior Scholarships £5 per annum for each scholar, and in the case of the Senior Scholarships £25 per annum for each scholar.

Limits of
grants.

81. Scholarships of both grades shall be awarded by Managers on their own responsibility, but according to a scheme of examination or selection proposed by Managers and approved by the Department.

Award of
scholarships.

82. Proposals for the granting of Local Scholarships must be submitted to the Department at or before the beginning of any session in which they are to be made tenable, and when the conditions of award and tenure have been approved the whole amount of the local contribution shall forthwith be lodged with the Department, who shall disburse the same, together with the amount of the Department's grant, to the holder of the Scholarship at such times and on such evidence as to continued and satisfactory study as may be determined.

Proposals to be
submitted to
and payments
made through
Department.

Scholarships may be made tenable for one, two, or three years, and an increasing rate of stipend for each year may be arranged for.

83. An institution exempted from the conditions of this Code, as in Article 87, may, subject to the conditions of any special Minute regulating grants to such institution, submit proposals for, make contributions towards, and receive grants in aid of, Scholarships in connection with such institution on the conditions applicable to "Senior" Scholarships in Article 79 (b).

Senior scholar-
ships in connec-
tion with
institutions
under Art. 87

PRIZES,* &c.

84. The Prizes, Medals, Exhibitions, and Scholarships referred to in Sections XX. to XXII. of the Supplementary Regulations of the Board of Education, shall be open for competition to students of classes in the relative subjects under this Code under the conditions stated in the said Sections of the Regulations, or of any modification thereof, which the Board of Education may make.

Prizes, etc.,
under Board of
Education Regu-
lations open to
students under
this Code.

* See Appendix IV.

Teachers to whom grants and privileges under Section XXVI. of the Regulations are open.

85. The grants and privileges to teachers of Science and Art Classes allowed by Section XXVI. of the Supplementary Regulations, or of any modifications thereof which the Board of Education may make, shall be open to teachers of Science and Art subjects under this Code, as well as to teachers of the same subjects in Higher Class Schools or in the Advanced or Higher Grade Departments of Public Schools. Application for the benefit of these provisions should be made to the Scotch Education Department.

Visits to Edinburgh Museum of Science and Art.

86. Teachers of Science and Art Schools and Classes recognised by the Department may take their students to examine the collections in the Museum of Science and Art, Edinburgh. When due notice of such visits has been given, special facilities for the inspection of the collections will be afforded to the students wherever necessary.

When a teacher desires to avail himself of this privilege the correspondent for his school should write to the Director at least one week prior to the intended visit, stating the number of students by whom the teacher will be accompanied, the proposed date and hour of the visit, and the collection which it is desired to inspect. The visits may take place on Mondays, Tuesdays, Thursdays, and Fridays between 10 a.m. and 4 p.m., on Wednesdays, between 10 a.m. and 4 p.m., and between 6 p.m. and 10 p.m., and on Saturdays between 10 a.m. and 10 p.m., but no special facilities are given on any general public holiday.

Grants to institutions exempted from provisions of this Code.

87. The Scotch Education Department may from time to time exempt any Technical College, School of Art, or other special institution eligible for grants under this Code from the operations thereof, and may substitute therefor, with the consent of the Treasury, a special Minute embodying the conditions of grants to each such College, School, or Institution so exempted.

Alteration of Code.

88. The Department, as occasion requires, may cancel or modify articles of this Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month.

Code to be printed and laid before Parliament.

89. This Code shall be printed each year in such form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of both Houses not later than the 15th of May in each year.

(Signed) DEVONSHIRE,

Lord President of the Council.

BALFOUR OF BURLEIGH,

Vice-President of the Committee
of Council on Education in
Scotland.

HENRY CRAIK,

Secretary,

Scotch Education Department,

6th May, 1903.

APPENDIXES.

- I.—SHOWING separately (for 1903) all ARTICLES modified and all new ARTICLES.
- II.—EXPLANATORY CIRCULAR (No. 320).
- III.—REGISTRATION REGULATIONS.
- IV.—MEMORANDUM showing the PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., under the Board of Education Regulations open to students and teachers under this Code. (*Form A. 66.*)

APPENDIX, No. 1. - - -

SHOWING separately (for 1903) all ARTICLES

 Articles in the Code of 1902 which are modified in the Code of 1903.

Note (p. 5) :—

* * * including *Advanced Departments* * *4. * * * *at the beginning of each Session.*5. * * * *Pupils attending for single subjects must be separately registered for payment under Division II., and not under Division I.*12. * * * *15 years of age in the session 1902-3, or over 16 in any session.*13. * * * *submit for the approval of the Department*
* * *15. A syllabus showing * * * *Department at least one month before* * *21. Footnote * * * *sanction obtained.*

26. Students who have * * *

27. * * * *a Leaving Certificate of the Lower Grade, or a First Class in the elementary stage in the Local Examinations in Science and Art in any subject, or who have passed * * * a Leaving Certificate of the Higher Grade, or * **31. A syllabus showing * * * *first year's course.*33. Footnote * * * *in Article 22.*

APPENDIX, No. 1.

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1903.

Note (p. 6) :—

* * * including *Supplementary Courses* * * *

7. *Pupil teachers may likewise be admitted to any of the Classes, but (having in view the grant paid on account of their instruction under Article 19 E of the Day School Code) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil-teachers in Sciences and Drawing under Division II.*

4. * * * *within a fortnight after the first registered meeting of the class.*

5. * * * *Attendances for single subjects only may not be registered for grant without the special approval of the Inspector.*

6. Footnote [New] :—

* *In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.*

12. * * * *16 years of age at the date of joining the class. Attendances of pupils under that age who are not qualified in terms of Article 11, may, when the Inspector is satisfied as to the reason for admission to classes in Division II., be paid for at the rate specified in Article 9.**

Footnote [New] :—

* *The attendances of such pupils must be separately registered.*

13. * * * *submit to the inspector for the approval* * * *

14. (c) * * * *Handwriting* * * *

15. *A Time Table and a Syllabus showing* * * * *Department within a fortnight after* * * *

21. Footnote * * * *sanction obtained.*

Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department.

26. *Students over 15 years of age who have* * * *

27. * * * *a pass in the Lower Grade, at the Leaving Certificate Examination or who have passed* * * * *a pass in the Higher Grade at the Leaving Certificate Examination, or*

31. *A Time Table and a Syllabus showing* * * * *course. The further requirements of Article 15 shall also apply to classes recognised under Division III.*

33. Footnote * * * *in Article 22.*

Payment under Article 22 instead of Article 33 may also be made on account of the attendances of students enrolled in Division III.—courses whose work in the opinion of the Inspector is unsatisfactory, or who omit any essential part of the prescribed course.

Articles in the Code of 1902 which are modified in the Code of 1903.

39. * * * but—*except in circumstances specially admitted by the Department—grants shall be paid on the attendances of those pupils only who are shown to the satisfaction of the Department to be in regular attendance at a class in one of the other divisions for at least one meeting per week.*

40. * * and the *qualifying attendances* (Article 39) may * *

46. * * * *Advanced Departments* * * * claim for grant.

47. * * * fully complied with, the classes are open * * * by the Department.

(The last sentence of this Article is transferred to Article 51).

49. In reckoning the *sum of attendances* for * * * foregoing article, *the total number of hours of attendance of each pupil at any Division except IV. shall be diminished by 10, and each hour of attendance after the first 40 in Division II. and III., and after the first 50 in Division I., shall be reckoned as 2, except where the Department, in consideration of the nature of the subject or for other reasons, has sanctioned a course of less duration than 20 weeks, when corresponding limits will be fixed for each case.*

51. * * * classes.*

52. * * * from students.

New, or modified, Articles in the Code of 1903.

39. * * * but it shall be a condition of grant that the Department shall be satisfied that managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also.

40. * * * and the other attendances referred to in Article 39 may * * *

46. * * * *Supplementary Courses* * * * claim for grant, nor may the attendances of pupil-teachers be reckoned except in classes specially recognised for the instruction of pupil-teachers in Science or Drawing under Division II.

47. * * * complied with, the regulations as to registration are observed, the classes are open * * * by the Department. No claims for grants will be entertained unless received in the Department by November 1st.

49. In reckoning the number of hours of attendance for * * * * * foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

51. * * * classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be made from the grant in respect of faults of order, registration equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article.

52. * * * from students and by the proceeds of the sale of materials or other similar sources of income.

Articles in the Code of 1902 which are modified in the Code of 1903.

54. * * * conducted for *private* profit * * *

78. *The local expenditure upon approved Scholarships provided by Managers may be reckoned by Managers as part of the expenditure to be dealt with under Article 51, and the grant received in respect of such Scholarships shall also be reckoned as part of the grant for the purpose of that Article.*

79 (a) * * * awarded to deserving students of classes under Divisions I. and II., or to pupils of day schools who have obtained an *Intermediate* Certificate, upon condition of attendance at a course under Division III. * * *

(b) * * * awarded to deserving students * *

84. * * * Sections *XLVI. to L. of the Science and Art Directory* * * *

85. * * * Section *LIV. of the Directory*, or of * * *

New, or modified, Articles in the Code of 1903.

54. * * * conducted for profit * * *

78. [Dropped.]

79. (a) * * * awarded to pupils of Day Schools who have obtained a *Merit Certificate*, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III.

(b) * * * awarded to pupils of Day Schools who are qualified for the award of the *Intermediate Certificate of the Department* or to deserving students * * *

84. * * * Sections XX. to XXII. of the *Supplementary Regulations* * *

85. * * * Section XXVI. of the *Supplementary Regulations*, or of * *

APPENDIX No. 3. [NEW.]

Registration Regulations. (See Appendix No. 3.)

APPENDIX No. 4. [NEW.]

Memorandum showing the Prizes, Scholarships, Privileges, &c., under the Board of Education Regulations open to students and teachers under this Code. (Form A 66.) (See Appendix No. 4.)

APPENDIX, No. 2.

CONTINUATION CLASS CODE.

CIRCULAR No. 320.

SCOTCH EDUCATION DEPARTMENT.

August, 1901.

SIR,—The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of reorganising the educational system of the country (in so far as that is controlled by Departmental regulations), which their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code, and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute they dealt with the conditions of Science and Art instruction in schools, which, though not eligible for grants under the Code, were in receipt of grants under the Science and Art Directory.

In both these cases their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training: classes under this Code not a substitute for but a supplement to general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under

suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

But, whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be affected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class. Division I.

A certain standard of general education has been laid down (Articles 11-13) as a condition of admission to classes under Divisions II. and III., and their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, or a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completeness and continuity of curriculum. Divisions II and III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training. Special courses contemplated under Division III.

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory, which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts Distinction of "courses" and "subjects."

of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject I. of the Directory) and practical mathematics (Subject Vp. of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Division II. and III., but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics, Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coerced or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly-formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates.

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others, and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with

the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by the Department in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

As conducted
by the
Department.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element* in determining the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

By Managers.

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

Class of
teachers
contemplated.

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

General and
special
management
of the classes.

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether

transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening, but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51-56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum, and such sum only, must be paid, irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for Town and County Councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should not take the form of a fixed subsidy, or of a payment upon attendances or results of examinations. It would be better that the Town or County Council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of Town and County Councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77-83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and facilitating opportunities for technical instruction in the widest sense of the

term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. Craik

APPENDIX No. 3.

REGULATIONS AS TO REGISTRATION.

N.B.—Pupils on the registers of schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of a Secondary School, must not be entered for grant on the registers of the Continuation Classes. Attention is directed to Article 2 and paras. IV. & V. of the note on page 6 of the Continuation Class Code.

I. A separate Attendance Register must be kept for every class, and all the particulars required by Rules II. and III. (below) must appear in each Attendance Register. (*A separate General Register is not necessary.*)

- (a.) Only one attendance register is necessary for a class in Division I. irrespective of the distribution of subjects. Thus, English and other subjects taken at one meeting may be registered in the same register with arithmetic taken at another meeting.
- (b.) A "class" in Divisions II. and III. shall be any group of pupils following a common course of instruction either in a single "subject" or in a combination of subjects approved by the Department as constituting a homogenous course and embodied in one syllabus. Thus, while attendances at arithmetic and bookkeeping will, as a rule, be registered separately, a course for the same pupils consisting, e.g., of arithmetic in the earlier part of the session, to be followed by bookkeeping in the later, may be regarded as one class requiring only one register.

II. On the first page of the Register the following particulars must be clearly shown in ink :—

- (a.) The official name of the school or class.
- (b.) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)
- (c.) The names of all the teachers.
- (d.) The days and hours of meeting.
- (e.) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

- (a.) The full name of each student.
- (b.) The date of his (or her) birth (day, month, year), and the occupation of the student.
- (c.) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.
- (d.) The classes attended by each student during the session—whether the classes are under the same management or not.
- (e.) The fee *actually* paid by each student.
- (f.) The date of each meeting of the class.
- (g.) The time of marking the Register at each meeting.
- (h.) The total number of students present at each meeting of the class.
- (i.) The total number of *hours* of attendance of students at each meeting.
- (j.) The total number of *hours* of attendance of each student at the class during the session.

IV. The following rules must be strictly observed :—

- (a.) All entries in the Register must be in ink.
- (b.) The names of students should be, as far as possible, in alphabetical order.
- (c.) A separate column must be used for the attendances at each meeting, the time and date of which must be stated.
- (d.) The Register must be marked in the column next to that containing the last entry. No blank columns may be left.

- (e.) The Register must be marked and totalled within the first ten minutes of the time recognised by the Department as set apart for the meeting.*
- (f.) The presence of a student must be marked by a cross, thus X; and his absence by an O.
- (g.) If a student leaves before the conclusion of the lesson, his mark for presence must be cancelled at once by drawing a ring round it

thus 

- (h.) The total number of students present at each meeting of the class must be entered at the foot of the column in which their attendance for that lesson is recorded, and must be initialled by the teacher giving the instruction. This must be done, as explained in paragraph (e), at the beginning of the lesson.
- (i.) Subsequent alterations are strictly prohibited. If a mistake in registration has been made it must be corrected by an explanatory note in the Register.
- (j.) At the close of the lesson the total number of hours of attendance made by all the students during the lesson must be entered immediately under the number of students who were present.
- (k.) At the close of the session the total number of hours of attendance of each student must be entered opposite the name of the student.
- (l.) Managers or their representatives, when visiting the classes, should record on the front of the Register the number of students present on those occasions, attesting the same by their dated signatures; they should also see that the Registers are properly kept.
- (m.) Where students are qualified for registration by virtue of their having obtained any of the Certificates referred to in the Code, this fact, together with the years in which the certificates were obtained, must be clearly recorded in the Register. Either the certificates themselves, or a list of them, giving the necessary particulars in each case, and certified by managers (or by the teacher of the class and the principal teacher of the school) after comparison with the actual certificates to be correct, must be kept during the currency of the class along with the Register, in the custody of the head teacher of the class, and be accessible to the Inspector at the time of any of his visits.
- (n.) All Registers, when filled up, must be put away and preserved for at least five years.
- (o.) The Managers are recommended to have these rules printed in *extenso* in the Registers to be used for Continuation Classes.

* Where a meeting for purposes of instruction extends to two hours or over, the Department will be prepared to consider proposals for more than one marking of the Register in the course of the meeting, but the general rule (IV.)(e) may not be deviated from without the previous sanction of the Department.

† The Department are prepared to consider proposals for exception from this rule in the case of the pupils who are obliged, by train-hours or other circumstances regularly to leave before the close.

15.—*Free attendance at Lectures at Royal Colleges of Science and Art, London.*
(Section XXVI. d.)

Approved Science or Art Teachers may attend any course of lectures as far as circumstances may allow. Application to be made to the Scotch Education Department.

16. The attention of Managers of Schools and Classes is also called to the following provisions :—

- (a.) Works of Art, books, paintings, drawings, lantern slides, examples of students' works, &c., are lent for the purpose of study in Art classes. Form 668 for paintings and drawings, Form 273 for books, Form 159 for students' works. (Section XVII. of Regulations.)
- (b.) Collections of Apparatus and objects for the more efficient instruction of Science classes are circulated for illustration of Science teaching. Form 802, 1st October. (Section XVII. of Regulations.)

17. The attention of the Managers of Local Museums* established under a Municipal or other Local Authority, or under the Public Libraries Acts, is directed to the following :—

- (a.) Aid may be given towards the purchase of objects for these Museums. Form 132. Applications must be made before 1st October (Section XVI. (a) of Regulations.)
 - (b) Collections of objects selected from the Victoria and Albert Museum for Exhibition are lent. Form 605 (Section XVI. (b) of Regulations)
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INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in heavy type. The names of the Sub-Inspectors are printed in italics.

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
SOUTHERN DIVISION.			
T. A. STEWART, Esq., LL.D., Senior Chief Inspector (with special charge of the Higher Grade Schools of the Division.)			
1	EDINBURGH County, part of. (See Nos 2 and 3.) 347,314 <i>comprising—</i> Edinburgh (City) 317,145 and the Parishes of— Colinton, Kirknewton and E. Calder, Corstonphine, Mid Calder, Cramond, Batho, Currie West Calder. LINLITHGOW 66,443 <i>except Whitburn, East Benhar Colliery Public School, included in District No. 8.</i> Total 413,757		T. A. Stewart, Esq., LL.D., 26, Hermitage Gardens, Edinburgh. F. E. Jamieson, Esq., 5, Mayfield Gardens, Edinburgh. G. Andrew, Esq., 108, Comiston Road, Edinburgh. J. W. Peck, Esq. (Junior Inspector), 22, Duke Street, Edinburgh. <i>J. M. Wilson, Esq.,</i> <i>(See also Science and Art Staff, next page.)</i> <i>J. Crombie, Esq.,</i> 18, Braid Crescent, Edinburgh. W. H. Bell, Esq., 7, Morningdale Terrace, Edinburgh.
2	EDINBURGH , part of. (See Nos. 1 and 3) 138,770 <i>comprising—</i> Leith (B.) 77,439 and Borthwick, Dalkeith (L.), Musselburgh (B.), Carrington, Fala and Soutra, Newbattle, Cockpen, Glencorse, Newton, Cranston, Inveresk (L.), Penicuik, Crichton, Lasswade, Stobhill, Dalkeith (Town), Liberton, Temple. HADDINGTON 38,665 Total 177,435		A. O. Barrie, Esq., 1, Corrennie Gardens, Edinburgh. <i>J. Craigie, Esq.,</i> 7, Cluny Avenue, Edinburgh.
3	ROXBURGH 48,500 BERWICK 31,125 SELKIRK 23,388 PERBLES 15,034 EDINBURGH—Parishes of Heriot and Stow 1,977 (See Nos. 1 and 2.) Total 120,027		W. Y. King, Esq., 27, Rutland Street, Edinburgh. <i>J. H. Murray, Esq.,</i> Viewbank, Melrose.
4	FIFE 218,840 Total 218,840		G. Dunn, Esq., LL.D., 42, Murrayfield Avenue, Edinburgh. <i>T. Smith, Esq.,</i> Swan Road, Kirkcaldy. <i>(To receive assistance also from Mr. Gall, See No. 5.)</i>

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.						
SOUTHERN DIVISION—continued.									
5	<p>PERTH, part of. (See Nos. 6 and 13.)</p> <p><i>comprising—</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Droon, Dull, Dunbarney, Dunkeld and Dowally,</p> </td> <td style="vertical-align: top;"> <p>Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowls Wester, Innerwick - In - Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch - Ran - soch, Kinnaird, Kinross, Kirkcubbin, Kirkcaldy, Kirkcaldy and Kinloch, Little Dunkeld, Logiealmond,</p> </td> <td style="vertical-align: top;"> <p>Logierait, Madderty, Meikle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Perse, Perth (B.), Perth, East Par. (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tennandy, Tibbermore, Trinity Gask, Weem.</p> </td> </tr> </table> <p style="text-align: right;">Total . . .</p>	<p>Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Droon, Dull, Dunbarney, Dunkeld and Dowally,</p>	<p>Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowls Wester, Innerwick - In - Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch - Ran - soch, Kinnaird, Kinross, Kirkcubbin, Kirkcaldy, Kirkcaldy and Kinloch, Little Dunkeld, Logiealmond,</p>	<p>Logierait, Madderty, Meikle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Perse, Perth (B.), Perth, East Par. (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tennandy, Tibbermore, Trinity Gask, Weem.</p>	105,890	<p>J. Clark, Esq., Viewlands Terrace, Perth.</p> <p>W. S. Gall, Esq., Duneston, Glasgow Road, Perth.</p> <p>(Will assist in No. 4.)</p>			
<p>Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Droon, Dull, Dunbarney, Dunkeld and Dowally,</p>	<p>Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowls Wester, Innerwick - In - Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch - Ran - soch, Kinnaird, Kinross, Kirkcubbin, Kirkcaldy, Kirkcaldy and Kinloch, Little Dunkeld, Logiealmond,</p>	<p>Logierait, Madderty, Meikle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Perse, Perth (B.), Perth, East Par. (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tennandy, Tibbermore, Trinity Gask, Weem.</p>							
6	<p>STIRLING, part of. (See No. 8.)</p> <p><i>comprising—</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.),</p> </td> <td style="vertical-align: top;"> <p>Falkirk (L.), Fintry, Gargunnock, Grangemouth, Kilsyth, Kilsyth (Town), " (L.),</p> </td> <td style="vertical-align: top;"> <p>Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.).</p> </td> </tr> </table> <p>CLACKMANNAN</p> <p>PERTH, part of. (See Nos. 5 and 13.)</p> <p><i>comprising—</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Aberfoyle, Ardoch, Blackford, Blairingone, Callander,</p> </td> <td style="vertical-align: top;"> <p>Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock,</p> </td> <td style="vertical-align: top;"> <p>Kincardine, Muckart, Port of Monteith, Trossachs.</p> </td> </tr> </table> <p>KINROSS</p> <p>DUMBARTON—Parish of Cumbernauld</p> <p>(See Nos. 8 and 11.)</p> <p style="text-align: right;">Total . . .</p>	<p>Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.),</p>	<p>Falkirk (L.), Fintry, Gargunnock, Grangemouth, Kilsyth, Kilsyth (Town), " (L.),</p>	<p>Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.).</p>	<p>Aberfoyle, Ardoch, Blackford, Blairingone, Callander,</p>	<p>Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock,</p>	<p>Kincardine, Muckart, Port of Monteith, Trossachs.</p>	185,062	<p>A. D. Millar, Esq., Park Gate, Stirling.</p> <p>J. Wilson, Esq., 7, Windsor Place, Stirling.</p>
<p>Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.),</p>	<p>Falkirk (L.), Fintry, Gargunnock, Grangemouth, Kilsyth, Kilsyth (Town), " (L.),</p>	<p>Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.).</p>							
<p>Aberfoyle, Ardoch, Blackford, Blairingone, Callander,</p>	<p>Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock,</p>	<p>Kincardine, Muckart, Port of Monteith, Trossachs.</p>							

OFFICERS ATTACHED TO THE SOUTHERN DIVISION FOR SCIENCE AND ART WORK.

1. D. S. Macnair, Esq., Ph.D., H.M. Inspector, Fairholme, Ferry Road, Edinburgh.
2. F. W. Michie, Esq., Junior Inspector, 78, Inverleith Row, Edinburgh.
3. J. M. Wilson, Esq., Sub-Inspector, First Class, for Drawing and Manual Instruction, 7, Hermitage Terrace, Morningside, Edinburgh.
(To give assistance also in No. 1 District.)

No. of Districts.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
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WESTERN DIVISION.

A. E. SCOUGAL, Esq., Chief Inspector (with special charge of the Higher Grade Schools of the Division).

7	<p>LANARK, part of. (See Nos. 8 and 11.) 682,947</p> <p><i>comprising—</i></p> <p>Glasgow (City) 623,463</p> <p>and the Parishes of—</p> <p>Maryhill 48,130</p> <p>Springburn 11,354</p> <p>BUTE—County of 18,787</p> <p>ARGYLL—Island of Mull (see No. 12.) 4,712</p> <p><i>consisting of the parishes of—</i></p> <p>Kilfinichen and Kilvickeon, | Salen, Kilninian and Kilmore, | Torosay.</p> <p style="text-align: right;">Total 706,446</p>	<p>A. E. Scougal, Esq., 14, Kelvin Drive, Kelvinside, N., Glasgow.</p> <p>J. C. Smith, Esq., 12, Holyrood Crescent, Glasgow.</p> <p>W. W. McKechnie, Esq., 150, Byres Road, Hillhead, Glasgow.</p> <p>W. G. Fraser, Esq. (Junior Inspector), 45, Lilybank Gardens, Glasgow.</p> <p>W. Menzies, Esq. (Junior Inspector), 1, Holyrood Place, Glasgow.</p> <p>W. Calder, Esq., 60, Grant Street, Glasgow.</p> <p>D. Macleod, Esq., 34, Ancaster Drive, Kelvinside, Glasgow.</p>
8	<p>LANARK (See Nos. 7 and 11.) 423,810</p> <p><i>Except Glasgow City, and the parishes of Govan, Maryhill, and Springburn.</i></p> <p>DUMBARTON, part of. (See Nos. 6 and 11.) 14,401</p> <p><i>comprising—</i></p> <p>Kirkintilloch (Town), " (L.).</p> <p>STIRLING, part of. (See No. 6.) 6,886</p> <p><i>comprising the parishes of—</i></p> <p>Baldernock, | Strathblane, Campsie, |</p> <p>LINLITHGOW—East Benhar Colliery Public School in Whitburn parish. (See No. 1.)</p> <p style="text-align: right;">Total 445,097</p>	<p>R. Harvey, Esq., Flakedale, Chanting-hall Road, Hamilton.</p> <p>J. W. Munro, Esq., 437, Great Western Road, Aberdeen.</p> <p>W. M. Shanks, Esq., Muirfield, Auchingramont Road Hamilton.</p> <p>J. Miller, Esq., Craigview, Burnbank Road, Hamilton.</p>

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901)	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
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WESTERN DIVISION—continued.

9	AYR	258,372	A. Lobban, Esq., Ayr.
	RENFREW—Parish of Skelmorlie (see No. 12.)	1,401	<i>D. Thompson, Esq.,</i> 9, Buckingham Terrace, Ayr. (See also No. 10.)
	Total	254,773	<i>J. Henderson, Esq.,</i> Prestwick Road, Ayr.

10	DUMFRIES	72,571	A. Douglas Thomson, Esq., D. Litt. Greystonebank, Dumfries.
	KIRKCUDBRIGHT	39,511	<i>D. Thompson, Esq.,</i> 9, Buckingham Terrace, Ayr.
	WIGTOWN	32,557	(See also No. 9.) <i>T. A. Leishman, Esq.,</i> Glenburn, Ritchell Park, Dumfries.
	Total	144,639	

11	LANARK, part of. (See Nos. 7 and 8.) comprising the parish of Govan.	208,058	A. R. Andrew, Esq., Hilton Bank, Hamilton.
	DUMBARTON, part of. (See Nos. 6 and 8.) comprising— Arrochar, Dumbarton (L.), Old Kilpatrick Bonhill, Kilmarnock, Roseneath, Cardross, Luss, Row. Dumbarton (B.), New Kilpatrick,	94,550	<i>T. McVie, Esq.,</i> Glenalbyn, Dalmuir, Glasgow.
	Total	302,612	

No. of Districts.

No. of Districts.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
WESTERN DIVISION—continued.			
12	RENFREW. (See No. 9) - <i>except the parish of Skelmorlie.</i>	238,192	D. Munro Fraser, Esq. J. Binnie, Esq., I.S.O., Kilmalcolm, E.S.O., Renfrewshire
	ARGYLL, <i>except the Island of Mull</i> , (See No. 7) - <i>consists of—</i> Kilfinichen and Kilrickeen, Kilmartin and Kilmore, Salen, Torosay.	69,629	D. Johnston, Esq., 21, Westend Park Street, Woodlands Road, Glasgow.
	LIVESHIRE—Parish of Small Isles (see Nos. 16 & 18)	495	A. M. Burdon, Esq. Hillend, Mount Florida, Glasgow.
	Total . . .	368,216	

OFFICERS ATTACHED TO THE WESTERN DIVISION FOR SCIENCE AND ART WORK.

1. F. W. Young, Esq., H.M. Inspector,
32, Buckingham Terrace, Botanic Gardens, Glasgow.
2. Walter Stewart, Esq., D.Sc., Junior Inspector,
46, Lilybank Gardens, Glasgow.
3. A. Cameron Smith, Esq., Junior Inspector,
1, Huntly Terrace, Kelvinside, N., Glasgow.
4. J. Grigor, Esq., Sub-Inspector, Second Class,
266, Crow Road, Partick, Glasgow.
5. J. N. Hood, Esq., Sub-Inspector, Second Class,
Woodside Avenue, Hamilton.

NORTHERN DIVISION.

J. BOYD, Esq., Chief Inspector (with special charge of the Higher Grade Schools of the Division).

13	FORFAR, SOUTH <i>consisting of—</i> Arbriot, Auchterhouse, Barry, Broughty Ferry (Town), Carmyllie, Dundee (S.), (L.), Dunnichen, Eassie and Nevay, Forfar (S.), (L.), Fowls Easter, Frickheith, Glamis, Inverarity, Kettina, Kinnettles, Kirkden, Liff, Benzie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monkie, Murroes, Newtyle, Panbride, Tealing.	213,504	J. M. Wattie, Esq. C. J. N. Fleming, Esq. 4, Newington Terrace, Broughty Ferry. J. H. Craig, Esq., 2, Newington Terrace, Broughty Ferry. (See also No. 14.)
	PETER, part of. (See Nos. 5 and 6) - <i>comprising—</i> Abernyte, Inchture, Longforgan.	2,679	
	Total . . .	216,183	

14	FORFAR, NORTH <i>consisting of—</i> Aberlemno, Airlie, Arlbroath (S.) and Arbroath and St. Vi- goan's (L.), Brochin (S.), (L.), Creston, Cortachy and Clova, Cra'g, Dun, Edzell, Farnell, Fearn, Glenisla, Guthrie, Inverkeilor, Kingoldrum, Kinnell, Kirkmuir, Lindrathen, Lochee, Logle Pert, Lunan, Marytown, Menmuir, Montrose (S.), (L.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, Stracathro Tannadice.	70,678	B. J. Muir, Esq., Peel Place, Montrose. J. H. Craig, Esq. 2, Newington Terrace, Broughty Ferry. (See also No. 13.)
	Total . . .	70,678	

No. of District.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.
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NORTHERN DIVISION—continued.

15	ABERDEEN	818,825	J. Boyd, Esq., 70, Queen's Road, Aberdeen.
	KINCARDINE	31,587	W. E. Philip, Esq., Beech Lodge, View Terrace, Aberdeen.
	BANFF	61,789	T. D. M. Lamb, Esq. (<i>Junior Inspector</i>) 48, Gray Street, Aberdeen.
	ORKNEY	28,609	C. H. Rankine, Esq. (<i>Junior Inspector</i>).
	SHEPHERD	28,166	J. Galloway, Esq., 23, Cranford Road, Aberdeen.
			R. Topping, Esq., 36, Beaconsfield Place, Aberdeen.
			F. R. S. Walker, Esq., 44, Gray Street, Aberdeen.
			M. Morrison, Esq.,
	Total	464,016	

16	CAITHNESS	28,870	J. A. Macdonald, Esq., Dingwall.
	ROSS (mainland), part of. (See Nos. 17 and 18.)	24,086	
	<i>comprising—</i> Alness, Carnoch, Contin, Dingwall, Eddertou, Fearn,		
	Fodderty, Kilmuir-Easter, Kiltearn, Kincardine, Kinloch-Lulchart,		
			Logie-Easter, Nigg, Roskeen, Tain, Tarbat, Urray.
			A. McDonald, Esq., Tigh-Thorall, Crown Drive, Inverness.
			(Will assist in No. 18.)
	SUTHERLAND	21,440	
	INVERNESS (Insular), part of. (See Nos. 12 and 18.)	11,952	
	<i>comprising—</i> Barra, North Uist, South Uist.		
	Total	91,298	

No. of Districts.	COUNTY OR DISTRICT.	POPULATION (1901).	INSPECTORS, JUNIOR INSPECTORS, AND SUB-INSPECTORS, WITH THEIR HEAD-QUARTERS.		
NORTHERN DIVISION—continued.					
17	<p>ELGIN. 44,400</p> <p>ROSS, mainland, part of. (See Nos. 16 and 18) 12,725</p> <p><i>consisting of—</i></p> <p>West Ross, comprising—</p> <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 20px;">Applecross, Gairloch, Glenshiel, Kintail,</td> <td style="border-left: 1px solid black; padding-left: 20px;">Lochalsh, Lochbroom, Lochcarron,</td> </tr> </table> <p>SAIRN 8,721</p> <p style="text-align: right;">Total 66,945</p>	Applecross, Gairloch, Glenshiel, Kintail,	Lochalsh, Lochbroom, Lochcarron,		<p>J. Macleod, Esq., I.R.O.,</p> <p style="text-align: center;">Elgin.</p>
Applecross, Gairloch, Glenshiel, Kintail,	Lochalsh, Lochbroom, Lochcarron,				

18	<p>INVERNESS, part of. (See Nos. 12 and 16) 77,628</p> <p><i>except the parishes of—</i></p> <p style="padding-left: 20px;"><i>Barras, North Uist, South Uist, Small Isles.</i></p> <p>ROSS, part of. (See Nos. 16 and 17) 39,659</p> <p><i>consisting of—</i></p> <p>Lewis, 23,940.</p> <p><i>comprising—</i> { Barras. Lochs. Stornoway. Uig.</p> <p style="text-align: center;">and</p> <p>Black Isle, 10,740.</p> <p><i>comprising—</i> { Avoch. Cromarty. Killearnan. Knockbain. Resolis. Rosemarkie. Urquhart and Logie Wester.</p> <p style="text-align: right;">Total 117,317</p>		<p>J. L. Robertson, Esq.,</p> <p style="text-align: center;">Maybank, Inverness. (Chief Inspector.)</p> <p>M. Beaton, Esq.,</p> <p style="text-align: center;">Queensgate, Inverness.</p> <p><i>(To receive assistance also from Mr. McDonald. See No. 16.)</i></p> <p><i>Note.—Certain school districts in the Islands of Skye and in Loag Island have been placed under the special charge of Mr. Robertson, H.M.I., as Chief Inspector.</i></p>
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OFFICER ATTACHED TO THE NORTHERN DIVISION FOR SCIENCE AND ART WORK.

J. T. Ewen, Esq., H.M. Inspector,
104, King's Gate,
Aberdeen.

H.M. INSPECTORS OF SCHOOLS (27).

INSPECTORS.	Number of District.	INSPECTORS.	Number of District.
Andrew, A. R., Esq. - -	11	McKechnie, W. W., Esq. - -	7
Andrew, G., Esq. - -	1	Macleod, J., Esq., I.S.O. - -	17
Barrie, A. O., Esq. - -	2	Macnair, D. S., Esq., Ph. D., (S. & A.).	Southern Division.
Boyd, J., Esq. - -	15	Millar, A. D., Esq. - -	6
Clark, J., Esq. - -	5	Muir, R. J., Esq. - -	14
Dunn, G., Esq., LL.D. - -	4	Philip, W. E., Esq. - -	15
Ewen, J. T., Esq. (S. & A.) -	Northern Division.	Robertson, J. L., Esq. - -	18
Fleming, C. J. N., Esq. - -	13	Scougal, A. E., Esq. - -	7
Fraser, D. Munro, Esq. - -	12	Smith, J. C., Esq. - -	7
Harvey, R., Esq. - -	8	Stewart, T. A., Esq., LL.D.	1
Jamieson, F. R., Esq. - -	1	Thomson, A. Douglas, Esq., D. Litt.	10
King, W. Y., Esq. - -	3	Wattie, J. M., Esq. - -	13
Lobban, A., Esq. - -	9	Young, F. W., Esq. (S. & A.)	Western Division.
Macdonald, J. A., Esq. - -	16		

JUNIOR INSPECTORS (8).

Fraser, W. G., Esq. - -	7	Peck, J. W., Esq. - -	1
Lamb, T. B. M., Esq. - -	15	Rankine, C. H., Esq. - -	15
Menzies, W., Esq. - -	7	Smith, A. Cameron, Esq. (S. & A.)	Western Division.
Michie, F. W., Esq. (S. & A.)	Southern Division.	Stewart, Walter, Esq., D. Sc. (S. & A.)	Western Division.

SUB-INSPECTORS—1st CLASS (9).

Binnie, J., Esq., I.S.O. - -	12	Munro, J. W., Esq. - -	8
Black, S. D., Esq. - -	15	Shanks, W. M., Esq. - -	8
Crombie, J., Esq. - -	1	Thompson, D., Esq. - -	9, 10
Gall, W. S., Esq. - -	4, 5	*Wilson, J. M., Esq. (S. & A.) -	Southern Division.
Galloway, J., Esq. - -	15		

SUB-INSPECTORS—2nd CLASS (21).

Beaton, M. Esq. - -	18	Leishman, T. A., Esq. - -	10
Bell, W. H., Esq. - -	1	McDonald, A., Esq. - -	16, 18
Bardon, A. M., Esq. - -	12	Macleod, D., Esq. - -	7
Calder, W., Esq. - -	7	McVie, T., Esq. - -	11
Craig, J. H., Esq., - -	13, 14	Miller, J., Esq. - -	8
Craigie, J., Esq. - -	2	Morrison, M., Esq. - -	15
Grigor, J., Esq. (S. & A.) -	Western Division.	Murray, J. H., Esq. - -	3
Henderson, J., Esq. - -	9	Smith, T., Esq. - -	4
Hood, J. N., Esq. (S. & A.) -	Western Division.	Topping, R., Esq. - -	15
Johnston, D., Esq. - -	12	Walker, F. R. S., Esq. - -	15
		Wilson, J., Esq. - -	6

The names of the Chief Inspectors are printed in heavy type.

*Assists in District No. 1.

COMMITTEE OF COUNCIL ON EDUCATION
IN SCOTLAND.

APPOINTMENT OF INSPECTORS.

At the Court at Buckingham Palace, the 20th day of May, 1903.

PRESENT,

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on the Representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint William Edward Philip, Esquire, M.A. of Edinburgh and Cambridge Universities, and Fellow of Clare College, Cambridge University, to be one of His Majesty's Inspectors of Schools.

At the Court at Buckingham Palace, the 20th day of May, 1903.

PRESENT,

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on the Representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint William Wallace McKechnie, Esquire, M.A. of Edinburgh University, and B.A. of Oxford University, to be one of His Majesty's Inspectors of Schools.

At the Court at Buckingham Palace, the 9th day of October, 1903.

PRESENT,

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a Representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint George Andrew, Esquire, M.A. of Aberdeen University, and B.A. of Christ Church, Oxford, to be one of His Majesty's Inspectors of Schools.

At the Court at Buckingham Palace, the 9th day of October, 1903.

PRESENT,

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a Representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint Charles James Nicol Fleming, Esquire, B.A. of Queen's College, Oxford, to be one of His Majesty's Inspectors of Schools.

PAPERS relating to EDUCATION, presented to PARLIAMENT by
the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

Reports.

- Report to His Majesty the King in Council, 1901-1902, with Appendix
[Cd.—1109.] Price 3s. 8d.
- Report to His Majesty the King in Council, 1902-1903. [Cd.—1592.]
Price 2½d.
- Report for the year 1903 by Sir Henry Craik, K.C.B., on Secondary
Education in Scotland. [Cd.—1720.] Price 4d.
- Reports on, and Papers relating to, the Training of Teachers for the year
1901-1902. [Cd.—1514.] Price 5d.
- General Reports for the year 1901, by the Chief Inspectors of the Southern,
Western, and Northern Divisions of Scotland. [Cd.—1454.] Price 1½d.;
[Cd.—1594.] Price 2d.; [Cd. 1477.] Price 2d.
- Thirtieth Annual Report by the Accountant for Scotland to the
Scotch Education Department. [Cd.—1637.] Price 6d.
- Report for the year 1902 by F. Grant Ogilvie, Esq., M.A., B.Sc., on the
Edinburgh Museum of Science and Art. [Cd.—1584.] Price 1½d.

Codes and Minute.

- Code, 1903. [Cd.—1492.] Price 5d.
- Code for Continuation Classes, 1903. [Cd.—1579.] Price 2½d.
- Minute, dated 28th May, 1903, providing for the distribution of the
General Aid Grant (with Explanatory Memorandum). [Cd.—1618].
Price ¾d.

Returns.

- Return showing (1) the Expenditure from the Grant for Public Education
in Scotland in the year 1902; (2) A list of Day Schools aided from
Parliamentary Grant, with Statistics relating thereto, for 1901-2, with
Supplementary Lists of Schools, &c.; and (3) Summarised Statistics of
Day Schools in receipt of Annual Grants under the Code for the year
ended 31st August, 1902. [Cd.—1528.] Price 9½d.

Return "showing the extent to which, and the manner in which, Local Authorities in Scotland have allocated and applied Funds to the purposes of Technical Education, during the Year ending 15th day of May, 1902, under the following Acts:—Local Taxation (Customs and Excise) Act, 1890; Education and Local Taxation Account (Scotland) Act, 1892; Technical Schools (Scotland) Act, 1887; Technical Instruction Amendment (Scotland) Act, 1892; and Public Libraries Acts." [H.C.—159.] Price 7*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz.:—Eyre & Spottiswoode East Harding Street, Fleet Street, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver & Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.



MINUTE.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND,
dated the 28th May, 1903, providing for the Distribution of the
General Aid Grant.

At Dover House, Whitehall, the 28th day of May, 1903.

BY THE LORDS OF THE COMMITTEE
OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL,
ON EDUCATION IN SCOTLAND.

Resolved:—

1. That out of the sum voted by Parliament as a General Aid Grant to Schools in Scotland for the six months preceding the 31st March, 1904, the following payments shall be made, viz.:

(a.) To each School having an average attendance of 60 or under, on the staff of which, in addition to the principal (certificated) teacher, at least one other teacher having the qualifications prescribed by Article 79 of the Code (or any higher qualification) shall have been employed for not less than three months preceding the 31st December, 1903, a sum of 40*l.*

(b.) To each school with an average attendance of 100 or under, in which, in addition to the principal (certificated) teacher, at least two other teachers with the qualifications described above shall have been so employed, a sum of 30*l.*

(c.) To each school with an average attendance of 150 or under, in which, in addition to the principal (certificated) teacher, at least three other teachers with the qualifications described above shall have been so employed, a sum of 20*l.*

The foregoing payments shall be increased by the sum of 10*l.* in each case in which the minimum additional staff stipulated for as above comprises at least one certificated teacher, or, in the case of schools with an average attendance of over 100, two certificated teachers.

For the purposes of this Minute the Higher Grade Department of a school shall not be reckoned as a separate school.

2. The balance of the sum voted, after providing for the foregoing payments, shall be distributed to School Boards and to School Managers in respect of the day schools under their management, which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict., cap. 62, sec. 67).

3. The distribution shall be made in proportion to the average attendance of each school, upon which annual grant was paid for the school year ending between the 31st August, 1902, and the 31st July, 1903, inclusive.

MEMORANDUM.

The accompanying Minute provides for the distribution of the amount entered on the Estimates under the head of the General Aid Grant, being an addition to the Grant for Education in Scotland, made in view of the increase in the Imperial subsidy under the English Education Act of last session.

Under the Minute, the larger part of the Grant available for the present financial year—being one half of the amount which would have accrued in respect of a whole year—will be distributed as a Capitation Grant, on the same basis as the Fee Grant, and will proportionately reduce the burden otherwise falling upon local resources.

The rest of the Grant will be assigned to the purpose of giving special aid to small schools which occur chiefly in sparsely populated districts, with the object of affording improved educational provision, otherwise possible in such schools only at a very heavy cost to the localities. As the amount of Grant which, under the Minute, may be claimed by such small schools is an uncertain quantity, this element in the allocation, for convenience of statement, precedes the other. But much the larger portion of the grant will be available under the later Section (2).

*Scotch Education Department,
28th May, 1903.*

CIRCULARS.

**INSTRUCTION OF PUPIL TEACHERS IN DRAWING
AND SCIENCE.***(Circular to School Boards and School Managers.)*

C. 364.

Scotch Education Department,

3rd December, 1902.

SIR,

I am directed to call the attention of Managers to the terms of Schedule I of the Code with reference to the instruction of Pupil Teachers in Drawing, and to remind them that the course of Drawing to be followed during the current session by the Pupil Teachers in their service must be duly approved by the Department. If the syllabus for such a course has not already been submitted to the Department for approval, this should be done without further delay. If it has been so submitted, either in connection with the Managers' proposals for Continuation Classes or otherwise, a reference to the date and heading of the Department's letter approving the course is now requested. Should the course in question be provided at classes not conducted by the Managers under whom the Pupil Teachers are apprenticed, the Authority responsible for such classes should be requested to act according to the above directions.

The same steps are to be taken with regard to Science where a course of practical instruction in this subject is provided for Pupil Teachers.

With reference to the award of marks for Science and Drawing at the King's Scholarship Examination, I am to state that in the syllabus for 1903, which is now published, the provision whereby marks have hitherto been allowed in respect of successes at the Examinations in Science and Art of the Board of Education is withdrawn, and such marks will after this year be obtainable only under the alternative arrangement stated on page 8 of the syllabus, viz., by candidates who have either passed the Leaving Certificate Examination in Drawing or Science or have satisfactorily completed a course of practical instruction in these subjects according to a scheme approved by the Department beforehand specially for that purpose.

Pupil Teachers, on behalf of whom a claim of marks for Drawing or Science at the King's Scholarship Examination in 1903, or subsequent years, is to be made, must (a) follow a scheme of instruction approved as above; (b) be presented at the Leaving Certificate Examination in Drawing or Science (as the case may be) next preceding the King's Scholarship Examination, at which they are to be candidates, their names being underlined on the schedule of presentations in accordance with the instructions printed thereon. Marks will then be awarded

according to the merit of their work, even when the candidates fall short of the standard required for a pass in the Leaving Certificate Examination.

In the case of Pupil Teachers who have already completed some part of a course of instruction in Drawing framed in accordance with the regulations on page 7 of the King's Scholarship Syllabus for 1902 and the corresponding paragraphs of previous years, their success at previous Examinations of the Board of Education will be taken into consideration in making the award of marks, provided that during the session 1903 and subsequent years, their instruction has been according to a scheme specially approved as above for the purposes of the Leaving Certificate Examination in Drawing.

If the approval of any course for the above purpose is desired in addition to the approval which, in the case of Drawing, must anyhow be obtained in order to satisfy the terms of Article 19 E of the Code, a special statement to this effect should be made, and my Lords should be informed whether it is proposed to claim marks on account of the completion of such a course at the King's Scholarship Examination, 1903.

I have, &c.,

H. CRAIK.

PUPIL TEACHERS' SCIENCE COURSE.

(FOR NOT MORE THAN FOUR PUPIL TEACHERS IN A RURAL SCHOOL NOT PROVIDED WITH A LABORATORY.)

The course must provide throughout for individual experimental work on the part of the students themselves in a room supplied with the apparatus detailed on the appended list. The time given to it in each year of the Pupil Teachers' apprenticeship must amount to not less than two hours per week for a normal session of 40 weeks, and, if possible, should extend to three hours per week or more. The lessons must be in periods of at least 1 hour 20 minutes and, if possible, should last for two hours.

As a rule, a course of Practical Physics and Practical Chemistry, treated as one conjoined subject, should be provided, the first session's work being concentrated on the former branch of study, and the latter being introduced into the work of the following years not later than the beginning of the third session. Where, however, the time that can be given to the course is less than three hours per week, Chemistry may, with the approval of His Majesty's Inspector, be omitted or restricted to a little elementary work. In certain cases, also, an alternative for Chemistry may be permitted, on good grounds being shewn, *e.g.*, a course of work dealing with more advanced Heat and Light or Electricity.

The work in Physics should be based, in the first place, upon the syllabus outlined in the Department's Circular, No. 234, for the first year's course in Higher Grade Schools. This should be supplemented by further experiments in Heat, Mechanics, and Meteorology (such as the finding of boiling and melting points, latent heat, experiments

with levers, principle of moments, the plotting of curves of barometric pressure, &c.), following the lines of the latest text-books on Elementary Practical Physics.

Such work, where not more than three hours per week are given to the course, would probably occupy in all an aggregate of time equal to about two sessions, leaving the remainder of the period covered by the course for Chemistry. But the introduction of Chemistry into the work need not necessarily be deferred till the third session, nor is it desirable that the Physics should end entirely on the completion of the second session. Subject to the approval of the Inspector, the Teacher may, after the first year's course, adopt what distribution of the two forms of study seems best to him in the circumstances of the school, provided that each receives its due proportion of time and attention.

In the summer months some work may also with advantage be done of the kind indicated in Circular No. 234 under Course C. for Rural Schools, and during those months such work would be accepted as a substitute for Physics or Chemistry. Care must, however, be taken that only such parts of this work are taken up as can be intelligently done in the light of the Physics and Chemistry previously studied.

The whole course should be drawn up and conducted in accordance with the spirit of Circular No. 234, a copy of which is enclosed with these instructions.

NOTE.—With regard to the award of Science marks for the King's Scholarship Examination, it should be understood that the maximum mark obtainable on the completion of an approved course will vary according to the scope of the work done. A course will not as a rule qualify for the highest mark which occupies less than three hours per week, and of which Chemistry does not form a portion equivalent to, at least, a year's work.

APPARATUS REQUIRED FOR THE COURSE IN PHYSICS.

Physical balance (agate bearings).	} One instrument for every two pupils.	1 50 c.c. burette with stand.
Case for balance.		1 graduated cylinder, 50 c.c.
Weights, 100 gms. to .001 gm.		1 graduated cylinder, 250 c.c.
1 wooden bridge for balance.		6 small flasks.
3 spring balances (Hughes' Pocket).		6 small beakers.
2 letter balances to 50 gms.		2 doz. test-tubes, 5 ins. by $\frac{1}{2}$ in.
Set British weights, $\frac{1}{4}$ oz. to 1 lb.		1 doz. boiling-tubes.
2 metre scales.		3 lbs. glass tubing assorted (bore 2 to 6 mms.)
Screw gauge.		2 yds. narrow indiarubber tubing.
Slide callipers, with vernier.		3 yds. indiarubber gas-tubing.
1 set geometrical solids for measurements.		2 retort stands with rings.
2 Bunsen burners (or spirit lamps).		2 clamps for ditto.
1 thermometer 0° to 100° C.		2 pieces wire gauze.
1 thermometer 0° to 212° F.		4 lbs. mercury.
2 2-oz. narrow-mouthed stop-bottles (for specific gravity).		1 lb. methylated spirit in bottle.
		1 lb. turpentine in bottle.
		3 metal pulleys.

In addition, the following (if not already at hand) should be procured locally:—Pliers, funnel, silk thread, file, squared paper, dividers, 12 inch ruler, scissors, cardboard, thin indiarubber cord, corks, wires, tin cans, lead shot, wooden blocks, drawing pins, pails, set-squares, protractors, paraffin wax, tin foil, lead bullets, tin plates, saucers.

Note.—The total cost of the above, if only one balance is required (price with case and set of weights about 2*l.* 3*s.*), will be not more than 5*l.* 6*s.* It is

probable, however, that the School will be already provided with some items in the list, and the cost be thus diminished. A barometer (price about 1*l.*) is not included above, as the School should be furnished with one for ordinary class purposes. Other useful instruments, *e.g.*, "Hare's Apparatus" and a U-tube for balancing columns of liquid, can be easily set up by the Teacher or Students themselves, following the directions given in any text-book.

APPARATUS REQUIRED FOR A COURSE IN CHEMISTRY.

Apparatus.	Chemicals.
4 small glass funnels. 4 evaporating basins. ½ gross small test tubes (3 ins. long). 2 tripod stands. 2 small distilling flasks. 2 small pneumatic troughs. 2 beehive shelves. 4 watch glasses. 6 small gas jars (about 5 ins. by 2 ins.). 6 glass plates for ditto. 4 flasks, round bottoms (capacity about 300-600 c.c.). 12 indiarubber stoppers, assorted. 2 lbs. glass tubing (6 to 20 mms. bore). 1 lb. Jena glass tubing (6 to 12 mms. bore). 2 bell-jars, about 8 ins. by 3 ins. 4 small porcelain capsules. 4 small porcelain crucibles and lids. 1 tall jar, about 500 c.c. filter papers. 1 flat flame jet for Bunsen. 2 spring clips. 2 retorts (4 oz. stoppered). 1 porcelain mortar and pestle. 1 deflagrating spoon. 1 wood filter stand. 1 test-tube stand. 1 pair crucible tongs. 2 pipe clay triangles. 2 small calcium chloride tubes. 1 10-c.c. pipette. 2 "Winchester pint" bottles. bottles.	1 pint sulphuric acid. 1 pint hydrochloric acid. 1 pint nitric acid. 1 pint solution of ammonia. 1 pint methylated spirits. 4 ozs. carbon disulphide. 8 ozs. sulphur. 4 ozs. charcoal. ½ oz. phosphorus. 1 oz. sodium. ½ oz. potassium. 6 yds. magnesium ribbon. 2 ozs. zinc foil. 2 ozs. aluminium foil. 1 oz. copper foil. 1 oz. tin foil. 2 ozs. lead foil. 4 ozs. iron filings. 4 ozs. manganese dioxide. 2 ozs. copper oxide. 16 ozs. common salt. 4 ozs. sodium bicarbonate. 4 ozs. potassium chlorate. 4 ozs. potassium bichromate. 4 ozs. chalk. 4 ozs. marble. 4 ozs. calc-spar. 4 ozs. calcium chloride anhydrous. 4 ozs. calcium sulphate. 4 ozs. alum. 4 ozs. copper sulphate. ½ oz. silver nitrate. 4 ozs. gunpowder.

NOTE.—The price of the above apparatus will be from 2*l.* 5*s.* to 2*l.* 10*s.*; that of the chemicals about 10*s.* Where no gas supply is available a plumber's blast lamp or a "Primus" paraffin stove, costing from 7*s.* 6*d.* to 15*s.*, should be added for experiments requiring high temperatures.

SUGGESTIONS FOR SUPPLEMENTARY COURSES IN DAY SCHOOLS.

(Circular to School Boards and School Managers.)

C. 374.

Scotch Education Department,

16th February, 1903.

SIR,

1. As stated in paragraph 6 of Circular 358, Their Lordships have had under consideration the question of what is the most suitable curriculum of study to be followed in the interval between obtaining the Merit Certificate and leaving school, by those pupils who may be expected to be withdrawn at the minimum age allowed in normal circumstances by the Education (Scotland) Act, 1901. The general question.

2. It is so important that the knowledge of elementary subjects acquired at school should be intelligent, thorough, and, above all, permanent in character, that, were no other course possible, the period of school life under discussion would be usefully employed even if it were devoted solely to revising the work already gone over in preparation for the Merit Certificate Examination. It is scarcely doubtful, however, that such mere revisal work would be irksome to teacher and pupil alike, and the consequent loss of interest and absence of stimulus might well result in defeating the object aimed at. Apart from this possible result, it is certain that were the scope of the work restricted in this manner the additional years of school life now gained would not be turned to the best advantage.

3. On the other hand while there is no doubt a certain disciplinary value in the study of even the rudiments of certain distinctively secondary subjects, as, e.g., a language (ancient or modern), or geometry deductively treated, such subjects imply a new departure for which there has been little, if any, preparation in the previous studies of the pupil, and they demand, to be effectively studied for any practical purpose, much more time than can possibly be given to them by children who are to leave school at the age of 14. These subjects, therefore, cannot be made a necessary element of the curriculum. Nor should the curriculum which such pupils are to follow during the concluding portion of their time at school be dictated by the special requirements of a few exceptional pupils. The educational interests of the different sets of pupils should be provided for, but this should be done, wherever possible, in separate schools. My Lords are of opinion, from a careful consideration of the facts, that the tendency—not confined to any one class of school—to make one and the same school with one and the same staff serve many different functions is the weak point of educational organisation in Scotland as compared with that of other countries, with which, in other respects, Scotland might justly challenge comparison, and They are satisfied that increasing division of function as between different types of schools is an essential condition of further educational progress. This division of function, as will be apparent from what follows, does not necessarily imply a distinction of higher and lower, but simply a difference of aim

and purpose with a corresponding difference in the subjects of instruction. They would accordingly urge, in the case under consideration, that the exceptional pupils for whom instruction in secondary subjects (in languages particularly) is desired, should, wherever possible, be transferred at a sufficiently early age (say before 12 years of age) to schools, whether Schools under the Code or Secondary Schools, in which these subjects form the staple of the curriculum. Such transference should nearly always be possible in towns and populous districts, and it is clearly to the advantage of both sets of pupils—those for whom instruction in secondary subjects is desired, and those for whom it is not—that the transference should be made. But They recognise that there are many cases, particularly in rural districts, where such transference is difficult or impossible, and They have no desire to limit the freedom of instruction in such cases provided always that the real interests of the majority of the pupils are not sacrificed to the special requirements of one or two.

4. The case, then, to be specially considered is that of those pupils who, having reached a certain well defined stage of general education, will not enter upon the study of the specifically secondary subjects. Obviously the curriculum of study for such pupils in the remaining portion of their school life must be in the main a continuation and development of their previous studies. My Lords have already expressed the opinion that no mere repetition of previous work will in itself be sufficient; but They are equally of opinion that it is possible to give a fresh interest to the previous studies of the pupils, and at the same time to enhance their value, by putting in the forefront, at this stage, their bearing upon the probable practical requirements of the pupils' after-school life. What these requirements may be cannot, of course, be specifically determined in each particular case, but it will probably be found that sufficient definition will be given to the pupils' studies if the requirements of certain well defined groups of occupations are kept in view.

Special courses suggested.

5. Guided by these considerations the following differentiated lines of work are suggested:—

Preparation for commercial pursuits. (Commercial Course.)

Preparation for manual occupations and trades. (Industrial Course.)

Preparation for rural life. (Course for Rural Schools.)

For Girls—Preparation for domestic duties. (Household Management Course.)

Suggestions as to the kinds of work suitable for each of these courses will be found in the Appendix. As the object of the courses is mainly to give a certain definition and sense of reality to the ordinary work of an Elementary School, those now suggested will probably be found sufficient for the purpose. But my Lords will be prepared to give consideration to proposals for special courses which—being sufficiently general in character—are deemed to be better suited to particular circumstances, or for any modification of those now suggested.

Instruction common to all courses.

6. But School work has for its end and aim objects more important than preparation in the narrow sense for any particular occupation. It should aim at producing the useful citizen, imbued with a sense of responsibility and of obligation towards the society in which he lives. It should render him—so far as the school can do so—fit in body and alert in mind, and should prepare him for the rational enjoyment of

his leisure time, as well as fit him for earning his living. These are ideals, no doubt; but they are ideals towards which the school should constantly strive. It follows that instruction in certain matters of general import should in all cases be combined with, and should even take precedence of, the instruction special to each of the courses of the preceding paragraph. An outline of the subject matter of this more general instruction is given under the following heads:—

(A.) A study of English.

The main object of this study should be, if possible, to create a taste for good literature. What is wanted for this purpose is chiefly proper direction as to the choice of books for home reading, and an efficient system of reviewing, explaining and testing in school the work so done at home. The committing to memory, after sufficient explanation, of suitable pieces of verse and prose should be a regularly recurring exercise. No time should be wasted on mere routine reading aloud in class, nor should much labour be spent upon the subtleties of grammatical analysis. The books for home reading should *not* be chosen from the literature of the day, nor, on the other hand, should they be too remote in language and sentiment to be easily comprehended by the pupils.

This study should include the systematic teaching of English composition. It is to be presumed that at this stage the pupils have a fair acquaintance with the elementary principles of sentence formation, and attention should now be directed to enabling them to express a given sequence of ideas clearly, logically, and with a due regard to the proportion of the several parts of the composition. For this purpose it is not sufficient merely to give a pupil a subject, and then leave him to his own devices. The effort of composition is considerable in itself, and the pupil should not be distracted at the outset by the additional difficulty of finding material. To begin with, therefore, the subject to be written about should be discussed with the pupils, the several heads of the composition should be selected, and the question of the best order of treatment fully considered. Only gradually should these various helps be withdrawn and the pupil be left, first to make his own arrangement of given heads, and finally to find his own material for composition. For this latter purpose full use should be made of the books prescribed for home reading.

(B.) Certain general studies bearing upon matters which it concerns the pupils to know in after life, whatever the occupation followed may be. Under this head may be specified:

(a.) The proper care of the body, the value of exercise and of pure air, the proper selection of food, the means of preventing the spread of disease, and various other matters such as might be treated in a slightly extended Ambulance course. Much of the instruction given under this head will necessarily be empirical, but it should, where possible, be referred to first principles, and the teacher should be careful to keep himself as far as possible abreast of the knowledge of the day in such matters.

(b.) Such information as to the institutions of government under which we live, the conditions of trade and employment, the history and growth of the Empire, the colonies, and the openings for enterprise which they afford, as will help to make intelligent and patriotic citizens. It is to be expected that in

all cases the pupils should at all events have a direct knowledge of their own neighbourhood, of the historical monuments there to be found, and of the machinery of Local Government in their own parish, town, or county.

It is understood that the pupils at this stage will continue to take part, as a rule, in certain exercises common to the school. It may also be found possible to continue certain studies begun at an earlier stage, such as Nature Study, and Drawing, but it is of the essence of the proposals now made that there should be at this stage of school life a certain amount of concentration upon the more important subjects of the curriculum. It is consequently not imperative that the whole range of instruction suggested under Head B should be provided for in all cases.

Instruction
special to the
several courses.

7. With regard to the special instruction to be given in the several supplementary courses, my Lords do not expect, nor do they at all desire, that such instruction should attempt to take the place of that kind of knowledge which can only come from the daily practice of some particular occupation. But this instruction, rightly given, should make that practice more intelligent, and should remove certain difficulties from the way of the learner. It should be sufficiently general in scope to make it profitable even for those who for one reason or another will not follow in after life the particular group of occupations which has been kept mainly in view.

8. The outlines of instruction given in the Appendix are not intended to be exhaustive, nor are they intended to limit the discretion of managers and teachers in proposing courses of study which they may deem better suited to their special circumstances. At a later stage, as experience is acquired, it may be possible to make these suggestions more definite. But a reference to the Appendix will show that the kind of study there indicated, combined with that already described under heads (A) and (B), is likely to afford ample employment for the best energies of the pupils for the remainder of their school career. It will scarcely be contended that it is likely to be lacking in interest or in practical value, or that it makes insufficient provision for a thorough grounding in the essential subjects of an elementary education. Further, it may reasonably be hoped that the matter of instruction included in the various courses, if properly handled, may be made the occasion of a mental discipline not inferior to that which might be obtained from the early stages of secondary subjects.

Method of study
proper to sup-
plementary
courses.

9. It is obvious that great differences will exist, particularly between town and country schools, as regards facilities for the formation of courses such as those now suggested. In considering the problem of these courses, my Lords have had constantly in mind the position of the small rural school taught by one teacher. In such circumstances class teaching of the small number of pupils who have reached the Merit Certificate stage is clearly out of the question. But my Lords are scarcely disposed to regard this as being, in certain respects, any real disadvantage. It has been frequently noted as one of the defects of the large town school, with its minute sub-division of classes, that the pupil is left little leisure to think for himself, and that the habit of depending upon the instructions and explanations of the ever present teacher is apt to become engrained. On the other hand, it is the opinion of not a few experienced observers that the country lad, as compared with his contemporary in a town school, shows towards the

close of his school career greater intellectual resources, and that this is due not so much to inherent mental ability or to any superiority in the teaching, as to the fact that—the aid of the teacher not being always available—he has been forced by circumstances to think for himself. Be this as it may, it is clearly desirable, in the case of a pupil who is to be more or less his own master at 14 years of age, that there should be in school a period of preparation for this state of semi-independence, during which transition period he shall be regarded not as a pupil of a class, but as a student studying, under direction, certain subjects for ends which he himself in some degree realizes and desires.

10. Not merely should self-reliance in study be fostered, but a sense of responsibility should be inculcated, by giving him at this stage some authority as regards conduct in the playground and the minor matters of discipline, as well as a position of honour in exercises common to the school, such as drill. The boy at this stage tends to acquire a sort of authority among his schoolmates, and it is most important that this natural influence should be enlisted on the side of law and order, rather than that it should be driven, as it easily may be, into opposition. There seems to be no reason why it should not be turned to account in primary schools, as it frequently is in secondary schools, as an instrument in the development of character, and in the fostering of a healthy *esprit d'école*.

11. On this view of the method of study proper to supplementary courses, much of the difficulty which might seem to attend the formation of such courses in rural schools, disappears. Certain parts of instruction—as *e.g.*, in the subjects enumerated under head (B)—will be given to the pupils of the supplementary course along with the senior classes of the school; for the rest the study of these pupils will be, as it ought to be, largely individual. In this connection, it is most important to observe that the pupil will be, for the most part, concerned with the application in fresh directions of studies in which he has already received some grounding. What he needs, therefore, is not so much continuous instruction as direction, guidance, and explanation as occasion may require and opportunity may offer. The case would be largely different were the pupil to break entirely new ground, as he would do, for instance, in the study of a language. There should accordingly be no difficulty in a rural school with a small number of pupils in the supplementary course in providing, where necessary, for several distinct lines of study for individual pupils. At the same time the advantage arising from the stimulus of a common study and of the interchange of ideas regarding it among the pupils themselves should not be overlooked.

Application to
small rural
schools.

12. With any increase in the number of pupils taking a supplementary course, and the consequent probability that the staff of the school will be sufficient to admit of the headmaster or other teacher giving a certain amount of systematic instruction to those pupils, the argument for a common course becomes stronger. It is with this possibility in view that the suggestions for a course for rural schools have been drawn up. But it is, of course, also possible that in certain circumstances it may be preferable to follow one of the other courses outlined, *e.g.*, the Industrial Course. The girls in such schools must to a certain extent follow the same course as the boys—as they may indeed do with advantage—but they should receive special instruction in Needlework and Cutting-out; and it is much to be desired that County Councils, or Secondary Education Committees acting for them,

should employ well qualified teachers of Cookery and Laundry Work—possibly also of Needlework and other branches of Household Management—to give some instruction in these subjects, taking the schools of a given district in rotation.

Supplementary courses may replace classes under the Continuation Class Code in rural districts.

13. In connection with the supplementary courses in rural schools my Lords think it specially important to point out that these courses may be expected to serve many, if not most, of the purposes of classes under the Continuation Class Code. The formation of classes in districts with a scattered population is found for various reasons, *e.g.*, the distances to be traversed on moonless nights, the necessities of autumn and spring field operations, etc., to be a matter of considerable difficulty. Not merely do the supplementary courses offer an opportunity for more continuous, more prolonged, and better organised study in a special direction for pupils under 14 years of age, but the method of study being such as is described above, my Lords would hope to see a revival of the laudable custom formerly prevalent in many of the rural districts of Scotland, whereby youths long past school age were in the habit of returning to school at certain seasons of the year, not to receive instruction in class, but to pursue their own individual studies under the direction and with the occasional aid of a master. My Lords trust that this suggestion will receive the attention of School Boards and Managers, and that they will give careful consideration, not only to the means of providing opportunities for such study, but also to the best ways of securing that these opportunities shall be prized and sought for by the young people of the district.

Application to town schools.

14. In towns the opportunities for systematic instruction will naturally be much greater, and it may be expected that, as a rule, one and the same course (whether one of those given in the Appendix, or some approved modification thereof) will be followed by the whole body of pupils under the charge of the same teacher or staff of teachers. It is obviously in the interests neither of economy nor of efficiency that each of (say) three schools serving approximately the same district should endeavour to provide within itself a triplicate course, *e.g.*, a Commercial, an Industrial, and a Household Management Course, when, by a proper organisation and sub-division of labour, each separate course might be assigned to a separate school. For this, as well as for other reasons, it is desirable that the various elementary schools of a given town area under the same management should be regarded, not as separate entities, but as parts of the same organisation, thus permitting a free interchange of pupils at the stage at which the special studies of the supplementary courses are entered upon. My Lords will accordingly expect that, wherever circumstances permit such a grouping of schools, there shall be no unnecessary duplication of courses.

Suggestions for carrying out method of study proposed.

15. But, whether in town or in country, whatever the opportunities for collective instruction may be, the distinguishing note of the work of the pupils in the supplementary courses should be individual study directed to practical ends. So far as the acquisition of knowledge is concerned, the object should be, not so much to impart information to the pupil, as to exercise him in obtaining for himself from sources within his reach, and setting out, in an orderly manner, all necessary facts relative to a given topic. Great use may be made of the daily newspaper as a starting point of such investigations. For instance, having made an analysis of the shipping returns for a given port, the pupil

may ascertain the general character of its trade ; look up in an atlas the various places mentioned in the shipping list ; make note of their relative position and distance ; gather from school geography, gazetteer, or encyclopædia certain information as to the more important of them ; and finally set forth the information obtained in a well digested and orderly form. He may proceed to make a similar investigation for another port, and institute a comparison ; or he may be referred to the sources of accurate information as to the total exports and imports of a place and be asked to make an analysis of these over a series of years. Similarly, historical allusions in the leading article, or elsewhere, in the newspaper may be made the occasion for reference to such sources of information as are to be found in the school library, and for a certain amount of collateral reading of authorities, the results of which should be embodied in *précis* form. All this is not matter for formal and regularly recurring lessons in geography or history, but for individual investigation extending over, it may be, several days. The newspaper will also be useful in other ways. Its various articles will afford material for exercise in *précis* writing ; difficulties of vocabulary will give occasion for frequent and useful reference to the dictionary ; above all, perhaps, the market reports will furnish a body of material for exercises in calculation much superior to the cut and dried examples designed to illustrate the rules of a text-book, while their perusal may be made the occasion of acquiring much incidental information of practical value. It is by means such as these that a sense of actuality may be given to the work and a spirit of initiative cultivated in the pupils. But the examples given are not intended as directions to be implicitly followed ; it is much more important that individual teachers should exercise their ingenuity in devising for themselves the best means they can for achieving the essential objects aimed at.

16. The exercises in the preceding paragraph presuppose that every school with a supplementary course will be equipped with a proper set of reference books, *e.g.*, a standard dictionary (etymological), a reference atlas with index, various historical books, including a hand-book of European history, a biographical dictionary, a dictionary of dates, and one or more of the comprehensive year-books now issued by various publishers. Necessary equipment

It is also highly desirable that such schools should possess a small lending library of carefully selected books of literature.

17. It is Their Lordships' intention that supplementary courses of the kind indicated in this Circular should be eligible for grant under Article 21 of the Code, and any changes in the Code which this may render necessary, will be proposed for the approval of Parliament. Proposed alterations of the Code.

18. They have also in view the necessity—in consequence of the altered conditions of school attendances—of making certain changes in the regulations for the Merit Certificate. Under present regulations it can no longer be regarded as being, properly speaking, the Leaving Certificate of the Elementary School.

It will be preceded by a qualifying examination designed to secure that a pupil entering upon the special courses dealt with in this Circular (or passing into a Higher Grade Department) shall have reached a sufficient stage of advancement in the general range of studies of the Elementary School.*

* On this examination no certificate will be awarded.

The Merit Certificate granted on leaving school shall take account of work done in the supplementary courses. It will state that the holder, after passing the qualifying examination at a certain date, has pursued a certain course of work corresponding to one of those indicated in the present Circular, and will specify the value put upon his attainments in the several subjects of the course so far as these admit of specific mention.

I have, &c.,

H. CRAIK.

APPENDIX.

SUGGESTIONS FOR SPECIALISED INSTRUCTION IN THE SEVERAL COURSES REFERRED TO IN THE CIRCULAR.

In making these suggestions, my Lords desire it to be clearly understood that the aim has been to indicate certain *possibilities* of each line of study for the benefit of those pupils who may continue in attendance at a Supplementary Course after 14 years of age, or who may return to school for special study in the winter, in the manner suggested in paragraph 13 of the Circular; it is neither expected nor desired that any attempt should be made to cover the whole programme suggested for each Course before the age of 14. This applies more particularly to the programme suggested for the Industrial Course. In that Course it would be unreasonable to expect that more than a small portion of the work suggested should be overtaken before the age of 14; but it is most important that what is done should be on lines which may be followed out without any essential change in method, when attendance at the more advanced Continuation Classes comes to be substituted for attendance at the day school.

N.B.—It is understood that the instruction described under heads (A) and (B) of the Circular will be given in *all* Courses.

COMMERCIAL COURSE.—(1). The main object of the Commercial Course will be as complete an understanding as possible of the principles of Arithmetic and expertness in making calculations. But the understanding and expertness will be acquired through familiarity in dealing with concrete cases, such as actually occur in business transactions. Every possible method of arriving at a result should be considered, and the reasons for the superiority of certain methods fully discussed. Even such exercises as the construction and use of a ready reckoner should not be disdained. In this course the pupils should be made thoroughly familiar with the calculation of sums in decimal money, and should be accustomed, even in dealing with sums in British money, to express shillings and pence directly and automatically in the form of decimals of a pound. Even if no practical purpose is served thereby in the immediate future, it nevertheless remains true that such exercises form one of the best and most convenient means of acquiring a mastery of decimal notation.

(2). The principles, and some of the more ordinary devices, of Book-keeping should be explained and illustrated by the keeping of accounts in very simple form.

(3). The purpose and proper form of the more common commercial documents, such as invoices, accounts, receipts, cheques, etc., should be explained.

(4). There should be systematic exercises in Handwriting, designed to secure *speed*, while preserving legibility and correctness of form. It is matter of common complaint that the good style of handwriting which my Lords are glad to believe is a very general characteristic of schools under the Code, soon gives

way under the stress of office work, and it is probable that this is in some degree owing to the want in school of graduated speed exercises, such as those here indicated.

(5). Shorthand may also be added where time permits, but my Lords do not regard this as any necessary part of the Commercial Course.

INDUSTRIAL COURSE.—(1). The essential object of this course should be to give the pupil such a knowledge of Geometry and Mensuration as can be acquired experimentally by the construction and exact measurement of figures drawn to scale by the use of various instruments, such as compasses, protractors and set squares. In this way a real understanding of the fundamental propositions of Geometry relating to angles, the various relations of the sides and angles of a triangle, the measurement of rectilinear plane figures, and various properties of the circle and of similar figures, may be acquired, as well as the power of applying this knowledge to actual problems of construction or measurement. The use of graphs to indicate the relation of varying quantities should be taught. It may be found possible to add some elementary instruction as to the measurement of solids. The teacher should not hesitate to adopt devices borrowed from any province whatever of Mathematics, if only they are found to be within the comprehension of the pupil. The distinguishing feature of the course should be that at every stage the pupils deal with concrete problems, and not with developments of mathematical theory. The correct use of mathematical instruments is a matter of prime importance, and exactness of measurement should be insisted upon.

(2). Incidentally, the course will give considerable scope for the practice of Applied Arithmetic. In addition to the ordinary foot rule, decimally divided scales should be in constant use, in order that, as in the Commercial Course, the pupils may be familiarised with decimal operations, and may acquire a knowledge of the principles of the Metric System.

(3). The work should include some practice in money calculations, though not to the same extent as in the Commercial Course.

(4). To this course should be added workshop practice (woodwork and iron-work) in which the pupil, besides being taught the proper use of tools, is exercised in the production of objects from working drawings, as well as in the construction of such drawings from actual objects, in simple plan and elevation, or in isometrical projection.

(5). Some instruction should also be given in the simple principles of Mechanics, and pupils who have reached a sufficient stage of advancement may be introduced to the consideration of such problems as are contained in the elementary text books on Building Construction, or Machine Construction and Drawing.

COURSE FOR RURAL SCHOOLS.—(1). The special instruction relative to this course should obviously be in matters pertaining to Agriculture and Horticulture. The Nature Study lessons given in the earlier stages of school life should now be so amplified and extended as to be useful afterwards in the work of field or garden. School gardens, such as are now common in America and on the Continent, would prove a most valuable adjunct to the lessons, and the time spent in giving practical instruction therein would, under reasonable restrictions, be reckoned as part of the school course. Much, however, may be done with window boxes and flower pots in the way of experiment and observation on plant reproduction and growth, the influence of various manures in increasing the fertility of a soil, &c. The rocks and soils in the neighbourhood should be carefully studied and their relations established. The suitability of different soils for particular crops might afterwards be considered from the farm practice of the district. The life histories of weeds and insect pests could be worked out and simple remedies against them tested. Wind and insect pollination of plants would also prove a most interesting study, and would naturally lead to observations on bees and bee-keeping at the nearest bee-hives. A few well-illustrated lessons in the rudiments of chemistry would serve to bring home to the pupils the more important facts connected with the nutrition and work of plants, and the relations of air, water, and soil, to both vegetable and animal life. This gives a brief outline of the nature of the instruction which may be undertaken, but the intelligent teacher, knowing his ground will be able to suggest many other lines along which the school time may be advantageously spent. From the observations made, inference as to the farming practice may from time to time be drawn; but it is important that the course should be a training of the observing and reasoning faculties, such as will be of value to the pupil whatever his future occupation may be, and not simply a committing to memory of facts relating to any branch of Natural History or Agriculture.

In any inferences as to farming practice that may be drawn, the teacher should be careful to be guided by the best expert opinion available, and full use should be made, both for purposes of illustration and for drawing inferences as to correct farming practice, of any Experiment Stations conducted in the neighbourhood by the Agricultural College of the district.

(2). As subsidiary subjects, the following should find a place in the course. (a) Instruction in Geometry on the lines already indicated for the Technical Course, but leading up to land measuring and simple exercises in surveying. (b) The study of newspaper market reports and exercises in calculations based upon them. (c) The keeping of accounts.

HOUSEHOLD MANAGEMENT (GIRLS' COURSE) — (1). The special aim of this course should be to give the pupils an intelligent and well-grounded preparatory knowledge of the essential branches of housewifery. The course should comprise a series of carefully co-ordinated lessons in housekeeping (the care of rooms, furnishing, and clothing; marketing and the keeping of household accounts; cookery, laundry work, and needlework, especially mending, darning, and cutting-out). It is important that these various branches should be treated, not as isolated subjects to be taken in separate courses and then dropped, but as parts of a whole conducing to one end.

While this course must, from the nature of it, be mainly practical, yet it may be made a valuable instrument of mental discipline, if care be taken to secure that practice is always intelligently based upon reasoned and well-illustrated theory. By clear explanation, illustrated whenever possible by simple experiments, the pupils should be made to understand and appreciate the "reason why" of the detailed practical methods taught; and they should be trained and encouraged to observe, test, note, compare, and infer for themselves.

In Girls' Courses thus treated, some extension would fitly be given to certain of the topics of general education enumerated under head (B) (a). In particular the subject of the proper feeding and care of infants should receive attention.

It would be of much advantage towards thorough efficiency that the above instruction—at least, as regards its general direction—should be in the hands of persons who are not merely expert in various branches of household work, but who combine therewith a good general education, some scientific training, and some insight into the problems of education.

(2). The following may be specified as subsidiary subjects of this course: (a) Certain applications of Arithmetic—*e.g.*, expertness in calculating prices, familiarity (acquired by practice) with the common weights and measures and their sub-divisions, and accuracy in estimating quantities generally. (b) Practice in scale drawing as applied to the making of diagrams for cutting-out. It is possible that in certain cases this may be extended so far as to make, at all events, a beginning of such experimental study of Geometry as is indicated for the Industrial Course. (c) Dressmaking and the use and care of the Sewing Machine.

MEMORANDUM AS TO THE CODE OF 1903.

Article 29.

Presentation of
Candidates
under Article 29.

1. Though the date specified in the second footnote to this Article is inapplicable in the present year, intimation as directed should be made to His Majesty's Inspector at as early a date as possible, if this has not been done already.

2. The names of Candidates to be presented to His Majesty's Inspector for authorisation of their enrolment in supplementary courses or Higher Grade Departments, should be made on Forms 62a and 62a Duplicate, copies of which are enclosed herewith. Further copies may be obtained on application to the Department. Directions for the selection of candidates for presentation are contained on this Form, and these directions should be carefully followed. Attention is further called to the head-note of the Form.

Article 161

Pupils who will be entitled in terms of the Education Act, 1901, to leave school during the session 1903-4—and those pupils only—may be presented during the present year for a merit certificate under the conditions of the Code of 1902. The names of such candidates should be entered on the Form 62 formerly supplied and not on the present Form 62a.

Merit
Certificate.

Article 21.

"Advanced Departments" recognized under the Code of 1902 or previous Codes will be accepted as eligible for Grant under Article 21 of the present Code. The work of such Departments may, at the discretion of managers, be conducted on the present approved syllabus during the Session 1903-4, or part thereof, on the understanding that His Majesty's Inspector will be consulted at one of his visits during the session, as to the changes necessary to bring the curriculum of the Department into reasonable conformity with the requirements of Schedule VI. to the Code, and that definite proposals to that end will be submitted before the close of the Session. It is expected, however, that an endeavour will be made to meet the requirements of Schedule V., especially as regards the teaching of English, as from the beginning of the Session 1903-4.

Procedure for
previously
recognised
"Advanced
Departments."

In view of the more elastic terms of Chapter IX. of the Code, proposals will be entertained for the recognition as Higher Grade Departments of certain of the larger and better organized of the existing Advanced Departments. The essential conditions of recognition will be that there is a reasonable probability of a sufficient number of pupils remaining to the end of the third year's course; that the time-table shall make provision for the separate instruction of the pupils of the different years in the principal subjects of the course; and that the curriculum proposed shall conform to the type prescribed in the footnote to Article 138 of the Code. This latter requirement may be waived during the session 1903-4 on good cause being shown, and the present approved curriculum of the Advanced Department accepted as a basis of work; but the payment of a grant at the rates specified in Chapter IX. for the Session 1903-4 will not be made unless a curriculum (for the ensuing year) be adjusted to the satisfaction of the Department before the close of the Session.

Supplementary courses (Article 21) may also be proposed in connection with schools in which there has not been hitherto a recognised Advanced Department. Intimation of proposals to form such courses must be made by letter to the Department within one month of the re-opening of the school after the summer vacation, and in any case not later than 1st November 1903. A Form for the return of certain particulars as to the course proposed will then be supplied.

Procedure
where an "Ad-
vanced Depart-
ment" has not
previously been
recognised.

As regards all supplementary courses, whether proposed in substitution for existing Advanced Departments or otherwise, the requirements of Schedule V. are imperative with the qualification that a selection may be made, according to circumstances, of the subjects to be treated under head B. in each year. The courses outlined in Schedule VI. on the other hand are to be regarded as types only, and proposals for their modification, either by a different combination of the subjects named or by a substitution of others which are deemed more suitable to the circumstances of the school, will be entertained, provided that the

Curriculum of
Supplementary
Courses.

essential object of these courses—viz., the application to practical ends of the knowledge of elementary subjects already acquired—is kept in view. Departure from the typical courses of Schedule VI. will be specially considered by His Majesty's Inspector, and will be sanctioned only when he is satisfied, from his knowledge of the school, that they will conduce to the attainment of this essential object.

In accordance with the terms of the latter part of paragraph 3 of the Circular letter of 16th February last (No. 374), the instruction in the distinctive subjects of Secondary Education of selected pupils in rural schools in circumstances approved by the Inspector may be regarded as part of the work of the supplementary course for the purpose of a grant under Article 21.

Article 19. A. 8—11.

School Time-
table and
Scheme of
Work.

In view of the information now afforded by the "Record of Work" as to the work actually done in school during a given period, it no longer seems necessary to lay the same stress as formerly on the observance of a minutely-detailed time-table. The construction of a proper time-table will always be an important aid to the teacher in his work: but provided a proper balance is observed between the main subjects of instruction it is not necessary that regularly recurring periods should be specified in the time-tables for each division and sub-division of the main subject. These sub-divisions, in so far as they are retained for any purpose, should be regarded as interchangeable, to be taken at such times and in such proportions as will best conduce to progress in the main subject.

In order that opportunity may be allowed for the consideration of the curriculum of the school as a whole with a view to its complete adjustment to the requirements of recent codes and the framing of suitable time-tables, it will not be required that schemes of work or time-tables for any part of the school be submitted for the session 1903-4 (except in those cases where they are called for for some special reason). The work for this session may proceed on the basis of the syllabuses and time-tables already approved, but His Majesty's Inspector should be consulted at his visits to the school as to any changes it is thought desirable to make, and a definitive syllabus of work and time-table for the school as a whole should then be drawn up to be submitted to His Majesty's Inspector for the approval of the Department *before the Summer Holidays of 1904.*

If these proposals are properly drawn up they may reasonably be expected after adjustment to serve as the basis of work for a period of years except in such minor details as may be dealt with yearly by His Majesty's Inspector on his visits to the school, and it will not be necessary that they should be re-submitted annually nor except when specially called for.

Note.

It is in contemplation to make some simplification in the forms in use in connection with the claim of grant so far as such simplification may be consistent with due security for the expenditure of public money.

1st May, 1903.

REGULATIONS APPLICABLE TO THE CODE OF 1903, WITH REGARD TO SCHOOL REGISTERS AND THE METHOD OF KEEPING THEM.

The following regulations, which have been drawn up for use in all Schools claiming Annual Grants, should be scrupulously observed in regard to registration.

(A) SCHOOL REGISTERS.

1. In every School there must be—

- (a.) A Register of admission, progress, and withdrawal.
- (b.) Registers of daily attendance for all scholars.
- (c.) A Register of Summaries.

Registers of hours of attendance at approved courses of practical instruction (Articles 21 (b) and 143) must also be kept where necessary. (See Sections (C) 4—8 of these Regulations).

2. These Registers must (Article 34) be provided by the Managers out of the funds of the School, so as to be the property of the School, and not in any sense that of the Teacher. Each Register should be signed on the title-page by the correspondent for the School, with the date at which it was supplied to the Teacher.

3. The pages of these Registers must be numbered consecutively.

(B) ADMISSION REGISTER.

1. *The Admission Register* must be kept exclusively by the Head Teacher, and made up at least once a week. Successive numbers must be allotted to the children on their admission, so that each scholar may have his own number, which he should retain throughout his school career. This number must always be used to identify the scholar when there are two or more children of the same name.

2. This Register must show distinctly for each scholar—

- (a.) His number on the Register.
- (b.) The date of his admission or re-admission—day, month, and year.
- (c.) His name in full, Christian and surname.
- (d.) The name and address of his parent, or guardian.
- (e.) Whether exemption from religious instruction is claimed.
- (f.) The exact date of the scholar's birth—day, month, and year.

NOTE.—The parent should, in every case where there is any reason whatever for doubt, be asked to produce the Registrar's Certificate of Birth.

- (g.) The last School attended before entering this School.
- (h.) The Department or Division in which he was there placed.

NOTE.—These particulars should be ascertained by communication with the Managers of his last School.

- (i.) The precise date and cause of leaving.

3. No children of school age, 5 to 14, who are not, under the provisions of the Education (Scotland) Act, 1901, granted exemption from the obligation to attend School, should be removed from the Admission Register unless their parents have actually left the district, or the children are known to be attending another school.

NOTE.—In every case of prolonged absence, inquiry should be made as to the cause of the absence; and if this be not satisfactory, the case should be immediately brought under the notice of the School Board.

4. When a scholar returns to School after having been registered as "left," he must be re-entered as "re-admitted" at the date of his return, but should thereafter resume his original admission number.

5. This Register must have an alphabetical index, the entries in which should be made at the same time as the principal entries in the body of the Register.

6. There must be no blanks, alterations, or erasures ; if any error has been made, it must be corrected by an explanatory note.

NOTE.—The note should, if possible, be made in the Register. When this is not possible, the note should be made in the log-book, and a reference to the page of the log-book entered in the Register.

(C) ATTENDANCE REGISTERS.

1. The Attendance Registers must be marked every time that the School meets (Article 23 of the Code).

NOTE.—If on a wet and stormy day very few children attend, the Managers may at their discretion not open or commence School ; but if the School is opened the Registers must be marked.

2. They must show the daily and weekly attendances of every scholar, beginning with the first day of the School year (Article 11), and continuing to the end of the same.

3. The approved Time-table must provide adequate time at each meeting of the School for marking and summing the Registers. This time must end before the commencement of the minimum time constituting "attendance," as specified in Article 23.

4. Separate Registers must be kept for—

A. Higher Grade Schools or Departments (Article 138).

B. Supplementary Courses (Article 21)—pupils, who being over 12 years of age have been approved by H.M. Inspector for enrolment (Article 29).

C. Pupils in Lower Departments.*

5. In A. (Higher Grade Schools or Departments) the attendances must be registered separately of:—

(1.) Pupils who, having been approved by H.M. Inspector (Article 29) and being over 12 years of age are following an approved first year's course (Article 142 (a)).

(2.) Pupils who are following an approved second year's course (Article 142 (b)).

(3.) Pupils who have completed a second year's course, and are continuing their studies (Article 142 (c)).

6. In B. (Supplementary Courses) the attendances of all pupils may be registered together.

7. In C. (Lower Departments) the attendances must be registered separately of:—

(1.) Pupils under 3.

(2.) Pupils between 3 and 7.

(3.) Pupils between 7 and 10, and

(4.) Pupils over 10 (who are not enrolled in a Supplementary Course). *

* Article 19 B. 1. footnote, Code of 1903.—The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the School year shall be registered under (b) or (c) respectively throughout the year ; but if he does not reach the age stated till the second half of the School year his attendances shall continue to be registered under (a) or (b) respectively throughout the year.

8. Attendances at approved courses of practical instruction (Articles 21 (b) and 143) must be registered separately both in A. and B. (Higher Grade Schools and Supplementary Courses), and also in C. (4) (corresponding to the Senior Division), if any pupils in the latter, being over twelve years of age, attend such courses.

NOTE.—The number of hours of attendance must be shown separately for each subject of practical instruction.

9. In mixed Schools and Departments the boys and girls should, as a rule, be entered on separate pages of the Registers.

10. On the outside of the cover of each Register should be legibly written the name of the School or Department (if the School consists of more than one department), and the year.

11. There must be columns for each scholar's name in full, for his admission number (*see Note*), for his age, and in Lower Departments for the Division in which he is placed for purposes of instruction (*see Article 19*). In Higher Grade Schools and Supplementary Courses there must be a column for showing when the pupil was presented to H.M. Inspector (*Article 29*) for approval of enrolment.

NOTE.—The admission number must be repeated whenever the scholar's name is entered in a fresh page in the Register.

12. There must be columns for all the weeks in the year, each of which should always be dated at the head with the day and the month.

13. There must be a column for the entry at the close of each week of the total attendances (or hours of attendance, *Article 21 (b)*) made by each scholar during that week, and, at the end of the Register, columns to sum up the total attendances (or total hours of attendance, *Article 21 (b)*) of each scholar during the year.

14. The Register may be marked by an Assistant Teacher or Pupil Teacher (if he have completed his second year), but the Head Teacher of the School or Department, as the case may be, must always be responsible for its accuracy.

15. In marking the Attendance Registers, the following rules must be observed:—

(a.) At each meeting of the School the Registers must be marked for each child, and the attendances summed at the foot of each page at the time specified for this purpose on the approved Timetable.

(b.) All markings must be made in ink, never in pencil inked over afterwards.

(c.) Presence must be marked with a cross, thus x.

(d.) Absence must be marked with an "O."

(e.) There must be no dots, blanks, alterations, or erasures: if any error has been made it must be corrected by an explanatory note.

NOTE.—The note should, if possible, be made in the Register. When this is not possible the note should be made in the log-book of the School or Department, and a reference to the page of the log-book entered in the Register.

(f.) When the first attendance made by a scholar does not coincide with the beginning of the page, the blank space left must be cancelled by drawing a line across it.

(g.) If a scholar leave before the two hours of secular instruction expire, his mark for presence must be cancelled by drawing a ring round it thus



(h.) Registers must be original, and not copied from slates, papers, &c., on pretence of keeping them clean, or any other plea.

(i.) The number of attendances (or hours of attendance, Article 21 (b)) made by each scholar during the week must be entered at the end of each week.

(k.) When a half or whole holiday occurs a line should be drawn down the whole length of the column or columns.

NOTE.—If in any case this is impossible owing to the construction of the Register, a note must be made at the time on each page of the Register and also in the log-book.

(l.) For longer periods, "Holiday" must be written across the columns, and the precise date at which the holiday begins and ends must be noted in the log-book.

16. At the foot of the attendance columns for each week must be entered :—

(a.) The number of times the School was open, morning and afternoon.

(b.) The total number of attendances (or hours of attendance, Article 21 (b)) made by all the scholars on this page of the Register during the week.

(D) REGISTER OF SUMMARIES.

1. The weekly entries of the attendance (or hours of attendance, Article 21 (b)) must be transferred from the Registers *at the end of each week* into appropriate pages in the Register of Summaries.

2. The number of scholars on the Admission Register must be recorded at the end of each week.

3. At the completion of the year, the following annual averages must be struck and entered for boys and girls separately :—

A. In Higher Grade Schools or Departments of the attendance of :—

- (1.) First year's course pupils.
- (2.) Second year's course pupils.
- (3.) More advanced pupils.

B. In Supplementary Courses of the attendance of all pupils over 12 years of age qualified for enrolment.

C. In Lower Departments of the attendance of pupils :—

1. Under 3.
2. Between 3 and 7.
3. Between 7 and 10.
4. Above 10.

NOTE—The highest weekly average must be noted.

4. The Register of Summaries should be clear, and must show the results asked for in the Managers' Return, Form 9.

E.—GENERAL RULES.

1. The various Registers must be kept under careful supervision by the Managers, who should verify for themselves at occasional visits to the School without previous notice being given to the Teacher, as a rule *at least* once in each quarter, that all the foregoing rules have been duly observed. They should also call the roll, and by comparing the number of attendances as summed in the Register with the numbers actually present, see whether the attendances at that meeting have been correctly entered. On each of these occasions a *dated entry* should be made by the Managers in the log-book and on the Registers themselves.

2. All Registers, when filled, should be put away and preserved for at least five years.

3. A copy of these regulations must be kept in every School or Department, and must be accessible to every Teacher who is entrusted with the marking of Registers; and my Lords recommend that it be printed in *extenso* in every Register drawn up for use in inspected Schools.

July, 1903.

TRAINING OF TEACHERS.

(Circulars to Training Colleges and Local Committees for King's Students.)

RECORDS OF STUDENTS' WORK.

C. 362.

Scotch Education Department,

23rd September, 1902.

SIR,

1. I am directed to state that my Lords propose to modify the present arrangements for recording the results of the work of students in training as follows :—
2. They will not in future require Form 4 T. to be filled up for students of all years, at the close of each term, but a careful record of the work and progress of each student, in each subject of the curriculum, must be kept by the teacher of that subject in such a form as may seem most convenient for supplying the information required by the Department.
3. This record must show for each term—(a) the total number of hours of instruction in the subject received by each student; (b) the results of the Class Examinations held; and (c) such further details as may seem desirable with a view to the assessment, at the close of the term, of a "Final Mark" representing the teacher's estimate of each student's attainments in the subject at that time. The order of merit as determined by the "Final Marks" should also be indicated at the end of each term.
4. It will rest with the Principal to see that the Record Books for the various subjects are being properly kept. They must at all times be available for the information of the Inspectors of this Department, who at the time of their visits will test the award of the marks recorded therein, in the manner described in paragraph 8 of Circular 352.
5. At the close of each Summer Session my Lords will call for a statement in regard to the work of the outgoing students of the second year, in each subject in the curriculum, particulars for which will be drawn from the Record Books above referred to.
6. These statements or schedules will correspond generally to Form 4 T, showing, for the subject in question, the total number of hours of instruction received by the students during the whole course of their training, the teacher's final estimate of their relative attainments, and the details—which will vary according to the nature of the subject—on which that estimate is based.

7. Such statements will be required in respect of each of the twelve subjects mentioned in paragraph II. of Circular 329. Where for purposes of instruction any one of these subjects has been sub-divided—as, for example, in the case of the various branches of English, Mathematics, or Drawing—each student's records in these sub-divisions must be collated, so as to arrive at a general mark for the whole subject, and in such cases the marks for the subsidiary subjects might be entered as part of the details on which the "Final Mark" is founded.

8. Both in the Record Books and the statements to be forwarded to this Department, it will be convenient that the entries should be expressed numerically in relation to a maximum of 100.

I have, &c.,

H. CRAIK.

MODERN LANGUAGES.

C. 371.

Scotch Education Department,

22nd December, 1902.

SIR,

Adverting to Their Lordships' Circular Letter 353, dated 8th March, 1902, I am directed to state that upon further consideration My Lords have found it necessary to make some modification of the conditions upon which a special qualification as a teacher of modern languages in terms of paragraph V. of Circular 329 will be granted.

Their Lordships think it desirable that for this special purpose a somewhat higher standard of proficiency in written work should be required that it has been thought necessary to exact in the case of ordinary candidates for a pass in the Higher Grade at the Leaving Certificate Examination. Accordingly, passes previously gained at the Leaving Certificate or other Examinations will no longer be accepted. All candidates for the qualification in question must now present themselves for examination during their Training College course, in order that their work may be judged by one and the same standard. The written part of the examination may be taken either in the first or second year of the course. A list is enclosed of those first year students whom, on a review of their papers, my Lords are prepared to accept as having satisfied this part of the examination. I am, however, to state that the pass mark for the present year has been fixed with some hesitation, and that a gradual rise in the standard may be looked for.

The oral examination will be conducted as before, but a somewhat higher standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative. Each candidate will also be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied, and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear. It should be unnecessary to say that a thorough understanding of the meaning of each piece and its construction will be

expected. An exercise in dictation may also be set. As a condition of presentation at the oral part of the examination (which may not be taken till the second year). My Lords will require in all cases evidence that the candidate has been under regular instruction in the Training College or at a University class.

My Lords presume that only in very exceptional circumstances will a candidate be put forward for a qualification in two languages, and that, as a rule, the efforts of the student will be directed to acquiring, as far as possible, a real mastery of one. They further presume that only those students who are found upon entering to possess a fair preliminary knowledge of the language to be studied will be put forward for a qualification at all.

But, quite apart from any question of special qualification as a teacher of Modern Languages in terms of paragraph V. of Circular 329, My Lords think it highly desirable that those students also who enter upon their course of training with, it may be, little preliminary knowledge of a modern language, and who may not hope to obtain the special qualification referred to should nevertheless be afforded an opportunity, as part of the regular curriculum of study, of acquiring under the best tuition such a knowledge of the elements of that language as will be likely to make subsequent private study profitable. Much that is implied in the knowledge of a language, gradually increasing command of vocabulary, knowledge of sentence construction, appreciation of the masterpieces of literature, may result from the unaided efforts of the capable student. Even skill in composition may be acquired, to some extent, in circumstances which do not admit of direct personal tuition. But to many of those who will subsequently become teachers in various parts of the country, the Training College affords the one and only opportunity of accustoming the ear to the sounds of a foreign tongue and of acquiring the power of reproducing them with facility and approximate correctness. It is therefore clear what line the course of study during the period of training should take. What the student can do for himself should be done in his time for private study, with, of course, the necessary guidance and direction. The precious hours of classwork must be utilized, as far as possible, for the exercise of ear and tongue.

In teaching pronunciation full use should be made of the knowledge acquired in the general course of phonetics at the College, and the student should be required to commit to memory pieces of prose and verse, the pronunciation of which has been studied in detail and thoroughly mastered. Alongside of these practical exercises, systematic study of the grammar of the language should be undertaken, but this study of the grammar should be illustrated, not by random examples, but by constant reference to the pieces which the student has already mastered. Thus, for example, the broad rules for the classification of substantives according to gender having been learned, the student should be exercised in referring each individual substantive in the pieces he has already learned to its proper heading in the grammar. Similarly, at a more advanced stage, the rules for the construction of the subjunctive mood having been studied in outline, all the instances of the subjunctive mood in the pieces with which the student is familiar should be carefully examined with reference to those rules. It is only by some such process that one can hope to avoid a defect of which examiners constantly complain, viz., that candidates who apparently know a grammar rule correctly are unable to apply it in practice.

The number of pieces thus studied should be gradually and continuously added to, and these pieces should be ultimately known in their minutest detail of construction. Thus treated they will form a permanent body of reference for the guidance of the student in his further, and, it may be, unaided studies. They will also provide abundant material for practice in composition, both oral and written.

For the purpose of placing the Training College student in a position in which he may pursue profitably the study of the language for himself without extraneous aids, no other form of study than that already indicated is really essential. A comparatively few selected pieces must be thoroughly studied from the point of view of pronunciation and construction, committed to memory, and made the basis for abundant exercises in the manipulation of words and constructions with which the student is already thoroughly familiar. The knowledge acquired, if limited in scope, will be not only thorough but readily available in practice, and will form a sound basis for further study. But nothing less than complete mastery of what is learned, involving perfect recollection and instinctive correctness of phrase within the limits of the constructions known, will suffice.

If time permits and greater variety of work is desired, two additional forms of exercise may be practised, both of which may be largely matter for private study. The one is the acquisition of a vocabulary descriptive of common things and common actions, combined with the study of a well-selected book of dialogues. The other is the free reading of attractive subject matter without further reference to the dictionary and grammar than is necessary to make out the sense. Models of good translation into English should be given from time to time and discussed in class, and occasional exercises of this kind should be given out for home work, but as little as possible of the class time should be devoted to routine construing. For more advanced students—with whom nevertheless oral work should not be neglected—there is the systematic study of some work of literature and the practice of composition in its various forms.

Students who on entering are found to have already made considerable progress in one language may be allowed to take part in the elementary study of the pronunciation and grammar of another language conducted in the manner already described, with a view to laying a foundation for further study. But care must be taken that a disproportionate amount of time is not given by any individual student to languages as compared with the other subjects of the curriculum, and, as already stated, only in very exceptional circumstances should any attempt be made to put forward a student for a qualification in two languages. In no case should even the beginnings of study of a second language be made until considerable progress has been made with the first, or until by sufficient reiteration the characteristic associations of the first language have become established beyond risk of disturbance from the second.

In the choice of a language to be studied in those cases where a choice is possible, My Lords hope that every consideration will be given to the claims of German. At present it is found that the overwhelming majority of candidates take French, but it may be suspected that in many cases the choice is due rather to unreflecting custom than to any deliberate weighing of the respective advantages of the two languages.

My Lords have decided that, apart from the special qualification referred to in paragraph V. of Circular 329, an entry may be made on the College Certificate in respect of work done in language classes. This entry, as in the case of other subjects, will be made on the basis of the class marks for the session, after adjustment in the manner described in Circular 362, and will not be affected by the results of any examination for special qualification.

I have, &c.,

H. CRAIK.

MUSIC.

C. 370.

Scotch Education Department,

2nd January, 1903.

SIR,

My Lords have had under consideration the present system of musical training for students in the Training Colleges and King's Students, and the following points would seem to deserve the attention of the Lecturers on Music:—

It is very desirable that students should understand that the primary object of their training is not the passing of an Examination, nor even the attainment of individual proficiency in the Art of Music, but the qualifying of themselves as capable teachers of Music in elementary schools.

Therefore it is of the first importance that all students should make themselves familiar with the musical work of the Practising Schools, and especially with the teaching of sight-reading to the younger children.

It is on the power of sight-reading that the musical development of scholars in the elementary schools chiefly depends, and the practice of teaching by ear, except in the case of very young children, should always be discouraged.

Opportunity for what are generally known as criticism lessons should also be given.

Students should be impressed with the idea of making the national songs of England and Wales, Scotland, and Ireland familiar to the rising generation, so that, as far as possible, the schools may set a wholesome standard in musical taste. The singing of national songs by the students in unison, as a social recreation, affords an easy and agreeable means of acquiring a sound knowledge of these songs, while musical progress is encouraged by linking it with the pleasant associations of student days.

Both notations should be made familiar to the students, and they should be encouraged to demonstrate clearly on a black-board.

Looking to the desirability of training them to appreciate what is of high quality in Music, it is suggested, that, in the practical course of the first year, there should be included at least 12 standard songs to be sung in unison. When more convenient, a duet, proper regard being had to the quality of the composition, may be substituted for a song.

In colleges where both men and women take part in the Choral Music, the Music need not take this form ; but Choruses selected from Works of high standing may be chosen. The Inspector will be glad to hear the performances of the First Year Students at his Annual Visit. The Choral Music for the Second Year will be as heretofore ; but it is earnestly hoped that in all cases great care may be taken to secure a high type in the music prepared.

I have, &c.,

H. CRAIK.

SECONDARY EDUCATION.

(Circular to Secondary Education Committees.)

C. 359.

Scotch Education Department,
31st July, 1903.

SIR,

My Lords will be glad to receive at your early convenience the Annual Statement of the Accounts of your Committee, together with a Short Report on the work of the Committee and the progress of Secondary and Technical Education in their district during the past year. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ended 15th May, 1903, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

I am also to call your attention to the terms of paragraph 18 of the Minute of 10th June, 1897, and to request that my Lords may be informed before the 1st November next, whether your Committee propose to distribute the grants available to them for purposes of Secondary and Technical Education during the current financial year under their Existing Scheme, or whether they propose to submit an Amended Scheme under paragraph 14 of the Minute for the distribution of such grants. If the Scheme has been in operation for some length of time, the considerations set forth in the present communication should receive the serious attention of the Committee before a decision is arrived at with regard to the current year's proposals, and the changes made in the Day School Code of 1903, so far as they relate to the Merit Certificate, and the substitution of "Supplementary Courses" for "Advanced Departments," should not be overlooked in the revision of the scheme.

If, after due consideration, the Committee resolve to follow the former course it will be sufficient that a certified copy of their resolution be forwarded to this Department, but if a new scheme is adopted the Committee should, as soon as the draft of the amended scheme has been submitted to the Department, announce, by advertisement in one or more newspapers circulating in the district, as nearly as may be in the form shown in Appendix I., that the scheme has been submitted, and should forward to the Department copies of the newspapers containing the advertisement.

The scheme should be submitted *in duplicate*, and should be framed so as to show clearly, in separate paragraphs, duly numbered, the particulars relating to the proposed allocation of the grant. The Report on the work of the past year and the scheme for the current year should not be combined in the same document.

The amount available for distribution amongst the Secondary Education Committees for the year 1903-1904 is the same as last year. Particulars are shown in the Table appended (See Appendix II.).

Your Committee have already been informed of the amounts (if any) payable to them in respect of the year 1902-1903 for purposes of Technical Education under the provisions of paragraph 11 of the Minutes of 10th June, 1897.

My Lords would again direct attention to the following considerations which they think should be kept in view by Committees in formulating schemes for the current year. It is by such considerations that My Lords will be guided in dealing with the proposals made.

(1.) The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage required for enrolment in Supplementary Courses or Higher Grade departments—Article 29 of the Day School Code for 1903—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

(2.) Provision for this purpose may be made in two forms:—
(i.) by grants to suitable schools; (ii.) by the provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them as, e.g., by making the grant to a school depend on the provision of a certain number of free places. The grant to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

(3.) (a) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher departments of State-aided Schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, &c., and of estimated expenditure upon equipment, staff, &c., provided that such expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school, copies of which are enclosed herewith.

(b) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit) but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In such cases should they be such as entirely to relieve Managers from the necessity of making some contribution from their own funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From

an examination of the returns made by School Managers on Forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past, and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

(c) My Lords do not regard individual successes in the Leaving Certificate Examination as a suitable basis for the distribution of grants. But the general result of these examinations in any particular case—the circumstances of the school being taken into account—will aid the Committee in determining whether the grant should be continued at all, or continued with such stipulations for increased efficiency as they may think it necessary to make.

(4.) (a) The conditions of the competitions for bursaries, &c., should be such as to give an equal chance to all scholars irrespective of the class of school in which they may perforce have received their previous education. All schools may reasonably be expected to give instruction in Elementary subjects up to the standard required under the Code of 1903, but all cannot be expected to be in a position to give their pupils special preparation in the initial stages of Secondary subjects. It follows that these latter subjects should, as a rule, be excluded from the scope of the selective examination if the bursaries are to serve in any degree as a means of giving the brighter pupils from the less favoured schools an opportunity of entering upon a course of Secondary Education. Ordinarily, therefore, the subjects of examination should be confined to those required for enrolment in Supplementary Courses, and the limit of age should be fixed accordingly. With a view to prolonging the attendance of bursars at Secondary Schools or Departments, bursaries might, with advantage, be arranged on a sliding scale, increasing in amount with each year of tenure.

(b) My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools, who, whether as the result of a bursary competition or otherwise, have passed into and remain for a reasonable time at an approved Secondary School or Department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 (e) of the Minute, and payment is not conditional upon the production of a Certificate under the provisions of paragraph 21 of the Minute.

Additional copies of this Circular are enclosed for the use of members of the Committee.

I have, &c.,

H. CRAIK.

APPENDIX I

FORM OF ADVERTISEMENT.

COMMITTEE ON SECONDARY EDUCATION FOR THE COUNTY

(or as the case may be) OF _____

NOTICE is hereby given that the Committee on Secondary Education for the County (or as the case may be) of _____ have this day submitted to the Scotch Education Department a scheme for the distribution of the sum available to them under Section 2 (1) (b) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded in duplicate.

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of _____ (not to exceed one shilling).

(Signed) _____

Clerk to the Committee.

Address _____

Dated this _____ day of _____ 1903.

APPENDIX II.

TABLE showing how much each Committee will receive of the sum of 55,300*l.* under the Minute of 10th June 1897, as amended by the Minute of 30th April, 1900.

County.	Fired Grant.	Amount of Grant according to Population.			Total.		
		£.	s.	d.	£	s.	d.
Aberdeen (excluding Burgh)	200	1,702	17	0	1,902	17	0
Argyll	200	788	10	10	988	10	10
Ayr	200	2,891	3	4	2,891	3	4
Banff	200	656	5	9	856	5	9
Berwick	200	330	12	6	530	12	6
Bute	200	199	10	11	399	10	11
Caithness	200	359	14	11	559	14	11
Clackmannan	200	338	17	11	538	17	11
Dumbarton	200	1,210	3	10	1,410	3	10
Dumfries	200	770	16	1	970	16	1
Edinburgh (excluding City & Leith Burgh)	200	992	17	2	1,192	17	2
Elgin	200	472	12	10	672	12	10
Fife	200	2,324	7	9	2,524	7	9
Forfar (excluding Dundee)	200	1,305	9	4	1,505	9	4
Haddington	200	410	13	6	610	13	6
Inverness	200	956	14	5	1,156	14	5
Kincardine	200	334	19	4	534	19	4
Kinross	200	70	15	7	270	15	7
Kirkcudbright	200	419	13	3	619	13	3
Lanark (excluding Glasgow City & Govan)	200	5,133	5	2	5,333	5	2
Linlithgow	200	705	14	4	905	14	4
Nairn	200	92	12	7	292	12	7
Orkney	200	304	16	6	504	16	6
Peebles	200	159	13	8	359	13	8
Perth	200	1,316	19	2	1,516	19	2
Renfrew	200	3,128	19	10	3,328	19	10
Ross and Cromarty	200	812	0	1	1,012	0	1
Roxburgh	200	515	2	9	715	2	9
Selkirk	200	248	8	3	448	8	3
Shetland	200	299	3	3	499	3	3
Stirling	200	1,507	13	9	1,707	13	9
Sutherland	200	227	14	5	427	14	5
Wigtown	200	345	16	0	545	16	0
<i>School Board Burghs.</i>							
Edinburgh	200	3,368	10	5	3,568	10	5
Glasgow	200	6,622	1	0	6,822	1	0
Aberdeen	200	1,630	8	4	1,830	8	4
Dundee	200	1,711	17	9	1,911	17	9
Leith	200	822	10	3	1,022	10	3
<i>School Board Parish.</i>							
Govan	200	2,209	16	3	2,409	16	3
Total	£. 7,800	47,500	0	0	55,300	0	0

II.

SECONDARY EDUCATION COMMITTEES.

(SEPTEMBER, 1903.)

No.	County, Burgh or Parish.	Inspector nominated by Department to act on Committee.	Name of Chairman.	Name and Address of Clerk.
BURGHs.				
1	Edinburgh	Dr. Stewart	J. Turnbull Smith, Esq., LL.D.	R. G. Scott, Esq., W. 8., 6, Hill Street, Edinburgh.
2	Glasgow	A. E. Scougal, Esq.	Sir John N. Cuthbertson.	G. W. Alexander, Esq., 129, Bath Street, Glasgow.
3	Aberdeen	J. Boyd, Esq.	Professor Trull.	Hugh Macdonald, Esq., 143, Union Street, Aberdeen.
4	Dundee	J. M. Wattie, Esq.	Baillie Duncan Macdonald.	J. Thornton, Esq., 15, Albert Square, Dundee.
5	Leith	A. O. Barrie, Esq.	Michael C. Grant, Esq.	R. Hardie, Esq., 8, Links Place, Leith.
PARISH.				
6	Govan	A. R. Andrew, Esq.	Rev. John Smith, B.D.	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
COUNTIES.				
7	Aberdeen	J. Boyd, Esq.	Lieut.-Col. F. N. Innes.	John Clarke, Esq., 7 Chanouy, Old Aberdeen, Aberdeen.
8	Argyll	D. Munro Fraser, Esq.		M. Sinclair, Esq., County Buildings, Lochgilphead.
9	Ayr	A. Lobban, Esq.	Thomas Smith, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
10	Banff	J. Boyd, Esq.	James Campbell, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
11	Berwick	W. Y. King, Esq.	The Rt. Hon. Lord Tweedmouth.	Joseph Wilson, Esq., County Clerk, Dunn.
12	Bute	A. E. Scougal, Esq.	A. E. Scougal, Esq., H.M. Inspector of Schools.	R. D. Whyte, Esq., County Office, Rothesay.
13	Calthness	J. A. Macdonald, Esq.	John Miller, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
14	Clackmannan	A. D. Millar, Esq.	Rev. A. Irvine Robertson, D.D.	J. Cuthbert, Esq., Candleriggs Allos.
15	Dumbarton	A. R. Andrew, Esq.	J. W. Stewart, Esq.	H. Hutcheson, Esq., 115, Wellington Street, Glasgow.
16	Dumfries	Dr. Thomson	Dr. Thomson, H.M. Inspector of Schools.	John Robson, Esq., County Buildings, Dumfries.
17	Edinburgh	A. O. Barrie, Esq.	Rev. J. A. Burdon.	J. Stewart, Esq., S.S.C., 3, Thistle Court, Edinburgh.
18	Elgin	J. Macleod, Esq., I.S.O.	J. Macleod, Esq., I.S.O., H.M. Inspector of Schools.	R. C. Cameron, Esq., Bank of Scotland Buildings, Elgin.
19	Fife	G. Dunn, Esq.	R. Cathcart, Esq.	W. D. Patrick, Esq., County Buildings, Cupar-Fife.
20	Forfar	J. M. Wattie, Esq.	The Rt. Hon. J. A. Campbell, M.P., LL.D.	A. W. Myles, Esq., National Bank Buildings, Forfar.
21	Haddington	A. O. Barrie, Esq.	John Brook, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
22	Inverness	J. L. Robertson, Esq.	J. L. Robertson, Esq., H.M. Inspector of Schools.	Messrs. Anderson and Shaw, W.S., Inverness.
23	Kincardine	J. Boyd, Esq.	The Rt. Hon. J. R. H. S. Forbes-Trefusis, of Fettercairn.	A. Wellealy Kiuncar, Esq., Stonehaven.
24	Kinross	A. D. Millar, Esq.	J. J. Mowbray, Esq.	W. K. Falconer, Esq., Kinross.
25	Kirkcudbright	Dr. Thomson	W. J. Maxwell, Esq., M.P.	Adam Brown, Esq., County Buildings, Kirkcudbright.
26	Lanark	R. Harvey, Esq.	J. D. Mitchell, Esq.	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
27	Linlithgow	Dr. Stewart	Captain Hope	J. G. B. Henderson, Esq., Linlithgow.

No.	County, Burgh or Parish.	Inspector nominated by Department to act on Committee.	Name of Chairman.	Name and Address of Clerk.
28	Nairn - -	J. Macleod, Esq., I.S.O.	J. Macleod, Esq., I.S.O., H.M. Inspector of Schools.	H. T. Donaldson, Esq., Nairn.
29	Orkney - -	J. Boyd, Esq. -	S. Reid, Esq. -	Duncan J. Robertson, Esq., Kirkwall.
30	Peebles - -	W. Y. King, Esq. -	Major Thorburn -	J. Ramsay Smith, Esq., County Clerk, Peebles.
31	Perth - -	J. Clark, Esq. -	Colonel Home Drummond	D. Marshall, Esq., County Buildings, Perth.
32	Renfrew -	D. Munro Fraser, Esq.	Sir C. Bine Benschaw, Bart., M.P.	James Caldwell, Esq., County Buildings, Paisley.
33	Ross and Cromarty.	J. L. Robertson, Esq.	J. L. Robertson, Esq., H.M. Inspector of Schools.	Alex. Ross, Esq., Dingwall.
34	Roxburgh -	W. Y. King, Esq. -	Jas. Brunton, Esq.	P. Stormonth Darling, Esq., County Clerk, Kelso.
35	Selkirk - -	W. Y. King, Esq. -	C. H. Scott Plummer, Esq.	John Steedman, Esq., County Clerk, Selkirk.
36	Stirling - -	A. D. Millar, Esq.	Col. Chas. M. King.	Patrick Welsh, Esq., County Buildings, Stirling.
37	Sutherland -	J. A. Macdonald, Esq.	J. A. Macdonald, Esq., H. M. Inspector of Schools.	Archibald Argo, Esq., Golspie.
38	Wigtown -	Dr. Thomson -	Jas. Drew, Esq. -	C. A. McLean, Esq., Wigtown.
39	Zetland - -	J. Boyd, Esq. -	Sheriff Moffat.	A. Sutherland, Esq., Lerwick.

LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT
as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63
of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys). " High School for Girls.
Ayr	Ayr Academy.
Berwick	Irvine Royal Academy.
Dumfries	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
Forfar	Kirkcaldy " "
	Arbroath " "
	Brechin " "
	Forfar Academy.
	Montrose " "
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkeudbright	Kirkeudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow " "
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B.
	Barbour Academy.
Roxburgh	Hawick Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling " "

August, 1903.

SECONDARY EDUCATION.

REPORT for the year 1903 by SIR HENRY CRAIK, K.C.B., on SECONDARY EDUCATION IN SCOTLAND.

MY LORDS,

10th August, 1903.

I HAVE the honour to submit to Your Lordships my twelfth special Report upon Secondary Education in Scotland.

As previous Reports have shown, the Education and Local Taxation Account (Scotland) Act, 1892, provides funds for the purposes of inspection and examination. It has thus far been possible, in all ordinary cases, to relieve the schools (except to a certain extent those under private management), and the candidates at the Leaving Certificate Examination, from the fees formerly exacted; but, in view of the increase of the work, the necessity of making such a charge, in order to prevent an undue deduction from the amount available for distribution for the general support of secondary education, must be contemplated.

Financial Provision for Inspection and Examination.

INSPECTION AND GRANTS.

The higher schools inspected, under Your Lordships' authority, were this year 94 in number, of which 32 are Higher Class public schools under the management of school boards, 24 are endowed schools, and the remainder (38) are schools under private management—whether that of a governing body or a proprietor.

Number of Higher Schools Inspected.

I have explained in previous Reports the methods adopted in regard to the inspection of higher schools. That was begun in 1886, and there is abundant evidence to prove that it has had a good effect in raising the standard of secondary education in Scotland. By means of it, attention ought to be quickly directed to any defects in method and organization. It has helped to show the difference between sound and specious work, and I trust that this result has been obtained with as little friction as possible, and that the authority of the local governing body, as well as the distinctive methods pursued by the staff of each school, have been duly respected. Our experience shows that no system of judging schools solely by the results of the Leaving Certificate Examination, without the further test of general inspection, would be satisfactory. The Inspectors have been encouraged to confer with the local authorities as to methods of instruction, to point out weaknesses, to show how defects might be removed, and to indicate the directions in which the curriculum might be most effectively developed. We have abundant evidence that such conferences have proved useful to managers and teachers, and the Inspectors have by means of them acquired new insight into the methods and aims of the schools. It must be noticed that an Inspector may often find it expedient to indicate defects rather than to report in distinctly condemnatory terms of the work of a school. It is the duty of the authorities of each school to study the reports with care, in the light of their own knowledge of local circumstances, and to act upon their own judgment in regard to the steps necessary to remedy any defects indicated. Nor is it less essential that these authorities should turn their attention to the various developments that in recent years have been given to secondary education, if their school is to keep pace with the requirements of the day.

Methods of Inspection.

Reports.

The instances, which were not uncommon in the earlier years of inspection, where a school had become thoroughly inefficient by defects in methods or by unwillingness to deal courageously with a system which required radical reform, have practically disappeared. The annual inspection has applied a stimulating criticism to all the schools,

Marked Inefficiency rare.

has given rise to a healthy public opinion in regard to them, and has, in combination with the Leaving Certificate Examination, made it almost impossible for a school to maintain its place if it fails to keep in touch with the general advance in efficiency.

Liberty allowed
to Individual
Schools.

While it is important to maintain a high standard throughout the various schools, it is not the aim of the inspection to mould the schools according to one uniform type. The Code now gives very wide discretion to the managers of secondary departments connected with State-aided schools. In regard to the Higher Class schools Your Lordships have always desired that local authorities should feel themselves free to vary the curriculum according to local needs; and while an occasional suggestion may be given, such suggestions are not intended to limit the initiative or the responsibility of local managers. The chief aim in the selection of Inspectors is to obtain the services of those who, without being exclusively attached to special methods, have had experience in scholastic affairs, whose qualifications as to knowledge are well established, and who have the tact necessary to pronounce a candid judgment on a school without unduly trenching on the functions and responsibilities of managers and teachers. Provision has been made for a certain continuity of judgment by allowing the same person to visit a school several times, while criticism from a fresh eye has been secured by altering the Inspector, in the case of each school, from time to time. The appointment of an Assistant Director marked a very important development of the whole system, and I am convinced that the valuable services of Mr. G. Macdonald have materially added to the general efficiency of this part of the organisation.

Selection of
Inspectors.

Pronunciation
of Modern
Languages.

While absolute discretion has, as usual, been given to the Inspectors in regard alike to the methods of examination followed, and to the points selected for particular observation, they have again been asked to direct special attention to the pronunciation of Modern Languages, an aspect of the teaching that only admits of being adequately tested orally. Two or three years ago local managers were informed that schools where the report of the Inspector showed that this point had been neglected, were liable to be excluded from the Leaving Certificate Examination. Your Lordships last year took the further step of making the issue of Leaving and Intermediate Certificates to individual pupils in every school dependent upon a satisfactory report being given by the Inspector as to the appearance made by each candidate under oral examination. That measure promises to have a very salutary effect. It is, however, still plain that many teachers do not yet fully realise how extremely important this side of Modern Language study is from the educational no less than from the practical point of view. Too often it appears to be taken for granted that pupils can learn by more or less haphazard imitation, without any attempt being made to give them systematic instruction in the formation of individual sounds, or definite guidance as to how to deal with combinations of syllables. The problem is no doubt an exceedingly difficult one, especially in regard to French; but it ought not to be regarded as insoluble. It has attracted much attention abroad of recent years, and the reports of the Inspectors show that the best results have invariably been attained by those teachers who keep themselves most closely in touch with the advances made in other countries. All interested in the teaching of Modern Languages have welcomed the prospect now opened up of greater facilities for their scientific study being given in the Scottish Universities. It is much to be desired that better provision could be made for enabling those who intend to become teachers to supplement that scientific study by a definite period of residence abroad.

On the whole, the progress which has been made in recent years is very satisfactory, but there are many points in regard to which further improvement is to be desired. The premises of the higher schools do not in all cases compare favourably with those of elementary schools, the standard of which has in recent years been greatly raised. There are certain cases in which, by a liberal expenditure from the rates, or by private generosity, admirable premises have been erected for the higher schools, and the result has been a marked advance in the prosperity of the schools. It is gratifying to find that the number of such cases is increasing. But School Boards still frequently show a certain timidity about incurring such expenditure from a fear that it may be considered to be an affair which interests one class only, and not the whole community. This is a matter which can be altered only by an improved public opinion. While no error can be greater than that of unduly multiplying the number of Higher Class schools, and thus producing a wasteful overlapping of agencies, it is to be hoped that the constituencies will become convinced that adequate provision for higher education is by no means a matter of interest to one class alone, but is of the most vital importance to every section of the community; that wise expenditure in this direction from local resources will be productive of much benefit, and will ultimately prove of the greatest profit to the inhabitants of the districts prepared to face it; and that no expenditure is more efficacious than that which develops the equipment of Higher Class schools, devoted mainly to secondary education in its various branches. Recent legislation has made further grants available for these schools; but whatever help in money, or through inspection and advice, may be given by the central authority, it is impossible to dispense with the essential element of local effort. I am glad to say that in several cases School Boards have taken a high view of their duties, and, in face of serious difficulties, are making earnest endeavours to promote the efficiency of the secondary schools under their charge. In other cases support has been wisely given to them by neighbouring districts, and it is earnestly to be desired that such measures of co-operation should be adopted in a larger number of cases. This would be one of the most efficacious influences for maintaining the high traditions of Scottish education and enabling it to expand so as to meet the advancing requirements of our own day.

The grant for Secondary Education, available under the Education and Local Taxation Account (Scotland) Act, 1892, has again been distributed amongst the various counties and larger burghs in proportion to population, and its allocation has been arranged in schemes drawn up by the Secondary Education Committees (first elected in 1893), and sanctioned by the Department. It is of interest to note that the sums placed at the disposal of the various Committees are considerably modified as compared with last year. This is due to the fact that the distribution has been based upon the population returns given by the Census of 1901. This has led to decreases of grant in the case of 28 Committees, and to increases of grant in the case of 11 Committees. In addition to differences arising in consequence of the variation of population, the amounts have also been affected, in the case of 5 Committees, by the enlargement of the School Board areas of Aberdeen (1894) and Edinburgh (1902). The Minutes of 10th June, 1897, and 30th April, 1900, to some extent checked the tendency to dissipate this grant in small payments over a large number of schools, the primary function of which is elementary rather than secondary education, and which should look for assistance rather to grants under the Code than to this special fund. It is a matter of regret, however, that this tendency still prevails to a considerable extent, and that payments have been made to schools of a lower grade,

Local Effort essential for the proper equipment and prosperity of Secondary Schools.

Administration of Funds available under the Act of 1892.

by means of which they are encouraged to retain scholars who would, with more benefit both to themselves and to the educational provision of the district, resort to the higher schools. It is greatly to be desired that the grant should as far as possible be devoted to the development of the scope and the improvement of the equipment of carefully selected schools, and to providing means whereby promising scholars from other schools should be enabled to take full advantage of the opportunities open at the selected schools. A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1902, and the number of schools and individual scholars for whose benefit these payments were made, will be found in Tables V., VI. and VII., at the end of the Report. Speaking generally, we find that out of a total grant for the year ended 31st March, 1903, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 19,000*l.* has been assigned in direct subsidies to Higher Class schools, and about 19,500*l.* in direct subsidies to higher grade and advanced departments of State-aided schools, in addition to anything which these schools and departments may receive in the form of capitation grants. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. The larger portion of what remains is allocated for capitation grants and bursaries.

Reference to
Synopsis of
Schemes.

General Result.

The Grant of
1898.

The grant under the Local Taxation Account (Scotland) Act, 1898, placed further funds at Your Lordships' disposal for the assistance of the Higher Class schools. The important function which these schools have hitherto performed in Scottish education can hardly be denied; and it is to be hoped that, in view of the liberal grants which the Code offers to the secondary departments of schools aided from the Parliamentary vote, the limited grant thus set apart for the Higher Class schools will not be grudged to them. In particular, it should be noticed that the claims of science teaching as a part of secondary education are rapidly advancing, and that the provision of adequate apparatus for such teaching, and the employment of a sufficient staff of specially qualified teachers, impose burdens which can hardly be met by local effort, even with the aid of the special monies to be hereafter referred to. In regulating the distribution of this grant under the Minute of April 27, 1899, the Department, while allowing full liberty of suggestion to local managers, has consistently endeavoured to secure that the money allocated should be expended in a manner directly tending to increase the efficiency of the schools that participate. Claims to share in the grant under paragraph 3 of the Minute were allowed on behalf of 54 schools in respect of the year 1902-1903. In determining the amount of grant to be awarded to each school a comparatively small sum of fixed amount has been increased according to (1) the number of scholars over 12 years of age in average attendance, and (2) the proportion which the expenditure upon Higher Class Public schools from the rates bears to the total valuation of the district. The grant to each school has further been kept within maximum and minimum limits of 750*l.* and 350*l.* A full list of the schools which have benefited, together with a complete statement of the income, liabilities, and expenditure of each will be found in Tables I. and II. at the end of this Report. Table III. contains a statement for the year 1901-1902, showing, for each school, the number of pupils of various ages on the roll, and the average attendance of pupils, as well as the number of graduate and non-graduate teachers employed.

Principles by
which its
distributions
regulated.

Reference to
Statistics.

Table IV. explains the present position of the special fund established under paragraph 6 of the Minute.

Under the Minute of 24th August, 1900, further monies are available for the encouragement of the teaching of Science and Art in the Higher Class schools. Particulars of the Grants so paid for the year 1901-1902 have been included in Table II.

Science and Art
Grants.

It is matter of regret to find that where liberal educational provision has been made, the Inspectors have so often to lament that the pupils are withdrawn at an age too early to benefit fully by it. This is borne out by the figures given in Table III., and is, indeed, one of the most serious difficulties against which secondary education in Scotland has to contend. The only remedy for it lies in the growth of a more enlightened public opinion. It is not uncommon to see comparisons drawn between the results achieved by secondary schools in Scotland and in Germany. Such comparisons are altogether unfair, inasmuch as they ignore the difference in the conditions that prevail. So long as the Scottish lad continues to leave school two or three years earlier than his German contemporary, so long must the responsibility rest not upon teachers, but upon parents.

Premature
Withdrawal of
Pupils.

Your Lordships are aware that for some time past there has been growing dissatisfaction in Scotland regarding the defective education of youths entering upon a mercantile career. That dissatisfaction is a thoroughly healthy sign. It means that commercial men are more and more realising the supreme importance of a sound mental training. The remedy for the present state of affairs lies in their own hands. The educational machinery of the country can never have a fair chance until merchants in a body set their faces against the practice of putting boys into business at 13 or 14, and until, in their selection of apprentices, they give preference and reasonable encouragement to those who can produce evidence of having profited by their school training. It is to this rather than to the institution of fresh examinations that the country must look if it desires that lads should enter business properly equipped for the work of life. Examining may become a serious danger if there is too much of it. Already some of our Inspectors report that schools are suffering not only through the strain of having to adapt themselves to too large a variety of outside requirements, but even through the actual loss of time that the mere writing of papers entails upon the pupils. This is a matter which demands the most careful attention alike on grounds of health and of educational policy. The interest taken by Your Lordships in the whole subject was plainly shown in the Circular Letter of May 16th, 1902 (Circular 358) which indicated how in Your Lordships' opinion a certain amount of special preparation for commercial pursuits could be usefully given in schools to pupils who have already attained a certain stage of general education. Your Lordships have now taken a further step. The Circular Letter of January 28th, 1903, (Circular 375) explains the conditions on which Your Lordships are prepared to issue Commercial and Technical Certificates. The fundamental part of Your Lordships' proposal is that these Certificates should be given only in schools which are in possession of a regularly organised Commercial or Technical Department, the staff, appliances and curriculum of which have been approved as satisfactory. The needs of different localities vary considerably, and rigid uniformity of programme is therefore not insisted upon. All that Your Lordships require is that the proposals made by Managers shall be in reasonable conformity with the general indications given in

Education of
those entering
on a Business
Career.

Dangers of over
examination.

Commercial and
Technical
Certificates.

Circular 358. In view of the special object of the curricula in question, it is suggested that, before forwarding their proposals to this Department, Managers would do well to consult the local Chamber of Commerce, or other interested persons, and endeavour to enlist the sympathy of the business community in the proposed departments to the extent, if possible, of obtaining some practical recognition of the Certificates by business firms. As I have just pointed out, such recognition is the first essential towards any improvement in present conditions.

Improvement in
Regularity of
Attendance.

I have previously had to remark somewhat severely upon the pernicious habit of allowing scholars to begin the summer holiday before the close of the session; but it is satisfactory to be able to state that this habit is less common than before. This denotes an improvement in the estimate of the value of educational opportunities, and it may be hoped that the improvement will continue, and that the advantage of some prolongation of the school course will also be recognised.

Lack of
co-ordination
between
Primary and
Secondary
Education.

One circumstance to which the Inspectors frequently advert as a serious hindrance to efficiency shews little sign of disappearing. This is the fact that scholars who come to the secondary schools from the State-aided schools are not always fitted by previous education to take their places in the same class with those who have had the advantage of being trained with a view to higher education. This tendency is found to be largely increased by the bursaries and free places which are provided, out of the amount available for secondary education, for scholars from elementary schools. The presence of such children in these higher schools ought certainly to be encouraged in every way, but it is much to be desired that there should be means for sending them to the higher schools at an earlier age. On the other hand, the desired adjustment might to some extent be effected, particularly in those higher schools which receive a large proportion of their pupils from elementary schools, by delaying somewhat the stage at which the special subjects of secondary education are taken up, and giving more time to the perfecting of pupils of from 10 to 12 years of age in English and Arithmetic. There is good reason to think that by following this course the ultimate progress of these pupils in subjects of secondary education will not be retarded. In any case the managers of the higher schools will find it to their advantage to make some provision for giving the newcomers special training when they are first drafted into the school. As a rule, such children are of good capacity, and come to the school with earnest purpose of profiting by it, and it is probable that a comparatively short period in a preparatory class will enable them to take their places, with mutual advantage, side by side with the scholars who have been in the secondary school from an earlier age. Something too, might be done to mitigate the evil by friendly conferences between the District Inspectors and the head masters of the secondary schools. It is the fact that in several cases such conferences have already been held with good results. Lastly, there is every reason to anticipate that the new Code of Regulations for Day Schools will prove of great assistance to Managers by enabling them to differentiate schools according to function, and will thus exercise a salutary influence in the direction of bringing about that co-ordination between primary and secondary education which is so essential to future progress.

Suggested
Remedies.

Growth of Over-
pressure.

It remains to be added that by far the most serious feature which the Reports of the Inspectors reveal is the steady growth of over-pressure in the upper classes of many of the secondary schools,

Enquiries made in different parts of the country show that, under existing circumstances, it is no uncommon thing for boys, and even for girls, to spend five or six hours nightly on home lessons. I have no wish to exaggerate the danger, but I feel bound to direct the special attention of Your Lordships to this grave matter. It must be obvious that the nervous strain entailed is excessive, and that it cannot fail to react unfavourably on the intellectual, no less than on the physical, development of at least a certain proportion of the pupils. The ultimate cause lies in the effort to attain a very high degree of efficiency in too wide a range of subjects. So long as the standard in each remained comparatively low, no evil effects were perceptible. Now that it has risen considerably, the adoption of some principle of selection has become imperative. The tension can only be relieved by the introduction of greater elasticity into the curricula of the most advanced classes. A serious difficulty in the way of such a change appears to arise from the system by which the allocation of University bursaries is at present determined. There are not wanting signs that those most directly interested are becoming alive to the extent of the danger. It is earnestly to be hoped that they may speedily realise it to the full, and that the necessary remedy will be promptly forthcoming.

Its cause.

The remedy.

LEAVING CERTIFICATE EXAMINATION.

Under the system introduced last year Leaving and Intermediate Certificates now accord recognition not to passes in single subjects, but to passes in certain well-defined groups. This system is capable of producing most beneficial results, and I trust that Managers and Teachers will co-operate with Your Lordships in endeavouring to bring about these results as speedily as possible. It may be useful to recapitulate the main conditions. Applicants for Leaving Certificates must have been receiving higher instruction at some recognised school for not less than four years. In the case of applicants for Intermediate Certificates, the corresponding period is two years. The minimum age is 17 in the former case, and 15 in the latter. So far as the written examination is concerned, candidates for the Leaving Certificate must have passed in four subjects in the Higher Grade standard, or in three subjects in the Higher Grade standard and two in the Lower. The regulations presuppose a certain common basis of study in all cases, but they are so framed, as regards the subjects in which a latitude of choice is allowed, that each candidate must have undergone either a specifically scientific or a specifically linguistic course of training. In connection with the linguistic course of training, some evidence of a knowledge of Latin is required. The Leaving Certificate thus indicates primarily ripeness for University study, English and Mathematics being compulsory for both courses. Similarly, candidates for the Intermediate Certificate must have passed in four subjects, at least one of the subjects being on the Higher Grade standard. English and Mathematics are compulsory, but a pass in Higher Arithmetic is accepted in lieu of a pass in Lower Mathematics. In regard to the other subjects, there is complete freedom of selection. The Intermediate Certificate thus provides a guarantee as to the possession of the minimum of general knowledge that may reasonably be looked for in pupils who propose to enter on a mercantile or a technical career. It is, therefore, naturally to be regarded as a preliminary step towards the gaining of the Commercial and Technical Certificates to which I have already made allusion. It may here be explained that the minimum age for the latter is 16. The curricula covered by these different Certificates have appeared to Your Lordships to be sufficient to provide

The New Certificates.

Requirements.

Leaving Certificate.

Intermediate Certificate.

Special Group Certificate.

for all the ordinary varieties of career to which pupils may be looking forward. At the same time, Your Lordships have no desire to check local initiative in any form. As announced in Circular 375, full consideration will, therefore, be given to any special curriculum which any responsible body of managers may choose to submit. If this curriculum serves a definite purpose, is well ordered in its choice of subjects, and is followed as a distinct and separate course by all the pupils of the school, or by a definite section of them, it will receive Your Lordships' approval, and a special Group Certificate will be issued to those candidates who are successful in completing it, provided they are not less than 17 years of age on the 1st of October of the year in which they pass the last of the written examinations that may fall to be recorded on the face of the Certificate.

Introduction of Oral Examination.

The decision of Your Lordships that none of the Certificates just described are to be issued merely on the strength of the requisite number of passes in the written examination, has been already alluded to in connection with the pronunciation of modern Languages. Its significance, however, is really much wider, and I regard it as one of the most valuable and promising features of the whole scheme. As the regulations are still comparatively new, this provision has not yet been enforced with full strictness. There have, however, been a certain number of cases where the Reports of the Inspectors have been such as to render action on the part of the Department expedient. I trust teachers will understand that increasing importance will be attached to this aspect of the examination in future.

Statistics as to Certificates gained.

This year there was still a good deal of misapprehension as to the precise conditions, and the terms of the Circular were often disregarded in the applications that were lodged. After the schedules had been carefully examined, it was found that there were in all 2,201 properly qualified candidates for either Leaving or Intermediate Certificates. As a result of the combined written and oral examination, we have been able to grant Leaving Certificates to 417 candidates, and Intermediate Certificates to 793. This shows a very marked increase. The results were communicated to the schools on August 6th, and the work of issuing the Certificates will shortly be completed.

Three schools have put forward curricula for approval in connection with the Commercial Certificate. In two cases approval has been already granted; in the third case correspondence is still proceeding. The total number of Candidates presented was 10. Similarly, 4 Candidates were presented from two Schools for the Technical Certificate. In both cases a reasonable proportion of the candidates succeeded in fulfilling the necessary conditions. It is to be hoped that the numbers all over will steadily grow, and that the value of the various Certificates will come to be generally realised.

Increased number of Candidates in separate Subjects.

Your Lordships will be interested to have some particulars regarding the work in separate subjects in the written Examination. I have again to report an increase in the number of Candidates presented. The number last year was 18,212. This year it is 19,509. There is still need for the exercise of greater discrimination in the selection of candidates, many of whom are presented each year with totally insufficient preparation.

Actual Figures.

The number of separate papers worked by these candidates was 60,815 as against 57,192 last year. Of these, 21,676 papers represented 5,678 candidates from 89 Higher Class schools, and the remainder (39,139 papers worked by 13,831 candidates) were taken by pupils from State-aided schools and by pupil teachers. An increase of 51 in the number of schools presenting pupil teachers only does not, I think,

indicate that pupil-teachers are being less frequently presented as pupils of Higher Class schools or of higher departments of State-aided schools, but simply that the number of pupil teachers who take the Leaving Certificate Examination, in order to obtain qualifications or exemptions under the Code, is growing very rapidly. There has been an increase of 817 in the number of papers taken by Candidates from Higher Class schools, and of 2,806 in the papers taken by Candidates from State-aided schools.

The examination began on the 17th of June and continued till the 25th of June. The papers worked were sent up day by day to the Department and distributed amongst the revisers. The work of revising over 60,000 papers, deciding doubtful cases, tabulating the results, and carefully verifying the whole, is a very large one; but the results were known and ready for consideration on July 29th. It would not be possible to complete the work in shorter time with due regard to accuracy of results. With a view to such accuracy the time allowed for the revision of papers was four years ago considerably extended, and the extension has this year been continued.

I may again describe the method of conducting the examination, which is as follows: The general supervision, including the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on, for each subject, by one principal examiner, who, acting in conference with myself and the Assistant Director, is also responsible for drawing up the papers. For this work we have for the most part had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and our own observation of the papers, many of which come before us personally, we are able to form a fairly accurate estimate of the general standard of work in the schools.

Method of
dealing with
Written Papers.

In the belief that it might be useful for teachers to have some indication of the relative importance that is attached to the different parts of the examination, it was three years ago thought well, in republishing the papers, to print opposite each question the maximum number of marks that the revisers were instructed to allow for it. This year the same course has been followed. It must not, of course, be assumed that these values afford an absolute index to what will be done in future years. Each paper as it is set must be carefully considered as a whole. Still the numbers as they stand will form a trustworthy guide to the general principles followed.

Values of
Questions
published.

No pains are spared to secure the integrity of the examination, and amongst other precautions the Department is represented at each place of examination by a supervising officer, who is responsible for the custody of the papers, and is present during the whole of the examination.

Arrangements
for
Supervision.

As some increase in the stringency of the supervision appeared to be called for, additional measures were taken this year. Under the new arrangements, each school is allowed one supervising officer for each subject, and this is regarded as sufficient so long as the number of pupils to be examined in one room does not exceed 40. When, however, that limit has been passed, an assistant supervisor is employed for each additional 40 or fraction of 40, the extra cost being borne by the authorities of the school concerned. In this connection I should like to emphasise the importance of accurate figures being given when the Department asks (on Form H 25) for information as to the number of rooms to be used, and the number of Candidates to be seated in each room.

Inaccuracy or lack of reasonable calculation may involve the school authorities in needless extra expense.

*Diminution
of Copying.*

Last year I was compelled to report a regrettable recrudescence of the practice of copying. This year, I am glad to say, there has been a marked diminution. Action has been taken in all cases where the evidence was sufficiently strong. It cannot be too widely known that if a candidate is proved, in any one of his papers, to have copied from another candidate, or to have had recourse to unfair means, the papers of that candidate, *in all subjects*, are disallowed. The moral influence of a school in which such things are found cannot be wholesome, and it is satisfactory to find that both managers and teachers have co-operated with the Department in marking their sense of dishonest practices. Candidates are warned before the examination that they must hold no communication whatever with other candidates, and that any candidate detected in so doing will be subject to instant dismissal from the examination room. In future years it may be necessary to take more drastic measures, and to let it be understood that a repetition of the offence in the same school may lead to exclusion from the examination.

*Careless
Presentation
diminishing.*

There has been a very slight decrease in the proportion of passes obtained when all the subjects are reckoned. It is apparent from the reports received from many of the revisers that a large number of candidates have been sent in who have not reached anything like the required standard, and that some school managers and teachers have not yet realised what that standard is. There have this year again been some flagrant instances of such miscalculation which have reduced the general average. One or two of these are so glaring as to suggest that special measures of prevention may ultimately be necessary. There is clearly something seriously amiss when a single school presents in Lower English 161 Candidates, 150 of whom fail, and fail, for the most part, ignominiously. As a rule, however, careless presentation is diminishing steadily. This diminution has, doubtless, been materially accelerated by the fixing of 13 as an inferior age limit. It is remarkable that, in spite of the express regulations laid down on this point in Circular 365, it was necessary to disallow the papers of no fewer than 90 Candidates who were presented in direct contravention of the rule.

Exemptions.

*Effect of Age
Limit.*

As usual, there has been, in some subjects, a slight fluctuation in the percentage of passes, as compared with last year. To those who have had experience of the working of examinations on a large scale, the occurrence of such fluctuations will not be matter for surprise. Schoolmasters know how the intellectual average of successive sets of pupils varies. The same phenomenon could not fail to repeat itself in the wider constituency with which we have to deal, more especially when the question is complicated by the wide discretion left to individual teachers in determining the total number of presentations. As a matter of fact, the only way in which it would be possible to maintain a perfectly uniform percentage of passes would be to change the standard from year to year with the express object of securing such a result—a plan so obviously absurd as to be undeserving of consideration. Under present circumstances the factors on which the variations depend are too complex to allow of any useful deductions being drawn.

*Fluctuating
Percentages.*

*General
Impression
produced by the
Papers.*

Besides the detailed statistics of certificates gained and of passes in individual subjects, it is necessary to keep in view the general impression made by the papers on those who took part in the revision, from all of whom I have received careful reports. On the whole, all of these, while they point out features of marked weakness are able to speak of improvement in certain directions. It is quite clear that the examination now powerfully influences the

teaching in Scottish schools, and the extent to which candidates are presented proves that on the whole it has been found well adapted to the requirements of these schools. It must be remembered, however, that the examination is intended as a test of higher education only. Hitherto it has been open to all schools that present candidates in subjects other than Lower English and Lower Arithmetic. The time, however, would seem to have come when we should definitely require that candidates should be presented either in Mathematics, or in Higher English, or in some ancient or modern foreign language.

The Examination a Test of Higher Education only.

It still appears, as I have remarked in previous years, that the candidates do well or ill according to schools rather than as individuals; and not only is this so, but it is easy to see the strength and the weakness of whole classes of schools. The pupils of State-aided schools were admitted to the examination only some years after its original institution, and it is now possible to trace distinct lines of difference between the candidates from these and those from the Higher Class schools. On the whole the candidates from the State-aided schools appear to pass with a narrower margin than those from the Higher Class schools, even when a good percentage of them pass. It would not be fair to draw any universal inference from this, because there are notable exceptions, and some of the State-aided schools give evidence of admirable work. But in the case of many of these schools the candidates are few and they make a very poor appearance, and it is impossible not to doubt the expediency of such schools attempting such work for a handful of scholars who gain little by it. The effort is laudable, but it scarcely repays the time and labour spent upon it. In future it will be much wiser for the teachers to concentrate their efforts on the more appropriate opportunities for special work which are furnished by the Supplementary Courses sanctioned in the new Code.

Success goes mainly by Schools.

Comparison between Results in State-aided and in Higher Class Schools.

On the whole, the best test of really efficient teaching is to be found in the work of those who pass in the Higher Grade in the various subjects. A pass in the Lower Grade seems too frequently to be aimed at by those who have nothing but the most elementary and fragmentary knowledge of a subject; while in the case of Honours it must be remembered that success can be attained only by candidates of very considerable ability. A school, well equipped and well organized for the purposes of higher education, ought to aim at the Leaving Certificate for all pupils of its highest class, and ought not to find the standard too high for a considerable proportion of them. It ought not to be content with the Intermediate Certificate. On the other hand, success in Honours implies not only thorough teaching, but individual ability beyond the average. It is to be feared that a great deal of the unsatisfactory work which the papers shew is directly due to the mischievous practice of presenting pupils in Lower Grade so soon as there is the remotest chance of their passing. Far better results would be got if the Lower Grade were invariably reserved for the penultimate year of the normal secondary school course, leaving the Higher Grade to be taken at the end. What happens now is that, in very many cases, pupils succeed by an effort in passing in Higher Grade before they enter on the last year of their school life. They have then to face the alternatives of being presented a second time in the same grade or of struggling hopelessly after Honours. This is contrary to the best interests both of the schools and of the scholars.

The Leaving Certificate should be aimed at by all Higher Schools.

Principles that should regulate Presentation.

In view of all this, we cannot but make the fixing of the standard of a pass in the different subjects matter of most anxious consideration. It would be useless to aim at anything beyond the reach of schools

Considerations that determine the Pass Standard.

of fair efficiency, otherwise we should inevitably discourage much deserving effort. The first and principal end of the Leaving Certificate Examination is to fix a standard for scholars who have gone through a course of secondary education, fairly suitable for the country generally, and neither to discourage schools by asking too much nor to degrade the Certificates by bringing them down to the level of inadequate work. It is necessary to bear in mind the fact that evidence as to having passed is accepted by many important public authorities, and not least by the Universities of Scotland, and while we must keep in view the schools first of all, we must not disregard the requirements of these public bodies, towards whom we necessarily incur a grave responsibility. I think we may fairly claim that, while guiding our course chiefly by the circumstances of the schools, we have not failed in the responsibility which we owe to these bodies.

Limitation in regard to the Number of Honours Papers to be taken by candidates.

On previous occasions I have had to refer to the competition among schools to secure successes in the Honours Grade, and to point out that it would be impossible to deprecate too strongly any tendency to measure the general efficiency of a school by the number of such successes gained. By laying down the rule that no candidate shall be presented for Honours in any one year in more than three subjects, Your Lordships did much towards checking this abuse, and also towards relieving the pressure which, as I have said, is undoubtedly becoming far too heavy for individual pupils.

The following are some of the special features of the examination in each of the subjects:—

ENGLISH.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
7,206	2,864	3,980	1,913	1,245	435	119	241	11,621	6,382	55

Requirements in English.

In regard to the examination in English, I made some remarks in 1895 which it is unnecessary here to repeat, but which I would venture to recall to Your Lordships' attention. I then pointed out that, however moderate might be our demands in the way of positive acquirement, this part of the examination called for a considerable amount of individual thought and intelligence, and that it must be understood that the standard necessary to secure a pass was something of a grade clearly distinguished from the highest of the elementary standards.

I called attention to the fact that here, perhaps more than in any other part of the examination, much depended upon the power of the candidate to do himself justice in the examination, and upon the extent to which that power has been developed by his education. But this power is one which it ought not to be difficult for the teacher to gauge; and, if more care were shown in the selection of candidates, many of those now entered for the examination would not be presented. The experience of past years ought by this time to have rendered the standard a matter of common knowledge, and it might fairly be expected that we should no longer find such evidence of a total misconception of the standard as is at present observed.

Taken all over, the Lower English papers show distinct signs of improvement this year, although there is still much weakness apparent in the more important parts of the work. That the percentage of passes has fallen slightly is mainly due to a few such cases of rash presentation as that which I have quoted above. Apart from these there is probably a slight advance in the general level of attainment. In not a few schools spelling is insufficiently attended to. The dictation was far from easy, but it was found to provide an excellent index to the general intelligence of the candidates. Those who did reasonably well in that part of the paper, almost invariably did well throughout. In connection with the essay there was evidence of more endeavour to write grammatically, and to adopt some method of arrangement. But there remains great room for continued effort. Comparatively few of the candidates showed any power of handling a general topic in a connected and logical fashion, although a considerable number of them had a very fair command of the resources of the English vocabulary. Misapprehension as to the meaning of the subject was again far too common, and there was little sign of originality in any of the papers. The paraphrase was, as usual, a great stumbling block. The passage set was fairly simple, but many candidates failed to show any clear grasp of its meaning. The general idea of a paraphrase requires to be more carefully explained by teachers. Parsing and analysis were once more good, especially the latter. The advance in regard to the correction of sentences was not maintained. The literature question, simple as it was, produced a poor result. Of English literature in general the knowledge displayed was meagre. If a book had been studied in class, something real was known about it, but there was great lack of a common and current acquaintance with the names of famous books and authors. That, however, is a defect that is hardly to be remedied by work in school. History and geography were usually very fair, but several revisers again drew attention to the remarkable identity of phraseology that characterised whole sets of papers from particular schools. This points to the prevalence of an unintelligent system of teaching. Such "memorizing" has very little educational value, and it ought to be strenuously discouraged. One direct result was evident in the lack of thought which marked many answers, and the frequent absence of all idea as to the real significance of historical events. The worst feature of the examination, however, is undoubtedly the lack of general intelligence and of power of composition still shown in the paraphrase and in the essay. I have before pointed out that these are the most essential parts of the examination, and I have referred to the encouragement given in the Codes of recent years to the practice of training pupils from early years in the habit of simple composition. It may be hoped that in time this will lead to better results; but at present it is clear that composition is insufficiently taught in most of the schools, and that the power of grasping with intelligence the general drift of a passage is one in which the pupils generally are somewhat defective.

The chief objects in the teaching of English as a school subject must be to acquire facility in the use of the language as an instrument, and a clear apprehension of it as a means of expressing lucid ideas; and, as an aid towards these, some knowledge of its structure and its growth is of great importance. But the formation of literary taste and the investigation of literary history are matters of far greater difficulty. To be of any value these must be based upon the general results of education, and upon carefully and slowly acquired love of the master-

Improvement in
Lower English.

Objects of
English
Teaching.

Danger
to be avoided.

pieces of our literature. There is some danger of their becoming formal and artificial rather than real, if they are treated as ordinary school subjects. A positive distaste for them may thus be engendered, to the lasting injury of the pupil. The inheritance which they offer is too valuable to permit any lack of caution in its treatment: and there may be room for doubt whether the appreciation of English literature has been materially enhanced by the increasing part which recent years have assigned to it in scholastic routine.

Misunder-
standing of
Directions, and
of Individual
Questions.

The habit of answering a larger number of questions than is permitted has been, to a large extent, checked by the more explicit regulations now laid down. Candidates should distinctly understand that it will not add to their chances of success. Strict attention to neatness of handwriting and of arrangement ought not to be forgotten. At present it is frequently neglected. There is another point to which many of the revisers allude, and this criticism is one that extends to all grades and to every subject. In spite of the efforts made by the examiners to frame the questions in the simplest and most intelligible language, there are numberless instances of time being wasted and marks lost through candidates failing to do what is asked, or doing much more. Teachers should impress upon their pupils the necessity of carefully reading each question through before making any attempt to answer it. One matter of detail perhaps calls for special mention here. The misuse of brackets to indicate an erasure is so common as to suggest that the practice is the result of direct instruction. Even in examination papers it sometimes leads to confusion. In legal or in business documents it might entail serious consequences. It ought, therefore, to be consistently discouraged in schools.

Misuse of
Brackets.

Higher Grade
much as before

In the Higher Grade, although there is little proof of marked excellence, yet a fair average is still maintained, and there has been decided improvement over a series of years. There have again been many failures. These, however, are, I am convinced, largely due to the practice of attempting to secure a pass in the Higher Grade before the normal end of the school curriculum has been reached. In its main features the work presents merits and defects corresponding to those already pointed out in connection with the Lower Grade papers. The general impression is, on the whole, not less favourable than on last occasion. There is but little advance in knowledge of how to punctuate and to use the paragraph, a fact which bears out what I have so frequently said as to the defective teaching of composition. This was naturally most apparent in the essay, which, as a rule, lacked arrangement. Paraphrasing proved, as in previous years, an excellent test of the common sense of the candidates. There are many who do not seem to realise what a paraphrase is. They make no attempt to express the general drift of the passage in simple language. Instead, they deal with the extract piecemeal, and seemingly imagine that success consists in altering every word and expression of the original into something different, no matter how grotesque or artificial that something may be. In a word, the candidates have not, as a rule, gained such facility in composition, and such intelligent grasp of the meaning of literary language, as would prove their study of English to be a stimulating intellectual training. Although there is a great tendency to reproduce what must, to a large extent, be mere text-book knowledge, yet the amount of information in regard to literature, history, and geography, which is shown is considerable. It is, indeed, surprising to find that so many

of the papers reach almost the same level, and that the way in which the questions are dealt with shews so much similarity. This would seem to indicate the general use of text-books which proceed upon uniform lines. It is much to be desired that this part of education should prove more efficacious as a training of judgment, and a stimulus to some little independence of thought. In the correction of sentences, many who saw the faults were unable to discern an easy and suitable remedy. Gross grammatical mistakes were usually detected, but less obvious blemishes of style were often allowed to pass unnoticed. Few candidates displayed any real knowledge of metrical form. Answers to the question on the history and derivation of certain words seemed to indicate some slight improvement in the methods of teaching philology. But the teaching of the science of language, with English as a basis, so far as it is undertaken in schools, is obviously unsatisfactory. Many of the candidates knew something of words borrowed from Latin or French. But there their knowledge ended. This state of affairs is not likely to be remedied until there exists within the Universities full and right provision for the scientific teaching of English as a language. History and geography call for no very special comment. History, on the whole, was the more satisfactory of the two. But several revisers draw attention to the lack of a general 'framework' in the minds of candidates. Thus many described particular events correctly, but went hopelessly wrong in regard to the century in which these occurred.

The result of the examination of the Honours Papers is once more disappointing in some respects. The percentage of successes is distinctly larger than it was last year. But many candidates were presented who cannot reasonably have been expected to reach an Honours standard. The revisers again report that undue special preparation for the examination has too often taken the place of sound and liberal training, and it should be understood that any symptom of this is fatal to a candidate's chance of success. A main specific cause of failure was a want of acquaintance with the original authors discussed in the answers. Indeed, the strongest impression produced by a perusal of the papers was that very little reading is done by the majority of the pupils outside the limits of the school curriculum. In too many cases pupils appear to be encouraged, or at least permitted, to string together series of catch-phrases, to which it is impossible to believe that they attach any real meaning. I may add that it is now under consideration whether it would not be advisable to place English on the same footing as other subjects by separating entirely the papers written for Honours from those written for the Higher Grade.

Honours Papers
disappointing.

LATIN.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
2,060	990	910	452	265	126	21	100	3,096	1,828	59

Features of
Lower Latin
Papers.

The features noted in previous years in connection with Lower Latin continue to reproduce themselves in curiously accurate fashion. There is considerable evidence of good drilling in the rules of grammar, but the candidates rarely show power of applying these rules in simple composition, are often very weak in grasping the meaning of a passage in translation, and rarely attempt to translate into good English. Many of them do not seem even to be conscious of the necessity of writing sense in any effort to render a Latin extract into English. This varies, however, as between different schools; because in no subject is the contrast between different schools—much greater than that between individual candidates—more marked, and in no subject does really good teaching bear such direct and immediate fruit. The grammatical questions were well answered. It is to be regretted, however, that the rules of grammar seem, in many cases, to have diverted attention from the more interesting literary features of the language and from its aspect as an instrument for attaining readiness in lucid expression, by the comparison of different idioms. The passage of prose set for translation was, as usual, considerably better done than the passage of poetry, and it was in the latter that the absence of any attempt to write idiomatic English was most frequently conspicuous. The contrast in many very fair papers was startling, and indicated a defective imagination and a lack of literary appreciation that are to some extent to be accounted for by the narrow range of reading the candidates had undergone. Furthermore, the very simple and obvious allusions in the poetical extracts were often completely missed, this deficiency bringing into strong relief the neglect of ancient mythology and geography in many schools. There were some indications that, in a few of the better schools, history is receiving increased attention, even at the Lower Grade stage. But it was not uncommon to find the history question altogether omitted. I remarked last year that the weakest point in the papers was the prosody. This year, I am glad to say, there has been a slight improvement. But there is still very great room for improvement. The revisers do not report any advance in the composition of previous years.

Higher Latin.

Most of these remarks apply equally to the Higher Grade papers. The standard for a pass has been kept high, and the fact that a considerable number reach it seems to prove that it is fairly well understood, and that many schools find it within their reach. This year there was a rather larger presentation of candidates who had no chance of passing, but the general level of those really qualified to attempt the examination is distinctly rising. The passage for translation into Latin was tolerably well done. The mere grammatical difficulties were usually surmounted successfully, and considerable attention had evidently been paid to the Latin sentence and to Latin order. The general style, however, was weak. The work of some schools showed clearly that, with a good teacher, it is not too much to expect taste and finish in Latin Composition from Higher Grade candidates, but it is unfortunately the exception to find any attempt made to polish the piece as a whole. The translation of the prose extract was well done. But the poetical passage was not satisfactorily handled. In neither was there much attempt to write idiomatic English, while in the latter the style was, as a rule, wooden and prosaic to a degree. The syntax questions were fairly well done, with the exception of the first, which revealed a surprising weakness in the formation of sentences. Prosody was once more disappointing. It was astonishing to find how few were familiar even with the hexameter

and the pentameter. It seems to be possible for teachers to read hundreds of lines of Virgil and Ovid with their pupils without once directing attention to the metre. It cannot be said that there was this year any advance in history.

In Honours, the number of candidates is considerably smaller than last year. The percentage of successes has again fallen slightly, not because of any reduction in the general level of attainment, but simply because there were fewer who gave evidence of the special ability that is looked for in those entitled to Honours. In their main characteristics, the papers closely resembled those written for the Higher Grade. A good many found the prose passage set for composition rather difficult. Hence the rendering was often very bald, and style non-existent. Sometimes it was not even grammatically accurate. The dialogues were distinctly mediocre,—the arguments fair, but the Latin often entirely English in idiom. The letters on the volcanic eruption in Martinique were on the average better, a few showing some imagination and picturing the situation cleverly. But even in this 'free' composition there were too many grammatical inaccuracies. The translations into English were, on the whole, intelligent. But the questions on grammar were not so well answered as might have been expected. Some of the passages were from Plautus, and most of the candidates were clearly unfamiliar with early Latin.

GREEK.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
498	346	302	133	60	40	12	26	840	577	69

It is satisfactory to find that in Greek the level of former years has been at least maintained. There has been a marked increase in the number of entrants for Lower Grade, while the number of entrants for Higher Grade is almost as high as it was last year.

The results in the Lower Grade paper were distinctly encouraging, the percentage of actual passes not having varied appreciably from the high level reached a year ago. Some exceptionally good papers were sent in. The translation from Greek into English was, on the whole, well done, more attention being paid to particles and conjunctions. Very few candidates grasped the full sense of the passage, but the greater part of it was well given, and in some cases considerable success was shown in the rendering. The advance in respect of translation into Greek has continued. The accident indicated that in many schools a thorough grounding is given. The syntax, however, was, with few exceptions, below the standard attained in the other parts of the paper, the explanations offered being often either erroneous or inadequate. There is this year a distinct improvement in regard to neatness of arrangement.

In the Higher Grade most of the candidates translated the prose passage fairly well. Of the two verse passages that from Homer was more generally attempted (and with decidedly better results) than the extract from Sophocles, which was not really well done by any of the

Honours.

Number of Entrants in Greek.

Lower Grade Level maintained.

Higher Grade shows weakness in translation.

Continuous
Composition.

comparatively few who tried it. The mistakes made seemed to shew that the story of *Edipus* was unknown, another evidence of a weakness to which I have alluded in speaking of the work in Lower Latin. The continuous passage for Greek prose, which was this year (for the first time) compulsory, was well done by many. Grammar was on the whole correct, so far as accident was concerned. Syntax was much less satisfactory. That the percentage of passes has fallen considerably, is due to the presence of an unusually large proportion of weak candidates.

Impressions of
the Honours
Papers.

In Honours, the work this year was, on the whole, substantially better, and the number of successes, though still very small, is slightly larger than last year. The candidates generally showed a very fair knowledge both of Homeric and of Attic Greek, and translated with more attention to style and choice of language. The leading facts of Greek history had evidently been intelligently taught, and considerable interest was shown in that branch of the subject. The composition was good in not a few cases, the failures arising not so much from mistakes in syntax as from a too narrow and unelastic vocabulary. The answers to the questions in syntax were, on the whole, well done, hardly any being very bad.

FRENCH.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
4,563	1,965	2,662	1,123	663	347	13	315	7,572	4,079	54

Progress in
French.
Lower Grade.

Although the total percentage of passes has sunk slightly, there are not wanting signs of real progress in regard to the teaching of French. In the Lower Grade paper the passages for translation were, as usual, fairly done, though the vocabulary was often astonishingly limited, while there was too little attempt to turn the French into idiomatic English. The composition still leaves much to be desired. On the whole, however, it is in this part of the paper that improvement is chiefly apparent. It may be worth mentioning that several revisers again drew special attention to the marked confusion of mind that existed with regard to the proper use of the various past tenses in French. This was particularly the case in the first passage for translation and in the set composition; and it was characteristic of the Higher Grade as well as of the Lower. Nor were the Higher Grade papers free from other elementary blunders. The composition failed to show the improvement that had disclosed itself in the Lower Grade. In far too many cases nothing more was attempted than the substitution of a French word for an English one without any effort being made to render one idiom by another. The answers to the philological questions were rarely attempted, and almost all of the attempts were practically worthless.

Higher Grade.

Extracts from
Chief
Examiner's
Report.

A few extracts from the Report of the Chief Examiner in French will be of interest. Thus he says:—

“The general impression left on me is that there has been during the past year marked progress in the study of French. Oral methods appear to have

been adopted in many schools, and the good effects may be traced in the enlarged vocabulary of the candidates, and particularly in the 'free' composition of the Lower Grade. In the Higher Grade this improvement is not so clearly marked, and it is important that teachers should realise the necessity of continuing the oral method in the upper classes by questions on the reading-book or conversation. The failures in translation were due quite as much to want of thought and of general culture as to ignorance of French. Again and again I was convinced in revising the papers that the candidate could not have read the passage through before he put pen to paper, but that he had set himself to his task as though he had so much oakum to pick. In the accident, mistakes were distinctly rarer. In the syntax there was no marked improvement. Evidently the rationale of French moods and tenses is rarely attempted, and even those candidates whose practice was correct were rarely able to give any explanation beyond the rule of thumb. It is to be hoped that the 'New Method' (so useful when properly applied) will not displace this most valuable part of the linguistic training, especially in the case of those pupils who do not get the drill of Latin or Greek syntax."

Progress visible particularly in Lower Grade.

Syntax still weak.

With reference to the Lower Grade, he remarks :—

"The 'memory' passage was without question the most satisfactory part of the performance. Nearly all caught the point and made in French (*tant bien que mal*) the little joke. The general fault was that the English was too servilely followed. 'Sire' for 'sir' and 'propriété' for 'propriety' were vulgar errors. Few ventured to recast the narrative and tell it in their own fashion. In the set composition there was likewise an improvement—fewer gross solecisms and misuses of tenses. Yet it was the exception to get '*le beurre*' right both as to gender and to spelling, and '*cher moi*' for 'dear me!' was far too common. '*Vous iriez*' for 'you should go' and '*me prêtez-vous*' for 'will you lend me' were recurrent blunders. The rendering of short sentences into French was not very satisfactory. Most failed in the position of pronouns, and very few used the right tense in such colloquial phrases as 'I went this morning' and 'I lost it yesterday.' Question 6 was answered worst of all."

Lower Grade.

Discussing the Higher Grade Paper, he proceeds :—

"Both the prose and the verse passage for translation into English were hard, and full allowance was made for candidates who had never heard of Polybius or even failed to recognise *Tite-Live* as Livy. Yet it was not unreasonable to expect that a well-taught pupil of 16 or 17 should make out the general drift of the extract in which these names occurred, and should seize the main point of the contrast; that he should not translate *chez Polybe* by 'at the house of Polybus' or '*se garde bien*' by 'is careful to be.' Again in the lyric it was not to be looked for that the full force of the third and fifth stanzas should be grasped by all, much less that the whole should be rendered in the language of English poetry, but an examiner may justly complain that the picture of the solitary sower looming large in the twilight was visualized by very few, and that in hardly any case was there a faint echo of the sentiment. In the composition not one per cent. knew the French for 'engineer' or 'dramatist.' Prepositions need very careful attention; 'is with me,' 'a letter for you,' 'with the exception of,' and (still less excusable) 'gone to England,' 'in Spain' were mis-rendered by the majority. The translation of short sentences involving some difference of idiom was better done than last year, but still left much to be desired. Common words like 'guest,' 'examination,' 'a rest' were known only by the minority, and the construction of *quand même* and of the preterite anterior by hardly any."

Higher Grade Translation.

Composition.

Under the altered conditions some evidence of real distinction is essential to the gaining of Honours. The percentage of successes is therefore again very small. With regard to the papers themselves, I am glad to be able to note marks of a distinct improvement in composition. The essays were almost always too long, being diffuse and not to the point. There was, however, a small but satisfactory proportion of really good, thoughtful and well-written essays. Taken all over, the set composition was fair.

Slight improvement in Honours.

With regard to the second paper, I cannot do better than quote once more from the Report of the Chief Examiner :—

"The translation into English was, on the whole, fairly done. An extract from a play is always a severe test, but the more intelligent candidates were able to gather from the context that the speaker was an ejected demagogue."

Translation.

Such common words as *girouette*, *gredin*, *soufflet* should certainly have been familiar to Honours candidates, and it is surprising that hardly one in fifty should have hit on the obvious English equivalent for '*un plat de lentilles*' or have known who Mazarin was. The passage of poetry contained three or four words that a very fair French scholar might not have met with; otherwise, for one who realised that it was a description of the joys of Alpine mountaineering, the passage presented no great difficulties. But appreciation of the poetry was rare. Question 6, on the use of the subjunctive, though much easier than the corresponding question of last year, was not well answered."

Syntax.

He finally sums up as follows:--

General Conclusion.

"The more general adoption of the 'New Method' has produced a marked improvement, though there has not yet been time for its effect to tell fully on the senior pupils. In the higher forms the works of great modern classics (especially in prose) such as Michelet, Renan, Taine, should be studied with the same attention both to matter and to form as is given to Thucydides and to Cicero on the classical side. Throughout, more attention should be paid to rendering, both orally and on paper, into idiomatic English. Syntax should be taught not only for its practical use, but also as an exercise in applied logic."

COMMERCIAL FRENCH.

Number of Candidates Presented.	Number of Candidates Passed.
8	4

Improvement in Commercial French.

This year there has been an increase in the number of candidates who have presented themselves for examination in Commercial French. The Examiner reports that the quality of the work, so far as the successful candidates are concerned, shows a decided improvement as compared with last year. Both the letter and the market report were correctly translated by most of the candidates, and the knowledge of French commercial terms displayed was considerable. The reply to the letter was also very fairly well done. The weakest feature was the want of familiarity with the French equivalents of English names of well-known places.

GERMAN.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
1,764	946	743	365	252	153	8	137	2,660	1,708	64

Standard in Lower and in Higher Grade maintained.

The Lower Grade paper was framed on very much the same lines as that of last year, and provided a fairly searching test. The number of candidates shows a satisfactory increase. There has been no falling off in the quality of the work. If there is no very marked improvement, there are certainly fewer extremely bad papers. The grounding in the elements of grammar was, on the whole, tolerably satisfactory, except in the case of such candidates—sometimes including the entire contingent from particular schools—as were hopelessly below the mark in every respect. But the knowledge of verbs was seldom really sound. The translation from and into German was of a comparatively simple character, so that lack of vocabulary did not manifest itself in so serious a degree as in the more advanced stages, although the little poem of

Goethe proved too hard for many. Revisers, however, complain of many instances of false concords in the composition, of wrong genders, and of mistakes as to the government of prepositions. On the other hand, there was again an improvement in the knowledge shown of the rules for the arrangement of words in a German sentence. The "free" composition was much less well done than the set passage. There were too many short, jerky, detached sentences. In the Higher Grade paper the results were tolerably satisfactory; but it is obvious that candidates are still sent in with far too limited a range of reading. Their vocabulary is defective, and they have no power of grasping the construction of any sentence that is at all complicated. Probably many of those to whom I refer were presented just a year too soon. Composition was not more than fair. In the set passage very few succeeded in being at once idiomatic and literal. The reproduction of the story too was defective, while the most disappointing feature was the inadequate way in which the simple English sentences were rendered into German. Higher Grade

On the whole, the most satisfactory sign of the work in German is the fact that the results in Lower and Higher Grade have been so little affected by the change in the character of the papers. The Honours papers call for no special remark. They have revealed a great deal of meritorious work on ordinary lines, but the number of candidates who deserve special distinction is even smaller than it was last year. Honours.

It seems necessary to emphasise the remarks made last year as to the German script. Seeing that the German character continues to be almost universally used by Germans in writing their language, it is highly desirable that all students of German should be able to read the script with perfect ease. In view of this, an additional allowance of marks continues to be given in all grades for fair German writing. It is now under consideration whether it may not be desirable that, in the near future, we should insist on the German script being used by all candidates in, at least, the composition part of the papers. In the meantime, it has to be said that, while the warning given last year has borne some fruit, there is still far too much carelessness and want of neatness manifested in all grades. The revisers drew attention to the almost total disregard of punctuation, a fault even more serious in German than in English. Almost no schools appear to have yet adopted the reformed spelling, which is now universal throughout the German Empire. German Script.

COMMERCIAL GERMAN.

Number of Candidates Presented.	Number of Candidates Passed.
1	1

For the first time in the history of the Examination a candidate presented himself in Commercial German. His work showed that he possesses a fair command of German commercial phraseology. The translation of the letter into English was accurately done. The market report was less well understood. The answer to the letter lacked neatness and contained unusual expressions, while his rendering of the English sentences into German was the most unsatisfactory part of his paper. Beginning made in Commercial German.

SPANISH.

Number of Candidates Presented.	Number of Candidates Passed.
1	1

Lack of interest
in Spanish.

There are no signs of any growth of interest in this important commercial language. Only one candidate came forward this year. Translation from Spanish into English was well done, a good knowledge of colloquial Spanish being shown. The composition and the translation of idiomatic sentences were also satisfactory, but there was some weakness in grammar. It is to be hoped that a larger number will present themselves in this subject next year.

MATHEMATICS.

—	Presented.	Passed.	Per-centage.	Passed in Arithmetic only.
MATHEMATICS.				
Lower Grade (with Lower Arithmetic)	3,843	2,079	54	1,145
Lower Grade (with Higher Arithmetic)	953	553	58	140
Higher Grade	1,742	769	44	609
Honours	126	55	44	—
ARITHMETIC ONLY.				
Lower Grade	8,406	5,164	61	—
Higher Grade	2,103	1,044	50	—

—	Presented.	Passed with Distinction.	Total passes.	Per-centage.
ADDITIONAL SUBJECTS.				
Geometrical Conics	41	2	28	68
Analytical Geometry	177	31	119	67
Higher Dynamics	88	8	56	64
Elements of Dynamics	252	5	133	53

The following remarks (based upon the reports of the various Revisers) represent the views of the gentleman who took the chief part in this branch of the examination:—

General
Criticisms.

The Mathematical papers have this year, as in previous years, shown continued improvement in neatness and increased attention to the rules of the examination. They continue to make it clear that variations in merit are not so much between scholar and scholar as between school and school. Teachers may be congratulated on the manner in which they have impressed their stamp on their scholars, and on the fact that the impression has in general been distinctly beneficial. Some improvement is apparent in thoughtfulness as opposed to mere memory work, and it may be anticipated that this improvement will be still greater in future. The age at which scholars leave school in Scotland, and the time generally

Some
Improvement
Apparent.

allowed for mathematical work, make it vain to expect very high attainment, but the laying of a sound foundation and the acquirement of proper habits of thought are of far more importance than rapidity of progress. The reports of the Examiners show that riders and exercises, which form a test of whether candidates understand the book-work so as to be able to make use of it, are not nearly so well done as the corresponding questions in book-work, and that this deficiency is most marked in the Higher and Honours Grades. It seems clear that this part of the subject requires more systematic attention in the schools, and that teachers should make sure that their pupils do not go from one part of a subject to a higher, until they have had such practice in problems as to prove that the book-work is not only remembered but is also thoroughly understood.

A Marked Defect.

LOWER GRADE.

Arithmetic.—As a rule, the work was written out with care and neatness, and gave evidence of a good general knowledge of elementary arithmetic, especially as regards fractions and simple interest. There is still room for improvement in the metric system, but it is better known than in former years. Weakness was shown in the theory of the subject. The rule for the multiplication of decimals was well given, but the proof of it was seldom attempted. Many candidates did not understand the meaning of an average. Many failures to answer questions were due to their being attempted without the consideration necessary to make sure that their full scope and meaning were understood. The instructions were better observed than in former years, but in some schools the detailed working is still written out separately from the rest of the answer.

Weaknesses in Arithmetic.

Algebra.—The work was on the whole careful and intelligent, and was written out neatly and accurately. The simple theoretical questions on indices were less well answered than the rest of the paper, and it is clear that more attention should be given to the teaching of theory. Equations were well solved with the exception of quadratics, in which the practice of using a formula involving letters led many astray. It has been pointed out more than once that the use of a formula, however convenient to advanced students, is altogether unsuitable at this stage and should not be allowed in schools. The verifications were sometimes well done, but in other cases candidates failed to understand what was required. Weakness was often shown in indices and in resolution into factors. If candidates were properly trained to consider dimensions there would be fewer instances of three linear factors being given for a quadratic expression.

Algebraic Theory not well understood.

Geometry.—The general style of answering was satisfactory, the proofs being as a rule short and clear. The diagrams were for the most part neat and fairly accurate, but there is room for improvement in the latter respect. In numerical examples candidates often showed that they were not in the habit of verifying their calculations by measurement. Some wasted time by writing out proofs of particular cases of theorems which might have been included in the general case. In Part II. some of the work was excellent, but too many candidates were content with merely drawing the figures without any attempt to solve the problems. In certain cases many mistakes were made owing to candidates failing to realise that a quadrilateral is not necessarily a parallelogram and that a hexagon is not necessarily regular. Only a small proportion of the answers were worthless.

Geometry more satisfactory.

HIGHER GRADE.

Arithmetic.—On the whole the work was satisfactory. The writing was as a rule good and the arrangement fair. The calculation, even when cumbersome methods were adopted, was generally accurate. The metric system is becoming better known, but there are still many candidates who show very little knowledge of it. Questions on theory continue to be omitted by many candidates and badly answered by others. Only one or two could explain the meaning of the various steps required to extract the square root of a number. It is not generally realised that, when only a definite degree of approximate accuracy is required, no more figures than are necessary should be used in the calculation. Questions involving decimals show want of practice in their use, many candidates using long division to divide by 80,000. It is satisfactory to note that very few papers were altogether bad, and that some were remarkably good.

Arithmetic improved.

Algebra.—As a rule, the answers were well and neatly written, in many cases the style was excellent. Many candidates showed the results of good and careful preparation of the subject, especially in solution of equations and dealing with problems in progressions. The question on the theory of the least common multiple was, as a rule, badly answered, and the solution of quadratic equations showed much dependence on formulae, a method which cultivates the memory rather than the intelligence, and is therefore wholly out of place in school work. Many failed to solve problems from want of carefully thinking out the conditions stated in the questions.

Algebra fairly good, but results marred by lack of thought.

book-work well mastered a Geometry.

Geometry.—In respect of handwriting and neatness of arrangement a good standard was maintained, many papers being excellent in these respects. The propositions, of which proofs were asked, were as a rule well and clearly written out, showing that the candidates had been carefully trained to appreciate and reproduce the book-work of the subject. It was however clear that the geometry of intersecting planes was not understood by the majority, while many who showed some grasp of this subject, nevertheless found difficulties which a little explanation with models would have removed. The work in Part II. was less satisfactory and showed that scholars had not been trained to make their knowledge thoroughly their own by sufficient practice in the solution of problems. The papers showing really good mathematical ability were comparatively few.

Treatment of problems unsatisfactory.

Slight advance in Trigonometry, but still much room for improvement.

Trigonometry.—While the general style of the writing has improved, and the work of the better candidates is more satisfactory than formerly, there is still a very large proportion of unsatisfactory answers, which appear to be due to a failure to grasp the elementary principles of trigonometry. In no mathematical subject is the influence of the teacher more apparent, as is shown by the fact that not only large and well-equipped schools, but also small country schools have done excellent work. On the other hand the work of entire schools is often quite unsatisfactory, and a considerable number of pupil teachers showed that they had failed to master even the rudiments of the subject. It is clear that far better results are obtained by those teachers who aim at doing a little well, than by those who try to push their pupils too rapidly on.

HONOURS GRADE.

Algebra work very fair.

Algebra.—Candidates appear to have covered the ground fairly well, but not to have been properly instructed in the need for accurate and specific statement. Many marks were lost from inattention, in cases where a little more care would have given better results. Far too many candidates were unable to attack a simultaneous quadratic equation in proper style. The question on graphs was usually well answered, but the alternative question on complex numbers was seldom well done, and did not seem to be properly understood. Several candidates showed very fair knowledge of the meaning of mathematical induction, but not many attempted to apply that knowledge to the example given. Only a few showed more than a moderate knowledge of series.

Geometry distinctly better, but still weak in some respects.

Geometry.—Some most excellent answers were sent in, showing a good grasp of the work and considerable geometrical ability. On the other hand some of the papers were disfigured by bad diagrams, sometimes accompanied by almost illegible hand-writing. Another fault, which occurred too frequently, was carelessness with regard to the signs of line segments. Weakness was shown in problems of construction and in solid geometry, and some candidates wasted their time by answering both alternatives in the same question. On the whole, however, the papers gave indication of good work, the chief improvement needed being in better diagrams and clearer exposition.

Standard reached in Trigonometry fairly high.

Trigonometry.—Taken as a whole the work reached a fairly high standard. The expression for the cosine of an angle of a cyclic quadrilateral was obtained correctly in most cases, and a good knowledge was shown of the relations between the radii of the inscribed and circumscribed circles of a triangle, but candidates should be encouraged to rely more upon geometry and less upon formulæ. The question on the relations between θ and $\sin \theta$ was generally well done by those who attempted it, as also was the question on inverse functions, but few were successful in that on logarithmic series. On the whole the book-work was more intelligently written out this year than last, and the examples were successfully attempted in many cases.

ADDITIONAL SUBJECTS.

Dynamics still unsatisfactory.

Elements of Dynamics.—While some of the questions were generally well answered, yet as a whole the results of the examination were unsatisfactory. Many of the papers were carelessly written, and careful drawings were often wanting. It was clear that a large proportion of the candidates had not received adequate training in the subject, and the qualities of exactness and scientific method which are essential in sound mathematical training were often conspicuously absent.

Conic Sections good on the whole.

Geometrical Conic Sections.—The work of those who took this subject was, as a whole, good. In some cases, however, sufficient care was not taken to explain the geometrical constructions employed. The properties relating to central conics were as a rule only proved for the Ellipse.

Analytical Geometry fairly good

Analytical Geometry.—The work was, as a rule, satisfactory, being generally thoughtful if somewhat laborious. Candidates often showed an intelligent grasp of the subject, many attacking all the questions with fair success. Some showed

weakness in grasping the argument by which the equation of the polar of a point is found, others showed some uncertainty as to the meaning of the equation of a cocus. More care in hand-writing is desirable.

Higher Dynamics.—The answers to the questions on hydrostatics and simple machines were generally satisfactory. More care should however be taken with the drawing of diagrams. Questions relating to motion were not so well answered, candidates showing little power of going beyond the limits of book-work. A large number, for example, seemed unable to deal with speed expressed in miles per hour without reducing it to feet per second.

Higher Dynamics very fair; but too much reliance placed on book-work.

BOOK-KEEPING AND COMMERCIAL ARITHMETIC.

Candidates were examined from 68 schools with the following result:—

Presented.	Passed.	Percentage.
557	336	60

Book-keeping.—The work of the candidates was as a whole somewhat disappointing, and the improvement shewn last year was not maintained. Candidates were required to record a series of transactions in the ordinary books, and to frame a profit and loss account and a balance sheet. The cash-book was fairly well done. A large number, however, closed their cash-books with a credit or balance on the cash columns, which meant that the money in hand was less than nothing; but did nothing to show that they had realised the absurdity of such a result, or had endeavoured to find where they had erred. The journal was also fairly well written, but the transfers to the profit and loss account were often omitted in spite of the terms of the instructions given in the paper. The way in which the profit and loss account and the balance sheet were drawn up was disappointing. The merchant's whole turn-over was £559, yet some candidates brought out profits or losses of thousands of pounds. The tendency to treat the profit and loss account as an ordinary ledger account, instead of as an abstract of the revenue and expenditure accounts, is as great as in former years. The writing was generally neat and careful, but the style was otherwise defective; reference folios were constantly omitted and the entries were often obscure from omission of detail.

Improvement in Book-keeping not maintained, absurd results being complacently acquiesced in.

Style defective.

Commercial Arithmetic.—The first paper was, as a rule, worked out with creditable success, but very few candidates succeeded in obtaining full marks. The second paper was also, generally speaking, well answered, and in some cases the results were excellent. It may be noted that errors often seemed to be due to a careless reading of the questions, and a too hasty conclusion as to what was required of the candidates.

Commercial Arithmetic good.

Marks of haste.

SCIENCE.

Number of Schools Presenting Candidates.	Number of Candidates Presented.	Number of Candidates Passed.
35	280	153

There has again been a gratifying increase in the number of schools presenting candidates, and also in the total number of candidates presented. There has also been a large increase in the number of candidates for Intermediate Certificates who were presented to the examiners for approval of their work in Science, in terms of Circular No. 340. The examiners report that the quality of the work does not call for much comment, but that there is need to repeat once more the warning to teachers against taking up practical work of which the theory is beyond the comprehension of their pupils, or has not been made clear to them. It may be as well to repeat that the methods of examination differ in some important points from those regulating the system in regard to other subjects. The examination is chiefly oral and practical; and it is shaped in the case of each school by the curriculum of that school, steps being taken to secure that the curricula on which pupils are admitted to the examination are of approximately equal value and every effort being made to maintain a standard of pass which shall be at once uniform and high. It is interesting to find that

Examination growing in popularity.

General level maintained.

Methods of Examination.

the most satisfactory work appears to be done in the schools whose profession is comparatively modest. In practical science, as in all educational subjects, the special discipline given is better got from a comparatively thorough study of one branch, than through a too ambitious attempt to cover a very wide field. Thus the Chief Examiner is inclined to recommend that, unless the time available during the third year's course is more than four hours a week, the whole of it should be devoted to one subject instead of being divided between two. Another point to which he draws attention is the very limited extent to which 'home-made' apparatus is employed in the laboratories. Science Teachers should be encouraged in every way to make simple apparatus for themselves, and to use it with their pupils.

DRAWING.

Number of Schools Presenting Candidates.	Number of Candidates Presented.	Number of Candidates Passed.
143	1,556*	629*

Improvement in Drawing.

A large increase in the number of schools sending in candidates in Drawing, and also in the number of candidates actually presented, points to a growing interest being taken in this important branch of education. The work done by the candidates during the session, as well as at the examination, also appears to show a considerable improvement on that of last year, both in quality and in spirit.

The character of the Examination.

The examination was conducted on lines corresponding to those of the previous year, care, however, being taken to avoid, as far as possible, all appearance of stereotyping special methods, either of examining or of working. Its character and aims can best be explained by the following extract from the Report of the Chief Examiner:—

“Great freedom was allowed to the candidates in deciding the medium of expression to be employed, and the amount of time to be occupied in completing a given study, the gaining of experience in determining these points satisfactorily being considered by the Examiners as part of the candidates' training. The black-lead pencil is still the favourite medium, but the brush is steadily gaining in favour, and in many cases is being handled with encouraging success. In several instances, however, candidates had had no experience whatever in its use.

Practice in the drawing of objects to a large scale on wall boards and on brown paper is now being largely practised, with a corresponding gain in freedom and correctness, especially where this type of work has been taken up systematically and with vigour, as in the case of several of the pupil-teacher centres. Much, however, still remains to be done in the direction of training pupils to draw objects and groups of objects in correct perspective.

A teacher who is content with a pure outline drawing leaves the most important and interesting parts of the work untouched, obtaining at best only a meagre delineation of his subject. At the same time, the representation of light and shade, texture, colour, and such qualities, should not be attempted until some approximation to correctness of form is obtained. Further,* the representation of these qualities, as well as of the general form of an object, should invariably be the record of the pupil's own observations, if it is to be of true educational value. A conventional light and shade treatment should accordingly not be permitted, and care should also be taken that the general character of the subject being treated is not lost by the undue elaboration of accidental effects.

In nature drawing great progress has been made since last year. As a rule, the drawings are of better quality, and at the same time display a much fuller knowledge of growth and structure. This is probably due in a great measure to the dissemination of sound ideas regarding the function and scope of real nature study and representation, and to a growing appreciation of their great educa-

* These numbers do not include the results from Schools where Examinations are not yet completed.

tional possibilities. The correlation of drawing with nature study and other subjects of the school curriculum, is also exercising a beneficial influence in this direction.

The study of colour is now very generally being taken up along with nature drawing, and in some schools successful efforts are being made to represent flowers in their natural colours with relation to a background. In a few instances direct brush drawing without previous outline is practised with good effect.

The modelling of flowers, fruit, and other nature forms in clay, affords a valuable means of studying actual form; and this year an increased number of candidates were presented for examination in this medium. The work produced gave evidence of careful study and a due appreciation of the value of this method of representation in the schools where it is practised.

Some very good work in design was obtained from several schools, and in a few of these, candidates produced designs which they had executed in the actual materials; but, speaking generally, this is perhaps the part of the drawing syllabus which at present stands most in need of reform. In many cases the work shown was design in name only, in others it was merely a vain repetition, occasionally with slight variations, of what had been seen and done over and over again. Yet the subject if properly treated is full of great possibilities, as is clearly shown by the way in which it has been developed in some schools. Not only may it lead to the discovery of latent powers in the pupils, but it creates in them an interest in good ornament and graceful form, trains their colour sense, develops originality, and gives a new zest and outlet to the whole work.

In addition to the candidates for the Leaving and Intermediate Certificates, a considerable number of pupil teachers who were not candidates were examined for marks in drawing in connection with the King's Scholarship Examination, 1903. The examination was conducted very much on the same lines, but as a rule, it would appear that where candidates were presented for King's Scholarship marks only, the work was on a distinctly lower plane.

Due notice will be given of the exact date of the examination next year, and it is necessary to call particular attention to the importance of sending early notice of the intention to present candidates. It is impossible to receive applications after the date announced.

I have the honour to be, &c.,

To the Right Honourable

*The Lords of the Committee of Council
on Education in Scotland.*

HENRY CRAIK.



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TABLES.

1901-

Statements of Income, Expenditure, and Liabilities of Higher Class Schools sharing in School

No.	NAME OF SCHOOL. (Under the Management of School Boards).	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	3,131 5 4
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,486 13 2
3	Arbroath High School	—	75 0 0	290 0 0	800 18 8
4	Ayr Academy	292 1 6	94 3 4	39 9 6	2,143 9 8
5	Brechin High School	194 15 0	30 0 0	—	417 8 8
6	Callander, McLaren High School	—	—	275 0 0	52 13 0
7	Dumfries Academy	1,054 7 3	140 0 0	148 15 7	1,563 5 7
8	Dunfermline High School	311 13 7	130 16 8	40 0 0	868 7 3
9	Duns, Berwickshire High School	—	—	—	116 1 11
10	Edinburgh, Royal High School	—	801 10 8	—	2,461 16 8
11	Elgin Academy	54 2 1	130 5 3	25 4 2	482 10 11
12	Falkirk High School	—	—	100 0 0	329 7 11
13	Forfar Academy	1,168 3 5	200 0 0	160 17 11	236 17 8
14	Galaehiels Academy	155 4 11	—	—	225 18 0
15	Glasgow High School	365 5 10	570 0 0	—	5,429 19 0
16	Glasgow, High School for Girls	—	—	—	4,223 1 1
17	*Govan, Hillhead School	—	—	—	771 12 1
18	Greenock Academy	761 17 11	145 0 0	42 18 9	2,084 4 1
19	Haddington, Knox Institute	237 1 0	42 11 3	74 0 0	415 2 1
20	Hamilton Academy	—	—	49 1 8	1,243 13 0
21	Irvine Royal Academy	567 10 5	115 0 0	—	806 2 1
22	Kelso High School	7 1 7	—	—	624 18 1
23	Kirkcaldy High School	539 5 3	114 0 0	163 13 9	940 9 1
24	Kirkcudbright Academy	1,062 19 7	224 9 2	200 0 0	243 13 1
25	Linlithgow Academy	1,574 15 9	—	57 19 1	135 19 1
26	Montrose Academy	1,086 5 10	180 0 0	66 19 0	928 12 1
27	North Berwick High School	—	—	—	48 17 1
28	Paisley Grammar School	1,375 3 3	60 0 0	97 12 5	1,546 13 1
29	Peebles High School	—	100 0 0	—	225 4 1
30	Perth Academy	—	269 3 9	182 5 8	2,361 14 1
31	Stirling High School	—	225 0 9	409 0 4	1,389 3 1
32	Stranraer High School	84 13 2	—	—	456 10 1
	Carried Forward	11,722 7 4	4,151 5 0	2,596 17 10	39,334 10 1

* This is the higher department only which is not in receipt of grants under the Code.

Grant under the Minute of 27th April, 1899, in respect of the last Financial or

Parish	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
000	600 0 0	—	1,418 11 1	—	—	55 6 6	5,789 11 8	1
000	600 0 0	396 18 1	2,017 11 4	—	—	85 17 4	6,609 15 9	2
2 6	600 0 0	378 19 8	720 2 2	—	—	—	3,262 2 9	3
000	550 0 0	—	583 17 2	—	13 3 0	232 5 4	4,548 8 10	4
2 6	400 0 0	51 15 0	464 5 3	1,130 0 0	—	—	2,986 6 5	5
18 0	800 0 0	—	124 11 8	—	—	—	901 2 8	6
19 0	700 0 0	271 15 0	862 1 5	—	—	39 19 0	5,683 2 10	7
5 0	450 0 0	628 8 5	200 0 0	—	—	142 0 0	3,095 10 11	8
000	300 0 0	62 8 4	—	—	—	50 0 9	1,628 11 0	9
000	500 0 0	51 8 4	3,835 0 10	—	—	—	8,489 16 6	10
000	500 0 0	—	409 1 8	2,000 0 0	0 7 7	7 4 9	3,948 16 5	11
3 5	750 0 0	85 5 0	1,511 14 3	—	—	—	3,171 10 7	12
2 6	300 0 0	90 2 6	172 6 2	—	17 12 0	—	2,643 2 0	13
14 0	300 0 0	26 14 0	116 9 7	—	—	0 15 8	1,111 16 8	14
000	750 0 0	91 18 4	2,790 7 7	—	—	—	11,697 10 9	15
000	600 0 0	—	2,122 19 6	—	—	—	7,851 0 8	16
5 0	400 0 0	62 0 0	982 11 5	—	—	—	2,685 8 6	17
000	400 0 0	36 1 0	1,107 9 3	—	7 13 0	—	5,245 4 2	18
000	300 0 0	—	201 5 4	—	—	5 0 0	1,578 19 10	19
000	450 0 0	382 0 0	607 19 2	—	—	320 0 0	3,552 14 7	20
000	300 0 0	—	358 0 5	6,174 6 10	6 15 11	—	8,727 16 4	21
10 4	300 0 0	8 10 5	100 7 4	—	—	2 4 11	1,872 13 0	22
6 0	350 0 0	184 5 0	290 12 6	—	2 8 11	97 4 0	2,963 4 10	23
000	300 0 0	—	513 4 7	—	5 1 2	—	2,799 8 0	24
000	300 0 0	—	118 8 11	4,000 0 0	—	210 0 0	6,747 3 1	25
18 9	400 0 0	546 13 7	621 9 2	2,735 0 0	—	212 17 11	7,950 16 3	26
15 4	300 0 0	90 12 2	289 8 4	—	—	111 10 2	1,274 3 6	27
000	550 0 0	300 0 2	1,631 2 8	340 0 0	15 12 1	—	6,756 8 10	28
5 9	300 0 0	166 6 8	65 0 0	4,250 0 0	11 9 5	5 16 10	5,697 2 9	29
000	750 0 0	965 5 4	1,425 5 8	—	—	145 16 2	6,683 11 6	30
1 9	600 0 0	334 9 10	670 7 2	—	—	300 7 7	4,451 10 9	31
000	300 0 0	24 0 0	1167 13 2	—	—	—	1,356 16 4	32
9 10	14,500 0 0	5,295 16 10	36,449 4 9	20,629 6 10	80 3 1	2,024 6 11	143,711 8 8	

† This sum represents contributions from six parishes.

No.	NAME OF SCHOOL. <i>(Under the Management of Authorities other than School Boards).</i>	IN			
		Balance (If in hand).	Contributions payable from Common Good of Burgh or other Funds Administered by Town Council.	Endowments.	School and Books
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College	—	—	656 9 1½	3,842 6
34	Anstruther, Wald Academy	155 0 5	—	305 11 9	308 11
35	Belfh, Spier's School	—	—	1,117 8 4½	456 7
36	Crieff, Morrison's Academy	276 14 10	—	1,191 6 3	1,171 9
37	Cupar, Bell Baxter School	252 17 0	—	400 4 8	607 13
38	Dollar Institution	0 4 1	—	1,414 12 0	1,824 13
39	Dundee High School	—	—	1,166 18 0	2,607 0
40	Edinburgh, Daniel Stewart's College	—	—	3,624 1 0	2,738 7
41	Edinburgh, George Watson's Boys' College	—	—	3,075 8 3	3,809 10
42	Edinburgh, George Watson's Ladies' College	—	—	1,700 9 8	3,089 0
43	Edinburgh Ladies' College	—	—	4,246 16 7	3,467 15
44	Glasgow, Allan Glen's School	—	—	350 0 0	2,206 10
45	Glasgow, Hutchesons' Boys' Grammar School	—	—	3,213 17 5	531 10
46	Glasgow, Hutchesons' Girls' Grammar School	2,087 10 5	—	3,213 17 4	1,182 12
47	Inverness Royal Academy	—	—	596 5 6	1,860 13
48	Nairn, Rose's Academical Institution	—	—	206 16 9	104 17
49	Newton Stewart, Douglas High School	—	—	362 19 11	218 14
50	Newton Stewart, Ewart High School	—	—	409 1 2	136 8
51	Perth, Sharp's Institution	186 1 5½	—	417 9 4	396 4
52	St. Andrew's, Madras College	—	—	814 14 1	907 7
53	Stonehaven, Mackie Academy	746 18 4	—	362 6 1	571 10
54	Selkirk High School	*279 15 5	—	188 14 4	168 9½
55	Tain Royal Academy	412 10 1	—	362 9 5	629 12
	Total	4,359 12 0½	—	36,096 11 7	48,273 1½
	Brought forward from previous page	11,722 7 4	4,151 5 0	2,596 17 10	30,334 10
	GRAND TOTAL	16,081 19 4½	4,151 5 0	37,692 9 5	87,612 15

* Building Fund Account

M.E.									
Grants from committees and bodies for secondary education by § 21(b) Education (Local Taxation) Account (Mand) Act, 1952.	Grants from Scotch Education Department, under Minute of 27th April, 1950.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
875 0 0	750 0 0	1,509 13 8	—	—	—	—	7,293 8 9½		33
285 0 0	300 0 0	—	—	—	—	—	1,321 8 8		34
222 9 0	300 0 0	5 9 2	—	—	—	—	2,010 5 0½		35
207 0 0	300 0 0	64 19 0	—	—	—	—	3,311 9 2		36
285 0 0	330 0 0	22 7 6	—	—	9 6 4	6 8 7	2,013 14 10		37
220 0 0	400 0 0	210 8 1	—	—	—	90 9 8	4,080 7 5		38
204 17 11	550 0 0	451 14 0	—	—	—	308 4 5	7,073 14 10		39
220 0 0	400 0 0	—	—	—	—	—	7,017 8 6		40
298 0 0	750 0 0	—	—	—	—	—	17,334 19 8		41
220 0 0	700 0 0	—	—	—	—	—	10,988 9 11		42
200 0 0	750 0 0	—	—	—	—	—	14,114 11 10		43
240 0 0	700 0 0	2,312 12 9	—	—	—	158 5 0	6,667 8 3		44
240 0 0	400 0 0	—	—	—	16 2 4	—	4,601 18 9		45
240 0 0	400 0 0	—	—	—	16 2 4	—	7,240 2 1		46
—	250 0 0	207 18 5	—	—	—	—	2,513 17 1		47
220 0 0	300 0 0	6 11 8	—	1455 13	—	61 13 4	1,405 12 5		48
220 0 0	200 0 0	—	—	—	—	13 6 9	883 0 8		49
220 0 0	200 0 0	—	—	—	—	27 11 11	966 1 10		50
224 0 0	250 0 0	546 10 0	—	—	—	—	2,160 4 11½		51
220 0 0	300 0 0	188 10 11	—	—	—	—	2,510 12 6		52
220 0 0	300 0 0	41 5 6	—	—	21 8 11	1 4 0	2,444 16 6		53
243 14 0	300 0 0	—	—	500 0 0	—	0 10 0	1,581 8 8		54
224 0 0	300 0 0	17 14 4	—	—	—	12 16 10	1,709 2 8		55
221 11 11	9,000 0 0	5,595 14 7	—	955 13 3	62 19 11	675 10 3	111,645 14 7½		
222 9 10	14,500 0 0	5,295 16 10	26,449 4 9	20,629 6 10	80 3 1	2,024 6 11	143,711 8 8		
220 1 9	24,100 0 0	10,891 11 5	26,449 4 9	21,585 0 1	143 3 0	2,609 17 2	255,357 3 8½		

† Capital realized.

No.	NAME OF SCHOOL. (Under the Management of School Boards.)	EXPENDITURE					
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery	Fuel, Light and Clean- ing.	Replace- ment of Furniture, and Repairs to Buildings and Furni- ture.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen, Girls' High School	1,447 15 3½	4,181 16 10	196 15 4	125 18 6	890 11 6	106 18 5
2	Aberdeen Grammar School ..	447 14 8½	5,116 9 0	481 6 10	801 19 2	806 19 4	247 13 5
3	Arbroath High School ..	486 2 1	2,008 16 0	—	134 14 10	140 9 8	28 19 11
4	Ayr Academy	—	3,012 1 5	—	270 15 5	150 9 6	76 12 8
5	Brechin High School ..	—	1,159 2 9	1,188 14 9	167 11 7	56 0 9	46 17 3
6	Callander, McLaren High School	534 16 6	571 4 11	—	128 9 0	42 11 9	5 3 7
7	Dumfries Academy ..	—	3,026 8 5	—	198 2 5	264 17 10	197 14 9
8	Dunfermline High School ..	—	1,961 13 4	—	190 10 0	237 15 6	51 19 0
9	Duns, Berwickshire High School	40 10 9	947 4 8	146 11 11	111 11 0	59 18 8	49 17 3
10	Edinburgh, Royal High School	—	5,968 10 0	—	166 19 10	285 6 4	359 1 7
11	Elgin Academy	—	1,528 0 3	2,308 2 11	10 13 7	89 5 1	16 15 8
12	Falkirk High School ..	1,524 13 11	1,791 15 3	—	124 8 5	109 9 2	52 2 6
13	Forfar Academy	—	1,425 10 9	453 6 6	399 5 3	81 8 9	0 15 0
14	Galashiels Academy ..	—	720 14 6	—	85 17 10	31 13 4	41 4 5
15	Glasgow High School ..	—	7,298 8 8	—	343 12 4	555 17 5	238 8 2
16	Glasgow High School for Girls	—	5,118 9 10	—	55 14 2	455 15 3	178 12 4
17	*Govan, Hillhead School ..	—	2,271 18 4	—	69 12 11	80 0 0	10 0 0
18	Greenock Academy ..	—	3,169 2 2	798 4 8	104 17 8	157 18 9	208 6 3
19	Haddington, Knox Institute	—	826 8 0	—	317 3 9	69 7 9	28 14 6
20	Hamilton Academy ..	52 15 4	2,649 10 5	—	465 14 10	189 17 10	106 18 11
21	Irvine Royal Academy ..	—	1,503 1 6	6,174 6 10	24 19 1	71 6 6	89 1 1
22	Kelso High School ..	—	1,279 15 2	—	53 6 1	59 0 10	46 10 11
23	Kirkcaldy High School ..	—	1,796 5 10	—	182 14 1	116 7 11	115 2 9
24	Kirkcudbright Academy ..	—	1,105 8 9	1,186 16 1	98 11 8	35 8 2	191 5 3
25	Linlithgow Academy ..	—	580 19 0	5,048 6 2	20 6 5	28 4 0	10 9 0
26	Montrose Academy ..	—	2,095 13 6	5,074 5 5	258 9 1	159 2 2	89 12 9
27	North Berwick High School	91 5 7	645 0 0	—	86 7 7	31 18 4	2 16 3
28	Paisley Grammar School ..	—	3,337 16 5	426 0 0	42 10 10	881 4 5	96 7 8
29	Peebles High School ..	159 5 3	920 4 3	2,380 14 4	60 18 9	120 4 6	12 7 7
30	Perth Academy	2,180 9 1	3,844 16 8	—	266 8 7	290 14 2	128 8 11
31	Stirling High School ..	1,171 13 3	3,150 18 4	—	199 12 7	189 7 2	226 12 9
32	Stranraer High School ..	—	1,012 1 6	—	118 7 5	18 10 5	47 10 8
	Carried forward ..	8,187 1 9	76,064 6 0	26,207 10 9	5,084 9 8	5,266 2 9	3,107 1 2

* This is the higher department only which is not in receipt of grants under the Code.

Continued.

EXPENDITURE.						BALANCE.		Total assessment in the £ for School Rate.	Product of a rate of 1d. in the £	No.
Year.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
1900	125 5 9	—	30 15 8	60 12 1	7,404 12 5½	—	1,615 0 9½	1 3½	2,801	1
1901	149 8 0	—	46 12 6	239 9 11	7,840 8 2½	—	1,170 12 5½	1 3½		2
1902	110 18 11	9 17 8	52 13 2	183 1 2	3,836 18 0	—	574 16 3	1 2½	321	3
1903	71 5 3	21 9 0	50 15 3	218 16 11	4,295 5 8	253 3 2	—	1 0½	580	4
1904	24 16 6	3 12 1	6 14 0	31 15 1	2,785 12 7	200 13 10	—	1 5½	119	5
1905	52 1 7	—	8 18 11	48 11 4	1,516 9 3	—	615 6 7	9	80	6
1906	66 3 4	12 11 0	12 1 4	43 1 11	4,682 17 5	1,000 5 5	—	1 1	230	7
1907	30 1 6	—	21 13 5	70 15 0	2,593 7 9	502 3 2	—	1 1	290	8
1908	22 13 1	3 3 0	25 14 8	46 3 4	1,518 15 1	109 15 11	—	8½	85	9
1909	301 4 2	—	106 4 5	668 2 11	8,489 16 6	—	—	10½	9,813	10
1910	83 18 4	—	20 4 10	65 9 7	4,424 8 4	—	475 11 11	1 4	127	11
1911	91 2 0	1 0 0	15 2 8	41 0 9	4,483 14 2	—	1,312 3 7	1 7½	370	12
1912	13 4 6	—	2 3 10	13 3 6	2,560 9 3	82 12 9	—	11½	137	13
1913	10 14 4	—	7 13 0	4 5 9	877 7 9	234 8 11	—	1 5½	180	14
1914	417 7 2	22 14 5	190 14 11	64 1 8	11,597 10 9	—	—	1 1½	13,015	15
1915	261 11 4	15 6 6	78 15 11	34 19 4	7,851 0 8	—	—	1 1½		16
1916	60 0 0	—	4 17 3	—	2,685 8 6	—	—	1 1½	3,989	17
1917	150 6 11	—	59 15 6	197 1 4	5,230 16 6	14 7 3	—	10	1,200	18
1918	40 15 4	—	22 14 5	33 9 7	1,470 13 2	108 6 8	—	1 3	65	19
1919	80 14 5	1 0 0	44 10 0	60 3 0	3,705 9 11	—	152 15 4	1 10½	280	20
1920	70 13 11	—	42 15 8	20 0 0	3,278 14 10	449 1 6	—	10	104	21
1921	44 4 2	3 0 0	21 3 8	40 10 6	1,648 1 8	224 11 4	—	8½	96	22
1922	59 1 10	—	24 10 4	119 7 10	2,363 10 7	589 14 3	—	1 3½	346	23
1923	20 9 1	—	11 1 10	27 12 6	2,799 8 0	—	—	7½	80	24
1924	49 12 6	—	12 14 3	260 2 2	6,220 13 6	525 9 7	—	1 0	150	25
1925	41 0 2	—	46 16 4	123 0 5	3,289 4 2	—	338 7 11	1 8½	193	26
1926	—	—	4 17 6	12 15 6	1,056 15 8	217 7 10	—	9½	135	27
1927	217 7 0	23 9 9	21 0 11	77 6 11	5,440 6 0	1,315 2 10	—	1 3	1,127	28
1928	14 11 7	—	5 6 9	20 6 1	4,303 13 1	1,393 9 8	—	1 1½	126	29
1929	122 16 7	10 9 6	60 2 8	382 8 2	3,229 0 8	—	1,545 9 2	1 7	660	30
1930	60 15 4	21 1 6	35 1 5	281 13 0	5,512 13 11	—	1,061 3 2	11½	360	31
1931	34 17 0	—	32 13 2	72 16 0	1,331 16 2	25 0 2	—	†	†	32
1932	2,909 1 7	148 17 5	1,127 0 2	3,567 3 3	145,325 0 2	7,247 14 8	8,861 6 2	—	—	

† See footnote on page 347

No.	NAME OF SCHOOL <i>(Under the Management of Authorities other than School Boards).</i>	EXPENSES							In £
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replace- ment of Furniture, and Repairs of Buildings and Furniture.		
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£	
33	Aberdeen, Robert Gordon's College	—	5,192 12 6	102 19 9	224 8 2½	370 4 0	370 11 2		
34	Anstruther, Waid Academy ..	—	880 12 6	—	92 9 8	21 17 4½	222 6 10½		
35	Beith, Spier's School	841 17 6½	1,256 8 9	—	0 13 1	68 18 10½	52 9 4		
36	Crieff, Morrison's Academy ..	—	2,290 10 0	—	145 11 11	72 9 4	162 8 5		
37	Cupar, Bell Baxter School ..	—	1,518 4 1	—	21 1 10	45 18 11	12 14 2		
38	Dollar Institution	24 1 11	2,687 2 9	—	122 16 7	102 16 8	597 16 5		
39	Dundee High School	4,177 7 10½	6,222 9 10	—	122 14 0	219 8 4½	26 12 0	242	
40	Edinburgh, Daniel Stewart's College	—	3,999 12 6	—	54 16 9	192 12 5	417 5 11		
41	Edinburgh, George Watson's Boys' College	—	10,560 13 7	1,896 10 2	155 7 6	265 2 7	269 2 11		
42	Edinburgh, George Watson's Ladies' College	—	7,196 2 4	—	62 12 2	250 12 1	254 2 7		
43	Edinburgh Ladies' College ..	—	8,612 8 7	—	106 4 11	452 7 9	242 12 7		
44	Glasgow, Allan Glen's School	—	4,049 8 4	—	772 1 7	412 1 2	412 6 2	222	
45	Glasgow, Hutchesons' Boys Grammar School	12 13 1	2,040 4 8	—	265 14 0	129 11 7	152 5 4		
46	Glasgow, Hutchesons' Girls Grammar School	—	2,922 15 0	—	264 2 10	122 9 2	202 7 2		
47	Inverness, Royal Academy ..	2,745 12 6½	2,225 1 2	—	94 4 2	107 12 11	55 1 0		
48	Nairn, Rose's Academical Institution	227 7 6	820 0 0	200 0 0	22 14 2	29 12 10	2 9 4	5	
49	Newton Stewart, Douglas High School	21 2 4	427 6 0	—	19 12 10	26 4 9	22 7 7		
50	Newton Stewart, Ewart High School	40 11 8	722 12 2	—	19 12 10	26 4 8	22 7 7		
51	Perth, Sharp's Institution ..	—	1,694 11 8	—	77 12 6	124 11 2	69 7 2		
52	St. Andrew's, Madras College	127 2 11	2,002 12 4	—	72 14 5	92 12 8	49 9 5		
53	Stonehaven, Mackie Academy	—	1,155 17 0	—	64 10 6	26 14 11	56 2 7		
54	Selkirk High School	—	452 17 11	287 0 0	2 0 10	21 14 2	5 10 2	26	
55	Tain Royal Academy	—	1,092 15 0	—	105 1 1	22 11 0	55 12 10		
	Total	8,227 12 4½	71,601 12 2	2,976 10 0	2,922 12 11½	2,549 19 0½	4,122 19 4½	222	
	Brought forward from previous page	2,127 1 9	76,004 6 0	22,207 10 9	5,024 9 2	5,292 2 9	2,107 1 2	222	
	GRAND TOTAL	10,354 0 12½	147,605 12 2	22,124 0 9	7,946 2 11½	7,841 1 9½	6,229 0 6½	444	

EXPENDITURE.						BALANCE.		Total amount in the \$ for School Rate.	Product of a Rate of 1d. in the \$.	No.
Payment Loan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£	
—	99 14 6	2 13 5	65 11 11	854 12 9	7,298 8 9½	—	—	—	—	33
—	93 18 6½	—	13 0 9½	109 16 3	1,434 3 0	—	109 19 4	—	—	34
—	8 7 6	—	30 17 4	315 2 11	2,575 15 4	—	565 10 3½	—	—	35
—	125 7 9	4 13 0	30 8 3	167 9 3	3,609 17 11	301 11 3	—	—	—	36
—	32 11 8	14 3 2	18 3 4	113 11 10	1,787 9 7	226 5 3	—	—	—	37
—	127 3 4	—	—	408 8 11	4,262 6 7	—	181 19 2	—	—	38
—	189 19 11	—	205 11 9	613 0 0½	12,253 1 4½	—	5,179 6 6½	—	—	39
—	795 3 6	—	183 5 11	1,370 11 6	7,017 8 6	—	—	—	—	40
—	1,804 1 0	—	155 8 7	2,523 11 10	17,834 19 3	—	—	—	—	41
—	1,201 5 11	11 12 3	150 18 10	1,661 0 8	10,888 9 11	—	—	—	—	42
—	1,384 3 4	7 2 1	220 17 2	2,973 14 5	14,114 11 10	—	—	—	—	43
17 9	42 3 0	21 4 0	121 8 5	404 8 6	6,667 8 3	—	—	—	—	44
—	142 16 9	13 1 0	55 11 1	969 10 6	4,831 8 0	—	229 9 3	—	—	45
—	192 13 7	12 2 6	56 9 7	715 6 8	4,559 7 8	2,660 14 5	—	—	—	46
—	210 16 11	3 5 9	26 14 3½	322 4 2	5,900 13 11	—	3,386 16 10	—	—	47
—	5 17 0	—	13 17 1	119 13 8	1,792 0 0	*65 13 3	452 0 10	—	—	48
—	35 18 6	—	9 16 3	35 15 7	738 9 10	144 10 10	—	—	—	49
—	35 18 6	4 0 8	9 16 2	47 15 8	1,069 12 11	—	53 11 1	—	—	50
—	49 15 0	21 7 4	32 9 0	134 2 1	2,214 2 5	—	44 17 5½	—	—	51
—	73 4 1	—	19 2 9	382 18 9	2,838 8 4	—	327 15 10	—	—	52
—	31 10 1	—	8 1 2	144 13 3	1,497 10 6	947 6 0	—	—	—	53
13 4	6 6 9	—	8 16 3	61 7 2	1,235 10 9	†345 12 11	—	—	—	54
—	12 1 6	—	39 0 10	54 17 3	1,383 5 6	325 17 2	—	—	—	55
11 1	6,700 18 7½	115 5 2	1,475 6 9	14,498 13 7½	117,139 10 2	5,037 11 1	10,531 6 7½	—	—	
15 10	2,899 1 7	148 17 5	1,127 0 2	3,567 3 3	145,325 0 2	7,247 14 8	8,961 6 2	—	—	
6 11	9,600 0 2½	204 2 7	2,602 6 11	18,065 16 10½	202,464 10 4	12,235 5 9	19,392 12 9½	—	—	

* Balance of capita. realized.

† Subject to balance of Contractors' Account for enlargement of School Buildings.

TABLE II.

HIGHER CLASS SCHOOLS.

Particulars (1) of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1902-1903, and (2) of the Grants paid to the Managers of Higher Class Schools, under the Minute of the 24th August, 1900, in respect of the year 1901-1902. The particulars as regards the Science and Art Grants for the year 1902-1903 are not yet available.

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.	Grants for Science and Art Instruction under Minute of 24th Aug., 1900.
	1902-1903.	1901-1902.
	£	£ s. d.
ABERDEEN—		
Aberdeen, Girls' High School	600	.. ..
" Grammar School	650	334 5 3
" Robert Gordon's College	750	2,015 2 10
AYR—		
Ayr Academy	450	.. ..
Beith, Spier's School	350	.. ..
Irvine Royal Academy	500	178 2 2
BERWICK—		
Duns, Berwickshire High School	350	45 5 11
CLACKMANNAN—		
Dollar Institution	450	92 14 5
DUMFRIES—		
Dumfries Academy	750	224 7 8
" Mount St. Michael's College	—	98 13 8
" St. Joseph's College	—	85 19 1
EDINBURGH—		
Edinburgh, Dan. Stewart's College	450	.. ..
" Geo. Watson's Boys' College	750	134 11 0
" Geo. Watson's Ladies' College	650	82 11 6
" Ladies' College	750	120 0 3
" Royal High School	500	40 1 3
ELGIN—		
Elgin Academy	500	54 19 3
FIFE—		
Anstruther, Waid Academy	350	22 10 10
Cupar, Bell Baxter School	350	.. ..
Dunfermline High School	450	607 15 5
Kirkcaldy High School	400	126 8 3
St. Andrew's, Madras College	350	108 2 0
FORFAR—		
Arbroath High School	600	185 12 5
Brechin High School	500	90 19 0
Dundee High School	550	485 14 7
Forfar Academy	400	216 14 8
Montrose Academy	600	452 1 6
HADDINGTON—		
Haddington, Knox Institute	350	55 17 0
North Berwick High School	350	71 12 0
INVERNESS—		
Inverness Royal Academy	350	145 2 1
KINCARDINE—		
Stonehaven, Mackie Academy	350	91 8 9
KIRKCUDBRIGHT—		
Kirkcudbright Academy	450	49 7 9

HIGHER CLASS SCHOOLS—*continued.*

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.	Grants for Science and Art Instruction under Minute of 24th Aug., 1900.
	1902-1903.	1901-1902.
LANARK—	£	£ s. d.
Glasgow, Allan Glen's School	700	2,811 11 5
.. High School	750	190 2 4
.. High School for Girls	600	..
.. Hutchesons' Boys' Grammar School	400	..
.. Hutchesons' Girls' Grammar School	400	..
.. St. Aloysius' College	—	11 8 0
Govan Hillhead School	400	55 7 3
Hamilton Academy	550	411 18 8
LINLITHGOW—		
Linlithgow Academy	350	..
NAIRN—		
Nairn, Rose's Acad. Institution	350	10 12 6
PEEBLES—		
Peebles Burgh and County High School	350	164 10 7
PERTH—		
Callander, McLaren High School	350	12 11 3
Crieff, Morrison's Academy	350	..
Perth Academy	750	663 1 1
Perth, Sharp's Institution	350	335 17 3
RENFREW—		
Greenock Academy	450	50 14 1
Paigley Gram. School and Academy	650	435 8 10
ROSS—		
Tain Royal Academy	350	85 18 3
ROXBURGH—		
Bawick, Teviot Grove Academy	—	62 10 2
Kelso High School	350	6 14 9
SELKIRK—		
Galashiels Academy	350	..
Selkirk High School	350	3 10 6
STIRLING—		
Falkirk High School	750	117 0 4
Stirling High School	700	398 10 0
WIGTOWN—		
Newton Stewart, Ewart and Douglas High Schools	450	140 4 9
Stranraer High School	350	45 3 6
Total	26,250	11,818 11 8

In addition to the above-named Higher Class Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1902-03. An asterisk against the name of a School signifies that that School did not present candidates at the Leaving Certificate Examination.

- Ayr, Newnham House School.
- Blair College.
- Bothwell, Elmwood Convent School.
- *Broughty Ferry, St. Margaret's School.
- Dundee, East of Scotland Institution.
- Edinburgh Academy.
- Edinburgh, Fettes College.
- Edinburgh, George Heriot's Hospital School.
- Edinburgh Institution.
- Edinburgh, Merchiston Castle School.
- Edinburgh, St. Elizabeth's School.
- Edinburgh, St. George's High School for Girls.
- Edinburgh, St. Margaret's Ladies' College.
- Edinburgh, The Ministers' Daughters' College. (branches at Newington and Morningside)
- Edinburgh, The Fort Augustus, The Abbey School.
- Galashiels, Gala High School.
- Glasgow Academy.
- Glasgow, Kelvinside Academy.
- *Glasgow Park Girls' School.

- Greenock, Clyde School.
- Greenock, Collegiate School.
- Greenock High School for Girls.
- *Helensburgh, St. Bride's School.
- Helensburgh, Larchfield School.
- Inverness College.
- Inverness, Craignish School.
- Inverness, New Glenmoriston College.
- Kilmalcolm, St. Columba's School.
- *Loretto School.
- Melrose, St. Mary's School.
- Newport-on-Tay, St. Phyllan's School.
- Peterhead Institute.
- Polmont, Blairlodge School.
- Portobello, Brunstane School for Girls.
- St. Andrews, Clifton Bank School.
- *St. Andrews, St. Leonard's School.
- Tayport, Victoria College (including a branch school at Constitution Road, Dundee).

† The grant to Govan Hillhead School is in respect of the higher department which is not in receipt of grants under the Code.

STATEMENT for the year 1901-1902, showing the Number of Pupils of various ages on the Higher Class Schools in Scotland claiming Grants from the Government. TABLE

No.	NAME OF SCHOOL. (Under the Management of School Boards).	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	94	126	150	—	10	10	—	24	24	—	47	47	—	63	63
2	Aberdeen Grammar School	125	—	125	37	—	37	68	—	68	59	—	59	59	—	59
3	Arbroath High School	10	17	27	15	17	32	36	21	57	25	31	56	20	22	42
4	Ayr Academy	77	50	127	24	25	49	33	31	64	22	31	53	26	17	43
5	Brechin High School	24	30	54	14	16	30	15	10	25	13	17	30	12	12	24
6	Callander, McLaren High School	19	12	31	7	8	15	5	4	9	2	5	7	4	3	7
7	Dumfries Academy	66	42	108	21	14	35	24	24	48	41	30	71	31	25	56
8	Dunfermline High School	2	1	3	11	8	19	20	23	43	38	30	68	33	31	64
9	Duns, Berwickshire High School	—	—	—	—	1	1	4	5	9	9	5	14	11	9	20
10	Edinburgh Royal High School	180	—	180	76	—	76	74	—	74	70	—	70	52	—	52
11	Elgin Academy	39	23	62	8	8	16	11	19	30	6	16	22	14	16	30
12	Falkirk High School	3	—	3	16	9	25	25	34	59	38	32	70	15	24	39
13	Forfar Academy	—	—	—	—	4	4	21	29	50	28	13	41	21	9	30
14	Galashiels Academy	14	4	18	9	3	12	15	2	23	12	5	17	5	1	6
15	Glasgow High School	116	—	116	71	—	71	108	—	108	128	—	128	157	—	157
16	Glasgow High School for Girls	—	154	154	—	55	55	—	86	86	—	123	123	—	113	113
17	Govan, Hillhead Public School	—	—	—	1	—	1	21	48	69	29	51	80	33	28	61
18	Greenock Academy	132	103	235	34	22	56	42	13	55	34	23	57	35	26	61
19	Haddington, Knox Institute	17	32	49	2	4	6	4	8	12	9	14	23	3	8	11
20	Hamilton Academy	9	10	19	22	23	45	34	30	64	28	27	55	16	17	33
21	Irvine Royal Academy	59	36	95	10	6	16	19	9	28	30	29	59	13	10	23
22	Kelso High School.. .. .	21	7	28	8	—	8	14	4	18	14	5	19	13	6	19
23	Kirkcaldy High School	2	—	2	10	12	22	33	18	51	40	17	57	24	24	48
24	Kirkcudbright Academy	7	4	11	12	6	18	12	8	20	9	5	14	11	6	17
25	Linlithgow Academy	17	16	33	7	6	13	17	14	31	5	7	12	8	10	18
26	Montrose Academy	7	10	17	20	19	39	28	30	58	28	32	60	23	26	49
27	North Berwick High School	—	—	—	—	3	3	6	4	10	—	7	7	5	4	9
28	Paisley Grammar School	101	72	173	22	17	39	22	14	36	41	25	66	45	27	72
29	Peebles High School	28	13	41	3	2	5	10	5	15	14	4	18	13	11	24
30	Perth Academy	66	35	101	13	10	23	29	21	50	50	39	89	50	30	80
31	Stirling High School	7	5	12	24	19	41	47	38	85	49	39	88	36	30	66
32	Stranraer High School	22	20	42	7	10	17	5	6	11	12	10	22	9	8	17
	TOTAL	1194	822	2016	502	337	839	808	588	1396	883	719	1602	797	616	1413

* This is the higher department only which is not in receipt of grants under the Code.

SECONDARY EDUCATION.

III.
School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April 1899.

AT THE CLOSE OF THE SCHOOL YEAR.

AT THE CLOSE OF THE SCHOOL YEAR.															Number of Scholars in actual average attendance throughout the year.				Number of Teachers whose whole time is spent in the School.			Number of Visiting Teachers.	No.				
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Under 12.	Between 12 and 15.	Over 15.	Total.			Graduates.	Non-Graduates.	Visiting Teachers.	
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Graduates.	Non-Graduates.	Visiting Teachers.
53	58	111	40	40	80	35	25	60	32	32	64	294	294	588	24	420	444	139	73	197	409	6	30	6	1		
46	46	92	30	30	60	6	6	12	8	8	16	808	808	1616	433	433	866	151	176	128	455	20	6	4	2		
12	18	30	8	6	14	3	3	6	1	1	2	111	114	225	121	131	252	26	138	76	240	4	10	1	3		
13	20	33	4	6	10	1	7	8	3	3	6	117	133	250	194	183	377	107	154	77	338	12	6	2	4		
12	18	30	5	7	12	4	4	8	3	3	6	64	82	146	88	112	200	47	80	57	184	4	6	1	5		
2	2	4	1	2	3	1	1	2				23	25	47	41	37	78	21	28	22	71	2	3	1	6		
11	20	31	5	5	10	1	4	5				132	113	245	198	155	353	85	153	88	326	10	8	1	7		
33	43	76	3	17	20	2	9	11	8	8	16	123	150	273	125	160	285	3	129	139	271	8	2	6	8		
9	16	25	2	3	5	3	3	6	2	2	4	39	37	76	33	37	70		22	40	62	3	4	4	9		
36	36	72	12	12	24	2	2	4	2	2	4	324	324	648	504	504	1008	169	263	48	480	16	6	3	10		
13	17	30	1	3	4	1	1	2				44	76	120	83	99	182	52	57	43	152	6	4	3	11		
15	21	36	3	14	17	1	5	6	5	5	10	104	138	242	107	138	245		123	70	193	5	17	5	12		
10	17	27	3	2	5		2	2				80	69	149	80	69	149		35	48	133	6	2	2	13		
3	4	7	1	1	2							43	21	64	57	25	82	15	44	10	69	6		3	14		
140	140	280	79	79	158	23	23	46	16	16	32	721	721	1442	337	337	674	107	232	331	770	22	12	3	15		
116	116	232	61	61	122	33	33	66	12	12	24	599	599	1198	753	753	1406	141	230	291	662	14	21	11	16		
14	22	36	3	11	14	3	7	10	3	3	6	104	162	266	104	162	266		141	111	252	6	8	5	17		
23	36	59	6	8	14	1	2	3	1	1	2	168	118	286	300	221	521	176	158	112	446	10	11		18		
5	7	12	3	3	6							20	42	62	37	74	111	31	46	21	98	3	4	2	19		
12	23	35	4	6	10	3	5	8	3	3	6	121	125	246	130	135	265	17	173	75	265	3	8	4	20		
3	7	10	5	5	10	1	12	13	1	17	18	33	91	124	142	127	269	33	96	68	254	5	7		21		
9	16	25	5	2	7				1	1	2	61	27	88	32	34	116	22	38	39	99	5	3	3	22		
11	17	28	3	11	14	1	3	4	2	5	7	119	101	220	121	101	222	2	130	53	185	3	7	5	23		
6	11	17	1	3	4							50	34	84	57	38	95	9	50	30	89	4	2	1	24		
6	8	14	1	5	6	5	5	10	1	1	2	40	54	94	57	70	127	23	42	30	90	2	2	1	25		
12	25	37	3	7	10	5	1	6	4	4	8	114	136	250	121	146	267	16	144	33	248	3	4	3	26		
3	7	10	2	2	4				2	2	4	15	25	40	15	25	40		27	10	37	4	1	3	27		
13	33	46	7	9	16	3	4	7				160	109	269	261	181	442	155	133	99	392	11	7	3	28		
3	11	14	3	3	6	1	1	2	1	1	2	43	35	78	71	43	119	31	36	35	102	3	3	3	29		
30	52	82	15	14	29	11	11	22	3	3	6	179	158	337	245	193	438	90	150	163	403	11	11	3	30		
22	56	78	9	27	36	2	9	11	3	6	9	194	197	391	201	202	403	10	170	143	323	9	7	5	31		
4	12	16	1	3	4	4	4	8	2	2	4	42	47	89	64	67	131	41	50	36	127	3	3	2	32		
43	97	140	215	236	451	51	165	216	29	117	146	3739	3321	7060	4933	4143	9076	1789	3618	2318	8225	239	225	107			

No.	NAME OF SCHOOL (Under the Management of Authorities other than School Boards.)	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robt. Gordon's College	88	—	88	87	—	87	104	—	104	135	—	135	140	—	140
34	Anstruther, Wald Academy	—	—	—	5	2	7	6	11	17	21	16	37	7	13	30
35	Belth, Spier's School	17	14	31	6	6	12	7	5	12	18	5	18	5	1	6
36	Crieff, Morrison's Academy	41	30	71	14	9	23	5	13	18	24	15	39	21	12	33
37	Cupar, Bell Baxter School	37	34	71	5	6	11	4	12	16	17	13	30	5	7	12
38	Dollar Institution	20	13	33	27	25	52	36	22	58	36	22	58	36	19	55
39	Dundee High School	99	43	142	35	22	57	23	23	51	46	25	71	38	26	64
40	Edinburgh, Daniel Stewart's College	240	—	240	84	—	84	81	—	81	68	—	68	49	—	49
41	Edinburgh, George Watson's Boys' College	613	—	613	201	—	201	183	—	183	236	—	236	211	—	211
42	Edinburgh, George Watson's Ladies' College	—	338	338	—	85	85	—	113	113	—	106	106	—	112	112
43	Edinburgh Ladies' College	—	402	402	—	104	104	—	110	110	—	143	143	—	104	104
44	Glasgow, Allan Glen's School	42	—	42	39	—	39	36	—	36	155	—	155	135	—	135
45	Glasgow, Hutchesons' Boys' Grammar School	73	—	73	40	—	40	66	—	66	71	—	71	33	—	33
46	Glasgow, Hutchesons' Girls' Grammar School	—	60	60	—	42	42	—	55	55	—	60	60	—	62	62
47	Inverness Royal Academy	49	44	93	14	6	20	13	9	22	18	13	31	22	13	35
48	Nairn, Rose's Academical Institution	28	21	49	8	7	15	7	4	11	4	9	13	2	5	7
49	Newton Stewart, Douglas High School	—	12	12	—	5	5	—	4	4	—	9	9	—	6	6
50	Newton Stewart, Ewart High School	10	—	10	10	—	10	8	—	8	12	—	12	12	—	12
51	Perth, Sharp's Institution	5	—	5	6	5	11	27	27	54	23	20	43	10	9	19
52	St. Andrew's, Madras College	53	46	99	7	17	24	15	19	34	12	21	33	10	5	15
53	Stonehaven, Mackie Academy	13	17	30	5	2	7	8	4	12	8	17	25	12	9	21
54	Selkirk High School	14	7	21	5	4	9	6	3	9	7	7	14	1	6	7
55	Tain Royal Academy	16	18	34	8	7	15	12	14	26	12	12	24	9	9	18
	TOTAL	1458	1099	2557	606	354	960	702	443	1150	968	513	1481	758	418	1176
	Brought forward from previous page	1194	823	2016	502	337	839	906	583	1396	833	719	1602	797	616	1413
	GRAND TOTAL	2652	1921	4573	1108	691	1799	1510	1036	2546	1801	1232	3083	1555	1034	2588

III.—Continued.

AT THE CLOSE OF THE SCHOOL YEAR.															Number of Scholars in actual average attendance throughout the year.				Number of Teachers.						
Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Under 12.	Between 12 & 15.	Over 15.	Total.	Graduates	Teachers whose credit is spent in the school.	Visiting Teachers.	No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
102	—	102	60	—	60	28	—	28	42	—	42	748	—	748	896	—	896	86	348	340	773	23	11	2	33
3	9	12	1	2	3	1	1	2	—	—	—	44	54	98	44	54	98	—	59	36	95	4	1	2	34
5	6	11	3	2	5	1	—	1	—	—	—	40	25	65	57	39	96	22	46	16	90	5	2	1	35
14	7	21	9	7	16	4	—	4	—	—	—	91	68	154	132	96	225	51	76	65	192	8	7	2	36
3	4	7	4	4	8	—	—	—	—	—	—	38	46	84	75	80	155	63	51	24	138	4	9	—	37
23	15	38	18	14	32	3	5	8	3	2	5	177	134	301	197	187	384	34	179	133	346	8	9	1	38
14	33	47	2	9	11	—	5	5	4	31	35	167	174	341	266	217	483	135	169	156	460	17	23	2	39
19	—	19	8	—	8	—	—	—	—	—	—	309	—	309	549	—	549	235	220	61	506	11	12	6	40
9	—	9	49	—	49	21	—	21	—	—	—	908	—	908	1,611	—	1,611	577	476	406	1,458	24	26	7	41
—	102	102	—	48	48	—	34	34	—	2	2	—	602	602	—	940	940	312	234	215	311	6	53	14	42
—	87	87	—	62	62	—	28	28	—	12	12	—	650	650	—	1,052	1,052	356	318	270	944	16	13	18	43
89	—	89	18	—	18	6	—	6	—	—	—	528	—	528	570	—	570	39	296	245	570	11	12	3	44
25	—	25	14	—	14	2	—	2	2	—	2	248	—	248	321	—	321	63	157	65	285	9	7	6	45
—	30	30	—	8	8	—	5	5	—	4	4	—	266	266	—	326	326	50	148	108	301	6	12	9	46
15	18	33	11	13	24	2	6	8	—	—	—	98	78	176	147	122	269	76	69	96	241	7	—	3	47
2	5	7	—	7	7	—	2	2	—	2	2	23	41	64	51	62	113	33	28	15	76	2	4	—	48
—	4	4	—	1	1	—	—	—	—	—	—	—	29	29	—	41	41	11	16	11	38	—	4	1	49
9	—	9	—	—	—	—	—	—	—	—	—	51	—	51	61	—	61	9	27	18	54	4	1	2	50
7	7	14	—	5	5	1	—	1	—	—	—	74	73	147	79	73	152	5	85	33	123	7	5	2	51
9	4	13	4	2	6	—	2	2	1	2	—	57	72	129	110	118	228	104	96	46	245	5	7	4	52
4	11	15	—	4	4	1	4	5	—	—	—	38	51	89	51	63	119	23	43	43	109	6	1	4	53
1	6	7	—	2	2	—	—	—	—	—	—	20	28	48	34	35	69	19	30	16	65	3	1	1	54
8	3	11	1	3	4	—	—	—	—	—	—	50	48	98	66	66	132	30	59	30	119	4	3	1	55
546	251	797	197	193	390	70	92	162	52	55	107	3799	2424	6,223	5,257	3523	8,780	2318	3279	2442	8,089	190	230	—	98
454	432	947	215	286	501	51	165	216	29	117	146	5739	3321	7,060	4,933	4143	9,076	1789	3618	2318	8,225	239	225	—	107
900	844	1744	412	479	891	121	257	378	81	172	253	7538	5745	13,283	10,190	7608	17,856	4107	6807	5260	16,264	429	455	—	200

TABLE IV.

FUND established under paragraph 6 of the Minute of 27th April 1899.

	£	s.	d.
Payment into Fund for the year 1899-1900	7,659	18	0
" " " 1900-1901	9,345	19	0
" " " 1901-1902	9,837	15	6
" " " 1902-1903	7,438	2	1
Total	£34,281	12	7

The following Grants have been made from the Fund during the year 1901 :-

	£	s.	d.
1. Glasgow and West of Scotland Technical College	5,000	0	0
2. Glasgow School of Art	1,500	0	0
Total	£6,500	0	0
Balance standing to the credit of the Fund	£27,781	12	7

TABLE V.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1903, and of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN (BURGH)

Grant for year ended 31st March 1903 = 1,830*l.* 8*s.* 4*d.*

Scheme approved on 6th February, 1903.

Allocation of grant :-

1. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :-

	£	s.	d.
Aberdeen Grammar School	500	0	0
" Girls' High School	500	0	0
" Central Public School	75	0	0
" Robert Gordon's College	500	0	0
" Practising Church School	†150	0	0
" United Free Church School	75	0	0
Total	£1,800	0	0

2. Expenses of Committee, &c. - - - - - £ 60 15 8

ABERDEEN (COUNTY).

Grant for year ended 31st March 1903 = 1,902*l.* 17*s.* 0*d.*

Contributions by local authorities = 2,148*l.* 15*s.* 10*d.*

Scheme approved on 20th December 1901.

Allocation of grant :-

	£	s.	d.
I. To secondary departments, viz. :-			
A grant of 100 <i>l.</i> each to Fraserburgh Academy, Huntly Gordon School, and Peterhead Academy on the fulfilment of certain conditions	300	0	0

* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1903.

† This amount has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

II. To Schools in the County having Advanced or Higher Grade Departments, a proportion not exceeding two-thirds of the deficit on the working of the Departments, apart from Rates and Endowments - - -	£ s. d. 900 0 0
III. The sum of 200 <i>l.</i> to Teachers of Schools not otherwise receiving aid under this Scheme at the rate of 3 <i>l.</i> per head on account of pupils who, having qualified for one of the Committee's Bursaries, for a University Bursary, or for Leaving Certificates (other than Lower Arithmetic) pass into and remain for one or more years in an approved Secondary School or Department -	200 0 0
IV. For Bursaries open to pupils of all Schools in the County save those mentioned under Head I.	
(a) 32 of the value of 4 <i>l.</i> for the first year, and 6 <i>l.</i> for the second, distributed equally over the eight districts of the County. Open to pupils of not more than 14 years of age, the subjects of examination being those for the Merit Certificate, and tenable for two years at a School approved by the Committee, having a recognised higher grade or advanced department.	
(b) 10 of the value of 15 <i>l.</i> for the first year, and 20 <i>l.</i> for the second. Open to pupils of not more than 16 years of age, the subjects of examination being English, Mathematics, Science, Latin, Greek, French and German—not more than four subjects to be taken, of which English must be one. Tenable for 2 years at a Secondary Department or School approved by the Committee, and may be prolonged for an additional year in respect of not more than three pupils in any one year.	
(c) Special Bursaries—not more than three in any one year—may be given to Candidates from Elementary Schools who distinguish themselves at the University Competition for Bursaries - - - - -	650 0 0
V. Expenses of Committee - - - - -	150 0 0
Grants for technical education :—	£
I. Local technical classes - - - - -	800
II. Department of Agriculture in the University of Aberdeen - - - - -	200
III. Subjects for women - - - - -	350
IV. Fishery - - - - -	200
V. Training of teachers - - - - -	300
VI. Special instruction and contingencies - - - - -	450
VII. Bursaries - - - - -	250
VIII. Expenses - - - - -	250
	2,800

ARGYLL COUNTY.

Grant for year ended 31st March 1903 = 988*l.* 10*s.* 10*d.*

Scheme approved on 24th December 1896.

Allocation of grant :—

Expenses of Committee - - - - -	£	s.	d.
Bursaries of 10 <i>l.</i> for pupils at schools not sharing in grants mentioned below who have obtained merit certificates -	40	0	0
Direct grants to—	£		
Campbeltown Grammar School - - - - -	*120		
Dunoon - - - - -	*120		
Oban High School " - - - - -	*120		
Tarbert Public School - - - - -	40		
		400	0 0

The remainder in capitation grants on the average attendance of scholars who hold the Merit Certificate, in 16 schools named, receiving instruction in subjects of the Leaving Certificate Examination.
(No school is to receive more than 300*l.* in all under the scheme.)

AYR COUNTY.

*Grant for year ended 31st March 1903 = 2,891*l.* 3*s.* 4*d.**

*Contributions by local authorities = 2,771*l.* 6*s.* 3*d.**

Scheme approved on 24th December 1902.

Allocation of Grant :—

1. Payment of Fees of pupils awarded Free Places in the following Schools.

	Number of Free Places.	Estimated Amount.
Ayr Academy - - - - -	40	440
Kilmarnock Academy - - - - -	40	120
Irvine Royal Academy - - - - -	24	130
Beith, Spier's School - - - - -	8	50
Ardrossan Academy - - - - -	16	35
		775

2. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Ayr Academy - - - - -	160
Kilmarnock Academy - - - - -	480
Irvine Royal Academy - - - - -	320
Ardrossan Academy - - - - -	200
Beith, Spier's School—Payment of the whole of the deficiency, up to but not exceeding -	80

3. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Largs Public School - - - - -	70
Beith Academy - - - - -	120
Dalry Public School - - - - -	50
Old Cumnock Public School - - - - -	150
Maybole Public School - - - - -	150
Girvan Public School - - - - -	150
Ballantrae Public School - - - - -	30

4. Bursaries of 10*l.* or 5*l.*, tenable for four years, at the following schools :—

	Number of Bursaries.	
	Minimum.	Maximum.
Ayr Academy - - - - -	12	24
Kilmarnock Academy - - - - -	12	24
Irvine Royal Academy - - - - -	8	16
Beith, Spier's School - - - - -	4	8
Ardrossan Academy - - - - -	4	8

5. Bursaries of from 2*l.* 10*s.* to 10*l.*, tenable for one or more years, for county scholars attending schools under Head 3, viz. :—20*l.* allowed for Bursaries at each school=140*l.*

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

	£	s.	d.
6. Sum set aside for assistance of scholars attending Fee-paying schools - - - - -	100	0	0
7. Expenses of Committee - - - - -	100	0	0
8. Allocation of grant for technical instruction :—			
(1) (a) Payment of one-fourth of a certified deficiency on Ardrossan Higher Grade Science School, but not exceeding - - - - -	125	0	0
(b) Payment of one-eighth of a certified deficiency on Girvan Higher Grade Commercial School, but not exceeding - - - - -	50	0	0
(2) Agricultural Education :—	£	s.	d.
(a) The West of Scotland Agricultural Colleges - - - - -	550	0	0
(b) 10 Bursaries of 4l. tenable at Farmers' Classes - - - - -	40	0	0
(c) 10 Bursaries of 3l. tenable at the Dairy School - - - - -	30	0	0
	620	0	0
(3) Continuation Classes.			
(a) Grants equal to one-half of the sum contributed locally towards Technical Education by the Town Council to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III of the Continuation Class Code - - - - -	500	0	0
(b) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction - - - - -	450	0	0
(c) Towards Salaries of County Lecturers and Assistants	200	0	0
(4) Special Classes.			
(a) Training of Teachers (Art. 91 (d) of Scotch Code) - - - - -	100	0	0
(b) Short Courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code - - - - -	50	0	0
(5) Grants towards equipment of Technical Schools and Classes - - - - -	50	0	0
(6) Railway fares of Students at Technical Classes - - - - -	300	0	0
(7) Prizes for original work and design - - - - -	50	0	0
(8) (a) 20 Junior Scholarships (Art. 79 (a) Continuation Class Code) of 2l. 10s. (which may be increased to 5l.) open to pupils in rural districts - - - - -	50	0	0
(b) 2 Senior Scholarships (Art. 79 (b) of Continuation Class Code) of 25l. (which may be increased to 50l.) tenable for three years - - - - -	150	0	0
(9) Expenses of organisation, etc. - - - - -	350	0	0
	3,045	0	0

BANFF COUNTY.

Grant for year ended 31st March 1903 = 856l. 5s. 9d.

Contributions by local authorities = 50l. 1s. 11d.

Scheme approved on 24th December, 1902.

Allocation of grant :—

1. Grants of amounts ranging from £10 to *£155 to 19 Schools, subject to the condition that in no case shall the Grant exceed two-thirds of a certified deficiency on the Advanced Department - - - - - 640 0 0
2. When the number of Higher Grade Leaving Certificates (exclusive of Arithmetic) gained during the year ended 31st August, 1903, exceeds 20 per cent of the average attendance of the Advanced Department of any School, a grant of £2 will be paid for each Certificate in excess of that percentage. (Honours certificate to count as equal to 3 Higher Grade Certificates).

* The proposed payment of a grant in excess of £100 has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

	£	s.	d.
3. Expenses of Committee - - - - -	43	0	0
<i>Technical education.</i> —Sums contributed by the Burghs of Buckie and Keith (viz. : 37 <i>l.</i> 9 <i>s.</i> 0 <i>d.</i> and 12 <i>l.</i> 12 <i>s.</i> 11 <i>d.</i> respectively) to be handed to the School Boards of those Burghs - - - - -			
	50	1	11

BERWICK COUNTY.

Grant for year ended 31st March 1903 = 530*l.* 12*s.* 6*d.*

Contributions by local authorities = 686*l.* 14*s.* 2*d.*

Scheme approved on 19th November, 1902.

Allocation of grant :—

1. Expenses of Committee - - - - -	25	0	0
2. Grants to Secondary Departments in :—			
Coldstream Public School - - - - -	60	0	0
Lauder " " - - - - -	40	0	0
3. To the school board of Duns towards the cost of maintaining the Berwickshire High School - - - - -	1,000	0	0
4. Railway fares of children attending Berwickshire High School or the Higher Departments at Coldstream or Lauder, and allowances to pupils attending Berwickshire High School who live more than 3 miles from any railway station, or from Coldstream or Lauder - - - - -	150	0	0
5. Teachers' Classes under Article 91 (d) of the Code - - - - -	100	0	0
6. Grant towards the institution and maintenance of the Edinburgh and East of Scotland College of Agriculture - - - - -	100	0	0

BUTE COUNTY.

Grant for year ended 31st March 1903 = 399*l.* 10*s.* 11*d.*

Scheme approved on 14th November, 1902.

Allocation of grant :—

1. Expenses of Committee - - - - -	20	0	0
2. Seven Bursaries of 15 <i>l.</i> (or a less number of 20 <i>l.</i>) six tenable at least for two years and one (Arran) for one year by scholars attending Rothesay Academy from Arran (5) and Cumbræ (2) - - - - -	105	0	0
3. Grants of 2 <i>l.</i> to three scholars from Kingarth parish attending Rothesay Academy as free scholars - - - - -	6	0	0
4. Two Bursaries of 5 <i>l.</i> for scholars from Inchmarnock attending Rothesay Academy - - - - -	10	0	0
5. Fixed Grant to Rothesay Academy, on condition that certain free scholarships are given - - - - -	*29	0	0

CAITHNESS COUNTY.

Grant for year ended 31st March 1903 = 559*l.* 14*s.* 11*d.*

Contributions by local authorities = 241*l.* 4*s.* 9*d.*

Scheme approved on 13th February, 1903.

Allocation of grant :—

I. Subsidies to central schools, under certain specified conditions, and subject to the approval of the Department, viz. :—	£
Thurso Miller Institution - - - - -	*120
Wick Pulteneytown Academy - - - - -	*120
Lybster Public School - - - - -	100
Halkirk " - - - - -	70
Keiss " - - - - -	70
Castletown " - - - - -	60

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

II. Bursaries :—

- (1.) Five Bursaries of 10*l.*, and five of 5*l.*, tenable for two years, at Secondary Departments, open to all pupils under 14, except those attending schools mentioned under Head I., or other Schools within two miles of the Burghs of Thurso, Wick, and Pulteneytown. Not more than one Bursary of each value to be awarded in any one school.
- (2.) Ten Bursaries of 5*l.* open to scholars under 16 attending schools excluded under II. (1), tenable for two years at Secondary Departments, to be increased to £10 when pupils leave their homes to attend such a school. Not more than three Bursaries to be awarded in any one school, though power is reserved to increase the number to any school under certain circumstances.

III. Premiums of 2*l.* to Headmasters of Non-Central Schools for each candidate from their Schools obtaining a Bursary under Head II. (1), and thereafter attending a Central School for one or more years.

IV. 50*l.* for lectures on "Sick Nursing."

V. University Bursary of 25*l.*

VI. Classes for Teachers in Drawing, Manual Instruction, Cookery, etc., 60.

VII. 20*l.* for paying fees of pupils from Caithness attending Heriot Watt College, Edinburgh, or Glasgow and West of Scotland Technical College, Glasgow.

VIII. Apparatus Grants to School Boards for teaching of Laundry Work, Cookery, Manual Work, Bee Culture, &c. (Not exceeding £10 in each case.)

IX. Expenses of Committee.

CLACKMANNAN COUNTY.

Grant for year ended 31st March 1903=538*l.* 17*s.* 11*d.*

Contributions by local authorities=16*l.* 15*s.* 7*d.*

Scheme approved on 2nd December 1902.

Allocation of grant :—

	£	s.	d.
Expenses of Committee	39	11	3
Fixed subsidy to Dollar Institution (on condition that ten free places are provided)	100	0	0
Fixed subsidies to secondary departments at :—			
Alva	100	0	0
Tillicoultry	90	0	0
Alloa (Burgh)	*235	0	0

DUMBARTON COUNTY.

Grant for year ended 31st March 1903=1,410*l.* 3*s.* 10*d.*

Scheme approved on 15th January 1900.

Allocation of grant :—

1. Grants to Secondary Departments in :—	£	£
Bonhill, Alexandria North Public School	100	} 600
Row, Helensburgh, Hermitage Public School	100	
Dumbarton Burgh Academy	100	
Old Kilpatrick, Clydebank Public School	100	
New Kilpatrick Public School	100	
Lenzie Academy	80	
Luss Public School	10	
Cumbernauld Public School	10	

* This payment has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

† This School does not fulfil the conditions for grant.

2. *Capitation grants* to the above-named schools on the average attendance of Scholars, resident in the county, who possess the Merit Certificate and attend the Secondary Department, viz. :—
 - £1 for 1st year in attendance.
 - £1 10s. for 2nd year in attendance.
 - £2 for 3rd year in attendance.
3. *Scholarships*, 24 at 5*l.*, tenable for three years at the above-named central schools, excluding Luss and Cumbernauld Public Schools; these scholarships are to be offered for competition amongst scholars in attendance at schools other than those six centres named above (Bonhill, Alexandria North Public School to Lenzie Academy) who obtain the Merit Certificate.
4. A Grant of £1 to the Head Master of any State-aided school, other than those mentioned above, in respect of each pupil who gains 50 per cent. of marks at the Bursary Competition, and completes a 1st year's course in one of the central schools.

DUMFRIES COUNTY.

*Grant for year ended 31st March 1903=970*l.* 16s. 1d.*

*Contributions by local authorities=1,450*l.* 11s. 2d.*

Scheme approved on 9th February 1903.

Allocation of grant :—

A. *Annual grants to "Selected Schools" viz :—*Dumfries Academy, Wallace Hall Academy, Annan Academy, Dryfesdale Public School, Langholm Academy and Moffat Academy.

(1.) Fixed grant to Dumfries Academy	-	£
(2.) Grants in proportion to population and valuation of districts served	-	*700

(3.) Grants in proportion to the average attendance of Scholars who have obtained the Merit Certificate or passed an equivalent examination	-	£
-	-	700

B. *Apparatus grants* to the "Selected Schools" mentioned under head A. 50

C. *Building grants* on certain conditions to Wallace Hall Academy (balance of 225*l.*)

D. *Bursaries and Free Scholarships at Selected Schools, viz. :—*

Two Bursaries of 15*l.*, four of 12*l.* 10s., and six of 10*l.* (or such other number and of such value as the Committee may determine tenable for three years by children under 13 years of age who live more than three miles from the nearest "selected school.")

Twelve free Scholarships of 2*l.* tenable under similar conditions by children living less than three miles from a "selected school."

E. *Advanced Bursaries and Free Scholarships at Dumfries Academy.*

Two Bursaries of 20*l.*, and four of 15*l.*, (or such other number and of such value as the Committee may determine) tenable for two years by children who reside more than three miles from Dumfries Academy and who have just completed one of the Bursaries or Scholarships under head D.

Six free Scholarships of 5*l.*, tenable, under similar conditions, for two years by children who reside less than three miles from Dumfries Academy.

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

F. <i>West of Scotland Agricultural College</i>	£
(1) Grant of - - - - -	150
(2) Building grant of one-fortieth of the total expenditure on new Dairy School at Kilmarnock, but not exceeding - - -	100
G. <i>Bursaries, &c., tenable at the West of Scotland Agricultural College.</i>	£
One Bursary of 25 <i>l.</i> tenable for two years - - -	= 25
Three 5 <i>l.</i> Bursaries tenable for one year - - -	= 15
Allowances of 2 <i>s.</i> 6 <i>d.</i> a day, with class fees and return railway fare, to Students attending Dairy Classes - - -	= 50
H. Technical Instruction of blind youths not under 16 years of age - - - - -	10
I. Grants for Agricultural instruction in Elementary Schools -	50
K. Grants to teachers who prepare pupils successfully for the Bursary Examination, not exceeding 2 <i>l.</i> a head - - -	100
L. Agricultural experiments, instruction in agriculture, bee-keeping, &c. - - - - -	50
M. Classes for the further instruction of teachers, and travelling expenses - - - - -	150
N. <i>Expenses of Committee</i> - - - - -	15

DUNDEE BURGH.

*Grant for year ended 31st March 1903 = 1,911*l.* 17*s.* 9*d.**

Scheme approved on 31st January 1902.

Allocation of grant :-

After providing for the Committee's expenses, the said amount to be divided as follows :-

Dundee High School, one-half.

*The School Board of the Burgh of Dundee for the Higher Departments of their Harris Academy, Morgan Academy, and Liff Road Public School, the remaining one-half.

The grants are conditional upon the establishment of certain free scholarships.

EDINBURGH CITY.

*Grant for year ended 31st March 1903 = 3,568*l.* 10*s.* 5*d.**

Scheme approved on 18th December, 1902.

Allocation of grant :-

Grants to higher class schools conditional upon the establishment of free scholarships :-

<i>School.</i>	<i>No. of Free Scholarships.</i>	<i>Amount of Grant.</i>
		£ s. d.
Edinburgh High School - 40 (for boys) -		850 0 0
Edinburgh Ladies' College - 52 (for girls) -		650 0 0
Edinburgh, George Watson's College for Boys - 24 (for boys) -		200 0 0
Edinburgh, George Watson's College for Girls - 28 (for girls) -		350 0 0
Edinburgh, Daniel Stewart's Hospital - 24 (for boys) -		200 0 0
Total - - -	168	2,250 0 0

* This payment has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

Scholarships of 5*l.* tenable for four years at Heriot's Hospital School = 200*l.*

A sum of 945*l.* towards the salaries of teachers and towards providing books and apparatus in Higher Grade and Advanced Departments, viz. :—

	£
Edinburgh School Board - - - - -	635
Governors of Gillespie's School - - - - -	*210
Managers of Church of Scotland Normal School - - - - -	50
Managers of United Free Church School - - - - -	50
	945

EDINBURGH COUNTY.

Grant for year ended 31st March 1903 = 1,192*l.* 17*s.* 2*d.*

Scheme approved on 16th December, 1902.

Allocation of grant :—

Expenses of Committee = 90*l.*

Grants to secondary departments in connexion with public schools at :—

Class "A" schools.	<table style="border-left: 1px solid black; border-right: 1px solid black; border-collapse: collapse;"> <tr> <td style="padding: 0 5px;">West Calder, Penicuik, Lasswade, Dalkeith, Musselburgh.</td> </tr> </table>	West Calder, Penicuik, Lasswade, Dalkeith, Musselburgh.	} at 80 <i>l.</i> each = 400 <i>l.</i>
West Calder, Penicuik, Lasswade, Dalkeith, Musselburgh.			

Class "B" schools.	<table style="border-left: 1px solid black; border-right: 1px solid black; border-collapse: collapse;"> <tr> <td style="padding: 0 5px;">Juniper Green Public School, East Calder Public School,</td> </tr> </table>	Juniper Green Public School, East Calder Public School,	} at 40 <i>l.</i> each = 80 <i>l.</i>
Juniper Green Public School, East Calder Public School,			

Bursaries :—

	£	s.	d.
15 <i>School Bursaries</i> of 7 <i>l.</i> 10 <i>s.</i> for the first year and 10 <i>l.</i> for the second, with travelling expenses, for two (or three) years, tenable at secondary departments in Class A schools, and awarded by competitive examination amongst children under 15 years of age who hold the Merit Certificate, in attendance at State-aided schools (one year) -	131	5	0
4 <i>County Bursaries</i> of 25 <i>l.</i> , with travelling expenses, for two (or three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools (one year) -	100	0	0
10 <i>Merit Certificate Bursaries</i> of 3 <i>l.</i> , with travelling expenses, tenable at Class A or Class B Schools for one year by Merit Certificate pupils from other than A or B schools -	30	0	0
<i>Travelling Expenses</i> of Bursars (as above) -	50	0	0

*Grants of 10*s.* to teachers* in respect of each successful candidate from their Schools for a Merit Certificate Bursary.

Grants for efficiency in the above-named schools, viz. :—

To class "A" schools, 4*l.* or 2*l.* (according to efficiency) for each scholar above the first 15 in average attendance in the secondary department.

To class "B" schools, 2*l.* or 1*l.* (according to efficiency) for each Merit Certificate scholar in average attendance.

ELGIN COUNTY.

Grant for year ended 31st March 1903 = 672*l.* 12*s.* 10*d.*

Contributions by local authorities = 373*l.* 12*s.* 8*d.*

Scheme approved on 29th January, 1903.

* This payment has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

Allocation of grant :—

1. *Direct subsidies* to the following schools, the grants to the four centres first named being made on condition that free secondary education is given to children who obtain grants under head 2, viz. :—

	£	£
Elgin Academy - - - - -	300	} = 585
Milne's Institution, Fochabers - - - - -	60	
Forres Public School - - - - -	80	
Grantown Public School - - - - -	75	
Lossiemouth Public School - - - - -	30	
Hopeman Public School - - - - -	15	
Duffus Public School - - - - -	15	
Roths Public School - - - - -	10	

2. (a) *Free railway tickets and grants of 5l. to a certain number of children, in specified parishes, who have passed the Merit Certificate Examination before attaining their thirteenth birthday, to attend the nearest central school for secondary education, or the money value of such tickets towards cost of boarding at the centre.*

- (b) *Two Bursaries of 20l. and five of 10l. for children in certain specified parishes, and two Bursaries of 10l. for other pupils in outlying districts not otherwise provided for.*

3. *Grants for technical education :—*

	£
(a.) Agricultural Department of Aberdeen University - - -	20
Victoria School of Science and Art, Elgin - - -	120
Milnes Institution, Fochabers - - - - -	35
Grantown Public School - - - - -	35

£210

- (b.) *Three Bursaries of 15l. tenable at some technical school or college = 45l.*

(c.) Grants for :—	£
Laundry work and cookery - - - - -	70
Dairy work - - - - -	20
Lectures in Buttermaking and Dairying - - - - -	40

- (d.) *For teachers' classes under Art. 91 (d) of the Code = 45l.*

- (e.) *Grants for apparatus illustrating Nature Knowledge = 60l.*

- (f.) *A grant of 1l. for each pupil in average attendance at Navigation Classes, on the subject being favourably reported on by H.M. Inspector.*

FIFE COUNTY.

Grant for year ended 31st March 1903 = 2,524l. 7s. 9d.

Scheme approved on 14th February, 1903.

Allocation of grant :—

Grants to higher class schools :—

(a.) <i>Direct subsidies to—</i>	£	£
Cupar Bell Baxter School - - - - -	120	} = 600
Dunfermline High School - - - - -	120	
Kirkcaldy High School - - - - -	120	
St. Andrews Madras College - - - - -	120	
Anstruther Waid Academy - - - - -	120	

- (b.) *Capitation grants to each of these schools of 5l. for free scholars (not exceeding 24 in number) who have previously attended for three years at a State-aided school, and propose to follow the full curriculum of a secondary education.*

[The free scholars are selected by competitive examination.]

SECONDARY EDUCATION.

... in connexion with each of the five above-named ... for three years, and awarded after competitive ... amongst children living three or more miles from a ... school.

... or strengthening school staff to :—
... High School, 60*l.*
... High School, 40*l.*

A further grant of 40*l.* will be given to Dunfermline High School if the ... (permit.)

... to the following ten schools :—Burntisland, Ferryport-on-Craig, Newport, Leslie, Markinch, Newburgh, Leven, Strathmiglo, Tulliallan and Kincardine, and Buckhaven.

(a.) *Direct subsidy* of 70*l.* to each for teachers' salaries.

(b.) *Further grants* of 25*l.* or 10*l.* according to whether secondary instruction is good or fair.

Grant to Falkland Public School, of 25*l.* or 10*l.*, according to whether the secondary instruction is good or fair.

Expenses of Committee, 70*l.*

FORFAR COUNTY.

Grant for year ended 31st March 1903 = 1,505*l.* 9*s.* 4*d.*

Scheme approved on 2nd December 1902.

Allocation of grant :

I. *Grants to higher class public schools, viz.—*

Arbroath High School,
Brechin High School,
Forfar Academy,
Montrose Academy, as follows :—

Annual grant to each of 250*l.* = 1,000*l.*
on condition that at least 30 free scholarships are provided in each school for children requiring aid for higher education.

II. *Grants to secondary or advanced departments* in Broughty Ferry Grove Academy and Kirriemuir Webster's Seminary :—

1. Annual grant of 80*l.* each = 160*l.*

2. *Capitation grants* under head IV. on condition that at least 10 free scholarships are provided in each school for children requiring aid for higher education and one additional free scholarship for every 10*l.* of grant received in excess of 100*l.* But no school shall receive more than 230*l.* in all, or 100*l.* for each graduate employed in the secondary or advanced department.

III. *To recognised central schools, with secondary departments, situated four miles or more from schools aided under heads I. and II., grants* of 25*l.* in addition to capitation grants under head IV. But total grant to any school must not exceed 60*l.*

IV. *Capitation grants* to State-aided day schools in the county, of (a) 2*l.* for each scholar receiving efficient secondary instruction under Article 21 of the Code ; (b) to schools, other than those under I. and II., 1*l.* for each scholar who completes a first year's course of secondary instruction after having obtained a Merit Certificate at the school.

V. *Expenses of Committee, not exceeding* 40*l.*

GLASGOW BURGH.

Grant for year ended 31st March, 1903 = 6,822*l.* 1*s.* 0*d.*

Scheme approved on 3rd January, 1903.

Allocation of grant :—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow, viz. :—

		£
Glasgow High School (boys) -	60 free scholarships	1,600
Garnethill High School for Girls -	60 " "	880
Hutchesons' Grammar School (boys) -	30 " "	430
	(girls) -	430
Allan " Glen's " School " (boys) -	30 " "	430
St. Aloysius' College (boys) -	-	250
<i>Secondary departments in :</i>		
St. Mungo's Academy (boys) -	} 42 free scholarships in the four schools	*250
Our Lady and St. Francis' School (girls) -		
Convent School, Garnethill (girls) -		
Provanside Public School	} (boys and girls) 150 free scholarships	*1,950
John Street " " "		
Kent Road " " "		
Whitehill " " "		
Woodside " " "		
		6,420

Grant to school board for higher instruction in continuation classes = *340*l.*

Expenses of Committee = 62*l.* 1*s.* 0*d.*

GOVAN PARISH.

Grant for year ended 31st March 1903 = 2,409*l.* 16*s.* 3*d.*

Contributions by local authorities = 400*l.*

Scheme approved on 8th December, 1902.

Allocation of grant :—

Grants to secondary departments in the following schools :—

	£
Strathbungo Public School - - - - -	*350
Fairfield Public School - - - - -	*230
Albert Road Public School - - - - -	*345
Bellahouston Academy Public School - - - - -	*513
Hamilton Crescent Public School - - - - -	*385
Hillhead Public School (on condition that the secondary department does not claim annual grants under the Code) - - -	*660
	2,483

These grants are given on condition that 240 free places are provided in the four last-mentioned schools, the first two being free schools

	£	s.	d.
Grant to enable Roman Catholic Scholars to attend certain specified Secondary Schools and Departments -	84	0	0
Grant for supply of books to free scholars - - - - -	122	5	0
Grant for promoting higher instruction in Classes under the Continuation Class Code - - - - -	*120	0	0
Expenses of Committee - - - - -	40	0	0

HADDINGTON COUNTY.

Grant for year ended 31st March 1903 = 610*l.* 13*s.* 6*d.*

Contributions by local authorities = 78*l.* 3*s.* 1*d.*

Scheme approved on 9th February 1903.

* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

-SECONDARY EDUCATION.

... to *class schools and to advanced departments of State-*

	£	s.	d.
High School - - - - -	120	0	0
Technical Institute - - - - -	120	0	0
Public School - - - - -	80	0	0
Public School - - - - -	60	0	0
Public School - - - - -	20	0	0
County Bursars appointed under previous	20	0	0

... Bursaries:—(a) Bursaries of 5*l.* for three years (and pay-
 ... travelling expenses) to scholars who have gained the
 ... at any State-aided School, other than that in receipt
 ... grant, and attend a Higher Class Public School, or a School
 ... approved Higher Department in the County. £260.

... grants of 1*l.* to schools which do not receive other aid
 ... scheme, for each scholar who, having gained a Merit
 ... at such school, receives instruction for at least one year
 ... approved secondary school, or in a school with an approved
 ... department, £50.

... of Committee = 30*l.*

... Education:—

North Berwick High School (for apparatus for physical laboratory and teachers' salaries)- - -	£	s.	d.
	98	16	8

INVERNESS COUNTY.

Grant for year ended 31st March 1903 = 1,156*l.* 14*s.* 5*d.*

Contributions by local authorities = 392*l.* 17*s.* 2*d.*

Sum approved on 26th January 1903.

Classification of grant:—

A. *Grants to advanced departments of Non-Central Schools:—*
 A capitation grant of 2*l.* on the average attendance throughout the
 year. (Estimate = 100*l.*)

B. *Nurseries and Special Subsidies:—*

1. District Bursaries.—(a.) Ten Bursaries of 20*l.*, one to each county
 district and two additional to the Skye District, tenable for three or
 more years at certain specified Schools: where attendance does not
 involve continuous residence from home, only one-half of the said
 sum will be payable.

2. Five special Bursaries of 20*l.*, irrespective of districts, tenable for
 three or more years.

NOTE.—A premium will be paid to the teacher of 2*l.*
 for each successful competitor for a Bursary, and
 will be increased by 1*l.* where the successful Bursar
 shows satisfactory grounding in two Secondary
 specific subjects.

II. Centre Bursaries.—100*l.* will be allotted in yearly Bursaries not ex-
 ceeding 5*l.* to pupils not holding Bursaries under head B I.

III. Final instalment of *University Bursary* of 30*l.*

IV. Special fixed inclusive subsidies to:—

	£
Inverness Royal Academy - - - - -	200
Kingussie Public School - - - - -	100
Portree Public School - - - - -	100
Fort William Public School - - - - -	100
Glen-Urquhart Public School - - - - -	100

These subsidies are conditional upon the provision of free education for County pupils or Bursars under this scheme.

C. *Expenses of the Committee* = 60*l.*

Grants for Technical Education :—

I. Ten Bursaries of 20*l.*, one to each county district and two additional to the Skye district, tenable for three years at higher grade science departments, by pupils who leave home to attend such departments. The Bursary may be continued for one or two years further at the Inverness High Public School or other specially approved School on certain conditions.

A premium of 2*l.* will be paid to the teacher of each successful candidate for a Bursary, to be increased to £3 where the Bursar shows satisfactory grounding up to Second Stage in Mathematics, and one other Science or Technical Subject.

II. Grants to advanced departments of 3*s.* for each 100 hours' attendance at courses of practical instruction in Experimental Science, Manual Instruction, Cookery, Dairying, etc.

III. Special grant to Inverness High School, £150, on condition that the School be available for Technical or Industrial Education to County Pupils or Teachers.

KINCARDINE COUNTY.

Grant for year ended 31st March 1903 = 534*l.* 19*s.* 4*d.*

Contributions by local authorities = 503*l.* 18*s.* 7*d.*

Scheme approved on 22nd October 1902.

Allocation of grant :—

I. *Grant to higher class school* :—

Stonehaven, Mackie Academy = 250*l.*

II. *Grant for maintenance of secondary department* at Banchory-Ternan Central Public School = 85*l.*

III. Twenty-five free scholarships of the annual value of 10*l.* (with an additional allowance in some cases for travelling or boarding), tenable for one year at higher class schools or the secondary department at Banchory-Ternan or in the Practising School attached to either of the Training Colleges at Aberdeen by scholars who have obtained the Merit Certificate residing more than 3 miles from the schools receiving grants under heads I. and II. = 250*l.*

IV. *Grants to School Boards or Managers of State-aided Schools* in the case of Schools not in receipt of grants under heads I. and II. in respect of Scholars transferred to more advanced Schools or Departments £1 per head, payable to the teaching staff.

V. *Grants for Technical Education* :—

	£
(1) Stonehaven, Mackie Academy - - - - -	150
(2) Banchory-Ternan, Central Public School - - - - -	15
(3) Montrose Academy - - - - -	25
(4) Agricultural Department of Aberdeen University - - - - -	30
(5) Teachers' classes under Art. 91 (d) of the Code, and grants to Teachers attending Technical Classes not exceeding	120
(6) Capitation grants to technical classes, in terms of the Continuation Class Code or otherwise, under certain conditions and within certain limits, of 5 <i>s.</i> for theoretical and 10 <i>s.</i> for practical instruction per pupil per hour per week for a minimum session of 15 weeks.	

The expenses of the Committee to be met from the balance.

KINROSS COUNTY.

Grant for year ended 31st March 1903 = 270*l.* 15*s.* 7*d.*

Scheme approved on 1st February 1898.

Allocation of grant :—

So far as funds permit free scholarships at Dollar Institution, for not more than 4 years (with travelling expenses), will be provided for scholars who have obtained the Merit Certificate or are 13 years of age. Selection will be by examination if necessary.

KIRKCUDBRIGHT COUNTY.

Grant for year ended 31st March 1903 = 619*l.* 13*s.* 3*d.*

Contributions by local authorities = 324*l.* 2*s.* 11*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

Grants to higher class schools under certain conditions, viz :—

	£	£
Kirkcudbright Academy (12 free places) - - - -	200	} 335
Dumfries Academy (8 free places) - - - -	90	
Ewart and Douglas High Schools } (4 free places) - - - -	45	
Newton Stewart - - - -		

(The free places are to be awarded to children of not more than 13 years of age who live within 4 miles of the School.)

Grants to secondary departments at :—

	£	£
Castle Douglas Public School - - - - -	90	} 180
Dalbeattie " " - - - - -	90	

Grants for Technical Education to :—

	£	s.	d.
Kirkcudbright Academy - - - - -	60	0	0
Castle Douglas Public School - - - - -	70	0	0
Dalbeattie Public School - - - - -	70	0	0
School Board of Kirkcudbright Burgh (for technical or science instruction) - - - - -	24	2	11
School Board of Castle Douglas (for technical or science instruction) - - - - -	20	0	0
Dumfries Academy - - - - -	10	0	0

Bursaries :—14 Bursaries of 15*l.*, tenable for 4 years, and open to pupils not more than 13 years of age, who live more than 4 miles from any of the above-named schools.

Expenses of Committee = 40*l.*

LANARK COUNTY.

Grant for year ended 31st March 1903 = 5,333*l.* 5*s.* 2*d.*

Scheme approved on 15th January 1903.

Allocation of grant :—

(a.) Expenses of Committee - - - - -	£ 140
(b.) Grant to Hamilton Academy - - - - -	650
(c.) Capitation grants to 25 Central Schools of 3 <i>l.</i> 5 <i>s.</i> on the average attendance in Advanced Departments, or 3 <i>l.</i> 15 <i>s.</i> on the average attendance in Higher Grade Departments. Estimated at - - - - -	4,390

In schools where fees are charged, one free place must be provided for each 10*l.* of Grant obtained. In no case will the Committee's grant exceed three-fourths of a certified deficiency as shown by the School accounts,

- (d.) Grants of 2*l.* to teachers of other than Central Schools in respect of each pupil who gains the Merit Certificate and is transferred to an approved Secondary Department - - - - - 400
- (c.) Ten Bursaries of 10*l.* for Upper Ward, ten of 5*l.* for Middle Ward, and ten of 5*l.* for Lower Ward, tenable for two or more years at Central Schools by scholars from parishes that have no Central School. The 10*l.* Bursaries will be increased to 12*l.* 10*s.* in the second and to 15*l.* in the third year : the 5*l.* Bursaries to 7*l.* 10*s.* in the second and to 10*l.* in the third year - - - - - 200
- (f.) Four 15*l.* Bursaries tenable for two years at Hamilton Academy, by scholars who have completed two years of advanced instruction in other Schools - - - - - 60
- (g.) Payments to second and third year Bursars - - - - - 240

LEITH BURGH.

Grant for year ended 31st March 1903 = 1,022*l.* 10*s.* 3*d.*

Scheme approved on 23rd December, 1902.

Allocation of grant :—

Subsidies to secondary departments in—

	£	£	s.	d.
Trinity Academy (formerly Craighall Road Public School) - - - - -	*200	} 700	0	0
Leith Academy - - - - -	*500			
Bursaries at the above-named schools - - - - -		150	0	0
Grant to evening school. For Bursaries and maintenance of Leith Technical College - - - - -	*100	0	0	0
Expenses of Committee - - - - -		72	10	3

LINLITHGOW COUNTY.

Grant for year ended 31st March 1903 = 905*l.* 14*s.* 4*d.*

Contributions by local authorities = 967*l.* 1*s.* 9*d.*

Secondary Scheme approved on 12th June, 1902.

Technical Scheme approved on 18th August, 1902.

Allocation of grant :—

A. Grants to higher class school and secondary departments, viz. :—

- | | £ | £ |
|---|-----|-------|
| (a.) To Linlithgow Academy (higher class school) - - - - - | 200 | } 400 |
| (b.) To Bathgate Academy (secondary department) - - - - - | 100 | |
| " Boness, Anderson Academy (secondary department) - - - - - | 100 | |
| (c.) Further grants to the above-named schools directly proportioned to, but not exceeding two-thirds of, a certified deficiency as shewn by the school accounts. | | |

B. Payment of railway fares to recognised centre schools of scholars who have obtained the Merit Certificate at schools two or more miles from such centres.

C. Grants to the teachers in schools not receiving a grant under head A of 1*l.* for each scholar who, having obtained the Merit Certificate, is transferred to and remains in a secondary school or department for at least one year.

* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

Technical Education.

I.—*Elementary Technical Education. To School Boards and other recognised Educational Authorities conducting Continuation Classes under Division II. of the Continuation Class Code :—*

- (a) Grants equal to one-fourth of those earned from the Department for each school or class giving instruction in two, at least, of the subjects named in Art. 14, C, D, E, F, G, and H, or in the special subjects defined in Art. 10.
- (b) A special grant of 10s. under certain conditions, for every scholar in average attendance, satisfactorily taught in Mathematics and Geometrical Drawing, provided that no payment is made for these subjects under the preceding paragraph.

II. *Special Technical Classes :—*

- (a) Provision of Special Classes at Bo'ness, Linlithgow, Bathgate, and Broxburn, for a three years' course in technical subjects, students to be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.
- (b) Provision of Special Classes for Teachers at Linlithgow and Bathgate, in the subjects of Drawing and Nature Knowledge, teachers to be allowed their railway fares, provided they sit the Science and Art Examinations.
- (c) Payment of class fees and railway fares to enable certain students to attend classes at the Coatbridge Technical College, the Heriot-Watt College, or the Glasgow Technical College.
- (d) A grant of 150*l.* to the Edinburgh and East of Scotland College of Agriculture to carry on experiments within the County, and to establish classes in agricultural subjects.

III. *Apparatus :—*

- (a) Provision of apparatus for the Special Technical Classes.
- (b) Grants towards equipment of local Science and Art Classes.
(Grants for technical education to schools and classes in Burghs will be reduced by the amount (if any) which the authorities of such Burghs may retain at their own disposal out of the residue grant.

NAIRN COUNTY.

*Grant for year ended 31st March, 1903 = 292*l.* 12s. 7d.*

Scheme approved on 8th December, 1902.

Allocation of grant :—

1. University Bursary of 16*l.* tenable for three years, open to pupils of *Nairn, Rose's Academical Institution.*
2. Instalment of Bursary of 30*l.* awarded under scheme for 1901-1902 tenable for four years at a Secondary School.
3. The ordinary school fees at *Nairn Rose's Academical Institution* to be paid for pupils from State-aided Schools who obtain the merit certificate before the age of 14.
4. After payment of *Committee's expenses* the residue of the grant to go to *Nairn, Rose's Academical Institution*, under certain conditions.

ORKNEY COUNTY.

*Grant for year ended 31st March, 1903 = 504*l.* 16s. 6d.*

Scheme approved on 13th November, 1902.

Allocation of grant :—

1. *Expenses of Committee*, 40*l.*
2. *Capitation Grants* of 3*l.* on the average attendance in the Advanced Departments of—

	£
Kirkwall (Burgh) Public School (total grant not to exceed 160)	160
Stromness Public School - " "	90

- 3a. Ten Bursaries of 3*l.* tenable for two years at a Secondary School, open to pupils from schools other than those mentioned under head 2, who have obtained the Merit Certificate, and are under 14.
- 3b. Five Bursaries of 12*l.* open to pupils under 16, and three of 6*l.* for pupils residing in the Parishes of Kirkwall and St. Ola and Stromness, tenable for two years with free education at Kirkwall or Stromness Public Schools.

PEEBLES COUNTY.

Grant for year ended 31st March, 1903 = 359*l.* 13*s.* 8*d.*
 Scheme approved on 23rd November, 1897.

Allocation of grant :—

To higher class school, viz. :—

Peebles Burgh and County High School, 350*l.*

Capitation grant to West Linton Public School, not exceeding 16*l.* in all, of 2*l.* a head on the average attendance of scholars receiving secondary education who have obtained the Merit Certificate.

The remainder to be held over for the Committee's expenses, &c., and any balance remaining in hand to be added to the grant to Peebles Burgh and County High School.

PERTH COUNTY.

Grant for year ended 31st March 1903 = 1,516*l.* 19*s.* 2*d.*

Scheme approved on 11th January 1900.

Allocation of grant :—

(1.) Grants to higher class schools, viz. :—

(a.) Direct subsidies :—

	£	£
Perth Academy - - - - -	200	} 590
Perth, Sharp's Institution - - - - -	120	
Crieff, Morrison's Academy - - - - -	150	
Callander, McLaren High School - - - - -	120	

(b.) Capitation grant of 1*l.* on the average attendance of scholars in the above schools who are over 13 years of age.
 (The grant may be reduced or withheld if efficiency of secondary instruction is unsatisfactory.)

(c.) Grants for leaving certificates :—

For each lower grade certificate (except arithmetic and book-keeping), not more than 1*l.*

For each higher grade certificate in arithmetic, not more than 1*l.*

For each higher grade certificate, in other subjects, not more than 2*l.*

For each honours grade certificate, not more than 4*l.*

(2.) Grants to secondary departments in :—

- Aberfeldy Public School.
- Blairstown Public School.
- Alyth Public School.
- Coupar-Angus Public School.
- Pitlochry Public School, viz. :—

(a.) Capitation grants of 2*l.* on average attendance of pupils who have gained the Merit Certificate.

(b.) Grants for leaving certificates, as above.

(3.) Expenses of Committee = 40*l.*

RENFREW COUNTY.

Grant for year ended 31st March 1903 = 3,328*l.* 19*s.* 10*d.*

Scheme approved on 17th December 1902.

Allocation of grant :—

<i>Grants to higher class schools :—</i>	<i>£</i>
Paisley Grammar School (on condition of 100 free places) -	700
Greenock Academy („ „ „ „ 100 „) -	650
Grant for free places in higher class schools in Glasgow, for scholars from the parishes of Eaglesham and Mearna, and scholars attending Busby Public School and Roman Catholic scholars resident in Eastwood parish, and for free places in Spier's School, Beith, for scholars from the parishes of Lochwinnoch, Neilston, and Kilbarchan, not exceeding 6 <i>l.</i> per scholar (about)	120

The free places will be awarded by competitive examination. Roman Catholic children gaining free places may attend at Roman Catholic Secondary Departments in Paisley or Greenock, and will receive travelling expenses.

Grants to higher departments in State-aided schools :—

	<i>£</i>
Paisley, John Neilson Institution (on condition that 20 free places are provided) - - - - - }	250*
Greenock, Holmscroft Public School - - - - - }	250*
Cathcart, Queen's Park Public School - - - - - }	250*
Kilmalcolm Public School - - - - - }	90
Shawlands Academy - - - - - }	170*
Port Glasgow, Jean Street Public School - - - - - }	90
Renfrew Burgh, Blythswood Testimonial Public School - - - - - }	90
Neilston, Grahamston Public School - - - - - }	120*

To secondary departments which may be established in Roman Catholic schools in Paisley or Greenock a capitation grant of 4*l.* (for two years only) in respect of each Roman Catholic scholar in attendance who has obtained the Merit Certificate and resides within the district of the Committee=about 120*l.*

For travelling expenses of free Scholars, and scholars attending higher departments=about 200*l.*

Expenses of Committee=120*l.*

ROSS AND CROMARTY COUNTY.

Grant for year ended 31st March 1903=1,012*l.* 0*s.* 1*d.*

Contributions by local authorities=642*l.* 0*s.* 6*d.*

Scheme approved on 27th January 1903.

*Allocation of grant :—**A. Bursaries :—*

- | | |
|---|-------|
| (a.) Twenty yearly school Bursaries of 5 <i>l.</i> tenable with free scholarships at the central schools mentioned below, by children living three or more miles from a central school - - - - - | = 100 |
| (b.) Six Bursaries of 20 <i>l.</i> (one for each county district) tenable for at least two years by pupils whose attendance at a central school involves continuous residence from home, one-half only of the Bursary being payable if the Bursar can attend such School from his own home. Competitors must be between the ages of 12 and 16 years - - - - - | = 120 |
| (c.) Eight Bursaries of not less than 10 <i>l.</i> tenable for at least two years by Lewis pupils whose attendance at the Nicolson Public School involves continuous residence from home - - - - - | = 80 |
| (d.) Bursaries at Tain Royal Academy - - - - - | = 60 |

*These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June 1897.

(e.) A premium of 2*l.* to teachers of non-central schools in respect of each successful Bursar prepared by them, and an additional sum of 1*l.* in respect of each successful Bursar who shows proficiency in an optional examination covering the second stages of two Secondary Specific Subjects - - - - - = 15

(f.) Five Bursaries of 15*l.* continued under previous scheme = 75

(g.) Final instalment of University Bursary of 25*l.*, provided for under previous scheme - - - - - = 25

B. *Direct subsidies to central schools for additions to staff, equipment, &c. :-* £

Tain Royal Academy - - - - -	60
Invergordon Public School - - - - -	100
Dingwall Public School - - - - -	160*
Fortrose Academy - - - - -	70
Ullapool Public School - - - - -	60
Auchtercairn Public School - - - - -	50
Plockton Public School - - - - -	60
Stornoway Nicolson Public School - - - - -	150*
Cromarty Public School - - - - -	50
	<hr/>
	760

D. *Expenses of Committee* = 45*l.*

Technical education grant :-

I. *Bursaries.*—One £20 Bursary for each county district (with two additional for the Lewis district) tenable for at least two years, at approved centres for science and art instruction, by candidates between the ages of 12 and 16 whose attendance thereat involves residence from home.

A premium of 2*l.* will be allowed to each teacher who successfully trains a Bursar, and a supplement of £1 if the successful Bursar passes a satisfactory examination in the Second Stage of two of the following Subjects :—Mathematics, Navigation, Agriculture, Mechanics, and Hygiene.

II. *Practical instruction in Advanced Departments, in Experimental Science, Manual Instruction, Cookery, &c.*—2*s.* (or 3*s.*) for each 100 hours of attendance.

III. *Grants for Science and Art instruction.*—6*d.* on average attendance of pupils over 12 taking Drawing under the Code.

IV. *Teachers' courses.*—The Committee will subsidise one or more of such courses (approved by the Department).

V. *Special grants.*—75*l.* each to Tain Royal Academy, Dingwall Academy, and Stornoway Nicolson Public School towards special staff for technical instruction.

Prizes of 2*l.*, 1*l.*, and 10*s.*, to each county district for wood-carving and artistic design in native industries.

Lectures on Ambulance, Nursing, and Hygiene. Grants not exceeding 10*l.* in respect of each of two courses.

ROXBURGH COUNTY.

Grant for year ended 31st March 1903 = 715*l.* 2*s.* 9*d.*

Contributions by local authorities = 742*l.* 15*s.* 2*d.*

Scheme approved on 16th December 1902.

Allocation of grant :-

1. *Expenses of Committee* = 40*l.*

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June 1897.

2. Travelling expenses of scholars attending Kelso High School, Teviot Grove Academy, Hawick, and Jedburgh Grammar Public School, 50*l.*
3. To higher class schools at Hawick and Kelso :—

(a.) *Fixed subsidies* :—

	£	s.	d.	£
Hawick	-	207	10	0
Kelso	-	207	10	0
				} = 415

(b.) *Payments of 3*l.* in respect of free scholarships* entitling the holder to free education in these schools, viz. :—

	£
21 at Hawick	}
21 at Kelso	} = 126

4. Grant towards maintenance of Jedburgh Grammar Public School 64*l.*
5. To Melrose Public School a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar in average attendance who, after having obtained the Merit Certificate, receives secondary instruction.
6. The surplus, if any, to be given to the Higher Class Schools at Kelso and Hawick, and the Advanced Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under 3a and 4 above.

Grants for technical education :—

1. To secondary schools, viz. :—

	£
Hawick, Teviot Grove Academy	- - - 200
Kelso High School	- - - 200

	£400

2. To continuation classes giving instruction in certain specified subjects - - - - - 130 0 0
3. (a) For classes for teachers under Article 91 (d) of the Code, and travelling expenses : (b) for apparatus for use in continuation classes 100 0 0
4. To Edinburgh and East of Scotland College of Agriculture - - - - - 150 0 0
5. Balance to be divided equally between the Higher Class Schools at Kelso and Hawick -

SELKIRK COUNTY.

Grant for year ended 31st March 1903 = 448*l.* 8*s.* 3*d.*

Scheme approved on 27th January 1903.

Allocation of grant :—

1. *Grant of 25*l.* to the School Board of Yarrow*, in respect of its provision of an approved higher grade department - - - - - £ s. d.
25 0 0
2. *Five Bursaries of 12*l.* each*, tenable for three years at Selkirk High School, Galashiels Academy, or Yarrow Public School, by children in the County over eleven years of age, and residing beyond three miles from the nearest of these schools - 60 0 0

After payment of the Committee's expenses, *two-thirds* of the remainder is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school*, and the remaining one-third to the governors of the Scott and Oliver Trust, towards the maintenance of Selkirk High School - - - - - £363 8 3

SHETLAND COUNTY.

Grant for year ended 31st March 1903 = 498*l.* 3*s.* 3*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

I. For Bursaries tenable, with free education, at Lerwick Secondary School = 210*l.*

(The Bursaries are not as a rule open to children living within three miles of Lerwick.)

II. A Grant of 5*l.* to the teachers in cases where Bursars are prepared in Schools having only one certificated teacher.

III. *Capitation grants to advanced departments of State-aided schools* :—

3*l.* for each scholar who, after having obtained the Merit Certificate, receives satisfactory instruction in secondary subjects throughout the year.

IV. The residue,* after meeting the *expenses of the Committee*, to go, so far as required, for the purpose of providing efficient secondary education in the Anderson Institute, to the School Board of Lerwick, on condition that free education be given therein to all Bursars, and all children over 13 who have obtained the Merit Certificate in the county. Any balance to be applied for Bursaries under Head I.

V. The balance from previous years' grants may be applied for providing small Bursaries.

STIRLING COUNTY.

Grant for year ended 31st March 1903 = 1,707*l.* 13*s.* 9*d.*

Scheme approved on 12th March 1903.

Allocation of grant :—

- | | |
|--|-----|
| 1. Grants to higher class schools :— | £ |
| Stirling High School | 200 |
| Falkirk " " | 250 |
| 2. Grants to secondary departments at :— | £ |
| Kilsyth Academy Public School | 100 |
| Grangemouth Grange Public School | 100 |
| Denny Public School | 60 |
3. (a.) *Capitation grants to the schools named above, and to all other State-aided schools not situated in the school board districts of the above-named schools, of 1*l.* on the average attendance of scholars who, having obtained the Merit Certificate, receive satisfactory instruction in secondary subjects. In the case of second year pupils, the grant may be increased to 1*l.* 10*s.* and for third year pupils to 2*l.* (Certain free places to be provided in the High Schools of Stirling and Falkirk.)*
- (b.) Grants to State-aided schools where there is no higher department, of 1*l.* 10*s.* for each scholar who passes into and remains one session in an approved higher school or department.
4. Ten 5*l.* Bursaries, with railway fares in addition, tenable at higher class schools for two (or three) years, open to pupils of not more than 14 years of age attending State-aided schools, and resident in areas not sharing in free places under head (3).

N.B.—In no case shall the grant to any School exceed four-fifths of a certified deficiency which, but for such grant, would be required from the Rates to maintain the School or Department.

* This payment has been specially sanctioned under paragraph 10 (b) of the Minute of 10th June 1897.

SUTHERLAND COUNTY.

Grant for year ended 31st March 1903 = 427*l.* 14*s.* 5*d.*

Contributions by local authorities = 216*l.* 14*s.* 10*d.*

Scheme approved on 29th January 1903.

Allocation of grant :—

I. To six selected central schools with separate secondary departments
viz. :—

	£
Dornoch Public School - - -	90
Golspie " " - - -	90
Clyne " " - - -	90
Helmsdale " " - - -	80
Lairg " " - - -	80
Stoer " " - - -	40
	<hr/>
	470

II. A Bursary of 10*l.* for pupils under 15, tenable for one year at the secondary department of a central school for each of the parishes of Creich, Durness, Eddrachillis, Farr, Rogart, and Tongue.

III. *Technical Education* :—

- (1.) Thirteen parish Bursaries of 5*l.* (one assigned to each parish) for children under 14.
- (2.) Six county Bursaries of 10*l.*, for children over 14, tenable at Central Schools.

IV. For Teachers' Classes under Article 91 (*d*) of the Code, 60*l.*

V. Apparatus Grants for teaching of Laundry, Cookery, Manual Work &c. (not exceeding 20*l.* in each case).

VI. Expenses of Committee = 40*l.*

WIGTOWN COUNTY.

Grant for year ended 31st March 1903 = 545*l.* 16*s.* 0*d.*

Contributions by local authorities = 24*l.* 6*s.* 6*d.*

Scheme approved on 14th November 1902.

Allocation of Grant :—

(a.) *To higher class schools* :—

	£	s.	d.
To Stranraer High School, 100 <i>l.</i> ; and 85 <i>l.</i> for the fees of 20 pupils - - - - -	185	0	0
To Ewart and Douglas High Schools, Newton Stewart, 100 <i>l.</i> ; and 35 <i>l.</i> for the fees of 15 pupils - - - - -	135	0	0
	<hr/>		
	£320	0	0

(b.) *To secondary departments at*—

	£	£
Wigtown Burgh and Parish Public School - - - - -	65	} = 130
Whithorn Principal Public School - - - - -	65	

(c.) *For capitation grants of 4*l.* (or less) on account of certain scholars in State-aided schools, other than those getting grants under head (b.)*

The school boards of Kirkmaiden and Mochrum are to receive additional grants, not exceeding 15*l.*, at the rate of 5*l.* per scholar on account of whom they claim grants under this head.

The total grant under this head is not to exceed 100*l.*

(d.) *Expenses of Committee, 20*l.* 2*s.* 6*d.**

TABLE VI

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the SUM Year ended 15th May 1902, and the number of Schools or individuals

No.	Committee.	INCOME					Total Income.
		1. Balance in hand on 15th May 1901.	2 Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.	5. From other Sources.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	24 14 4	1,504 6 8	—	0 9 9	—	1,529 10 4
2	Aberdeen (County)	5,747 19 8	2,247 2 7	2,481 0 8	119 16 1	—	10,596 18 2
3	Argyll	92 15 8	1,084 18 7	—	6 13 0	—	1,184 7 8
4	Ayr	8,688 7 6	2,858 9 6	3,169 15 8	168 19 0	7 8 5	14,897 15 1
5	Banff	964 6 6	981 6 6	55 15 7	12 3 6	—	1,963 12 1
6	Berwick	1,040 15 6	584 14 1	800 14 5	20 0 1	114 7 1	2,560 11 2
7	Bute	113 8 6	417 3 1	—	4 18 7	—	536 10 2
8	Caithness	1,488 8 1	688 13 3	278 15 8	38 6 4	52 2 4	2,491 5 8
9	Clackmannan	47 0 4	589 14 8	39 7 4	—	—	676 2 4
10	Dumbarton	1,107 5 0	1,857 8 5	—	17 7 2	—	2,982 0 7
11	Dumfries	1,071 6 8	1,076 0 10	1,744 6 5	34 11 5	7 1 6	3,933 6 19
12	Dundee (Burgh)	1 13 0	2,008 18 8	—	8 0 8	—	2,018 12 4
13	Edinburgh (City)	1,674 10 9	3,116 11 9	—	52 8 1	0 4 0	4,843 14 7
14	Edinburgh (County)	1,839 3 4	1,588 18 4	—	33 16 4	1 10 0	3,463 6 6
15	Elgin	396 4 2	709 8 9	442 4 4	5 13 7	0 1 0	1,558 11 19
16	Fife	691 8 6	2,446 3 8	—	33 6 7	—	3,170 18 9
17	Forfar	132 3 2	1,668 3 2	—	15 14 2	0 1 4	1,816 1 10
18	Glasgow (City)	17 5 5	6,876 10 7	—	—	—	6,898 16 6
18A	Govan	1,460 0 8	2,067 0 11	400 0 0	35 1 1	—	3,962 2 3
19	Haddington	1,045 12 3	641 0 6	85 12 6	23 9 10	—	1,796 15 1
20	Inverness	4,413 2 8	1,260 2 9	448 16 7	81 17 5	—	6,196 19 5
21	Kincardine	951 13 6	618 15 8	591 12 11	17 15 1	—	2,170 17 3
22	Kinross	352 11 10½	275 3 11	—	3 13 7	3 2 1	634 11 5
23	Kirkcubright	374 16 7	678 18 11	355 19 0	2 0 1	—	1,406 13 7
24	Lanark	3,149 2 11	4,537 2 2	—	123 2 3	—	7,909 7 4
24A	Leith (Burgh)	156 14 7	1,010 13 11	—	4 16 10	—	1,172 5 4
25	Linlithgow	2,848 18 6	831 12 10	748 6 10	77 15 11	46 0 0	4,552 14 1
26	Nairn	29 1 8	300 9 8	—	—	—	329 11 4
27	Orkney	124 17 5	559 6 6	—	2 13 11	—	686 17 16
28	Peebles	17 8 2	373 14 2	—	—	—	391 2 4
29	Perth	804 16 8	1,651 8 3	21 14 11	13 7 2	—	2,491 7 6
30	Renfrew	758 17 11	3,164 7 3	—	16 2 0	—	3,879 7 1
31	Ross and Cromarty	2,617 0 9	1,128 18 6	748 7 3	48 2 9	102 19 11	4,645 9 1
32	Roxburgh	1,196 14 9	827 11 2	890 12 7	12 1 1	503 18 1	3,429 17 4
33	Selkirk	—	526 16 10	—	—	—	526 16 10
34	Stirling	1,186 15 7	1,586 15 7	—	17 3 0	—	2,790 14 4
35	Sutherland	1,160 9 4	458 7 2	254 0 10	9 17 11	—	1,882 15 1
36	Wigtown	126 18 5	623 7 3	27 18 0	2 6 10	—	780 10 4
37	Zetland	307 14 0	588 15 5	—	1 17 3	—	848 6 1
	Total	48,216 2 5½	55,800 0 0	13,530 1 1	1,060 8 4	838 10 9	118,996 2 1

* The Accounts of the Dundee Burgh Committee have been rendered in respect of the period ended 31st May 1902

VI.

actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

EXPENDITURE.							
1. Expenses of Committee.	2. Direct Subsidies to				3. Grants paid on the basis of a certified deficiency.	Number of Schools participating.	No.
	(a.) Higher Class Schools.	(b.) Higher Grade or Advanced Departments of State-aided Schools.	Total.	Number of Schools participating.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		
24 3 0	1,475 0 0	—	1,475 0 0	3	—	—	1
417 6 3	—	375 0 0	375 0 0	3	—	—	2
38 0 6	—	400 0 0	400 0 0	4	—	—	3
442 15 6	1,120 0 0	1,419 5 0	2,539 5 0	13	—	—	4
40 11 11	—	—	—	—	—	—	5
22 4 8	1,000 0 0	100 0 0	1,100 0 0	3	—	—	6
13 13 0	—	371 3 1	371 3 1	1	—	—	7
73 11 5	—	180 0 0	180 0 0	6	—	—	8
24 4 7	100 0 0	470 0 0	570 0 0	4	—	—	9
50 16 11	—	580 0 0	580 0 0	6	—	—	10
130 11 1	442 6 8	557 13 4	1,000 0 0	6	—	—	11
20 7 1	904 17 11	994 17 11	1,909 15 10	4	—	—	12
146 0 8	2,250 0 0	545 0 0	2,795 0 0	13	—	—	13
76 5 3	—	1,100 0 0	1,100 0 0	8	—	—	14
42 13 0	340 0 0	469 0 0	809 0 0	7	—	—	15
77 14 2	1,267 5 0	1,168 0 0	2,435 5 0	18	—	—	16
29 5 6	1,192 10 0	230 0 0	1,422 10 0	7	—	—	17
60 0 0	4,070 0 0	2,400 0 0	6,470 0 0	14	—	—	18
32 10 0	1510 0 0	1,740 12 0	2,250 12 0	6	—	—	18A
29 15 5	300 0 0	200 0 0	500 0 0	5	—	—	19
147 10 0	200 0 0	400 0 0	600 0 0	5	—	—	20
32 5 1	425 0 0	100 0 0	525 0 0	3	—	—	21
14 7 0	—	—	—	—	—	—	22
35 3 4	405 0 0	320 0 0	725 0 0	5	—	—	23
123 0 6	460 0 0	—	460 0 0	1	—	—	24
55 10 4	—	700 0 0	700 0 0	2	—	—	24A
144 7 6	200 0 0	200 0 0	400 0 0	3	—	—	25
11 4 0	250 0 0	—	250 0 0	1	—	—	26
26 5 11	—	—	—	—	—	—	27
6 6 0	355 3 2	—	355 3 2	1	—	—	28
30 19 6	491 0 0	—	491 0 0	4	—	—	29
101 5 3	1,355 0 0	1,300 0 0	2,615 0 0	10	—	—	30
131 16 3	195 0 0	800 0 0	995 0 0	8	—	—	31
41 3 1	890 0 8	—	890 0 8	2	—	—	32
21 15 10	430 1 0	25 0 0	455 1 0	3	—	—	33
22 11 10	400 0 0	280 0 0	680 0 0	6	—	—	34
51 2 3	—	150 0 0	150 0 0	6	—	—	35
17 3 7	415 0 0	150 0 0	565 0 0	4	—	—	36
33 4 8	—	397 12 6	397 12 6	1	—	—	37
2,285 9 10	21,523 9 5	18,078 3 10	39,611 13 3	196	—	—	

† This includes a sum of £75, representing payments of £25 to each of three Schools not having an Advanced Department, such payments having been expressly sanctioned, under § 10 (b) of the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900.

‡ This payment is made in respect of a Public School not in receipt of Grants under the Code.

STATEMENT showing separately for each Secondary Education Committee the Year ended

No.	Committee.	EXPENDITURE—continued.					
		4. Capitation Grants on account of Attendance of Scholars in—					5. Grants to
		(a.) Higher Class Schools.	(b.) Higher Grade or Advanced Departments.	(c.) State-aided Schools without Advanced Departments.	Total.	Number of Schools parti- cipating.	(a.) Lower Grade
	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	
1	Aberdeen (Burgh)	—	—	—	—	—	—
2	Aberdeen (County)	—	85 0 0	—	85 0 0	7	—
3	Argyll	—	572 16 5	—	572 16 5	10	—
4	Ayr	—	276 0 0	—	276 0 0	6	—
5	Banff	—	199 10 9	—	199 10 9	19	271 3 0
6	Berwick	—	—	—	—	—	—
7	Bute	—	—	—	—	—	—
8	Caithness	—	349 10 0	—	349 10 0	6	28 0 0
9	Clackmannan	—	—	—	—	—	13 10 3
10	Dumbarton	—	485 6 0	19 17 0	455 3 0	7	—
11	Dumfries	299 14 7	500 5 5	—	800 0 0	6	—
12	Dundee (Burgh)	—	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—	435 0 0
14	Edinburgh (County)	—	678 0 0	—	678 0 0	8	—
15	Elgin	—	—	—	—	—	—
16	Fife	—	—	—	—	—	—
17	Forfar	—	314 18 0	—	314 18 0	3	—
18	Glasgow (City)	—	—	—	—	—	—
19A	Govan	—	100 5 0	—	100 5 0	4	—
19	Haddington	—	—	—	—	—	180 0 0
20	Inverness	—	31 0 0	—	31 0 0	4	55 0 0
21	Kinross	—	22 10 0	17 5 0	39 15 0	8	27 0 0
22	Kirkcudbright	—	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—	—
24	Lanark	—	3,980 0 0	—	3,980 0 0	23	—
24A	Leith (Burgh)	—	—	—	—	—	—
25	Linlithgow	150 0 0	196 0 0	—	345 0 0	3	10 0 0
26	Nairn	—	—	—	—	—	—
27	Orkney	—	250 0 0	—	250 0 0	2	—
28	Peebles	—	12 0 0	—	12 0 0	1	—
29	Perth	483 0 0	213 0 0	—	696 0 0	9	200 0 0
30	Renfrew	—	—	72 0 0	72 0 0	2	—
31	Ross and Cromarty	—	—	—	—	—	37 0 0
32	Roxburgh	65 0 0	25 0 0	—	90 0 0	2	31 0 0
33	Selkirk	—	—	—	—	—	—
34	Striving	302 0 0	136 0 0	6 0 0	444 0 0	10	117 0 0
35	Sutherland	—	160 10 0	—	160 10 0	6	31 10 0
36	Wigtown	—	—	—	—	—	—
37	Zetland	—	15 0 0	—	15 0 0	1	—
	Total	1,299 14 7	8,551 11 7	115 2 0	9,966 8 2	147	1,454 3 3

continued.

actually Received and actually Expended under various Heads during the
 May 1902, &c.—continued.

EXPENDITURE—continued

of Passes at the Leaving Certi- fications.		6 Grants to Teachers (or Schools) in respect of Scholars transfer'd to more adv'd. Schs. or Depts.		7. Bursaries and Free Scholarships held at—						No.	
(c.) Honours.	Total.	Number of Schools parti- cipating.	(a.) Universi- ties.	(b.) Higher Class Schools.	(c.) Higher Grade or Advanced Depart- ments.	(d.) Technical Schools or Colleges.	Total.	Number of Scholars parti- cipating.			
£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
—	—	—	—	—	—	—	—	—	—	1	
0	1,079 10 0	29	—	115 0 0	138 0 0	386 0 0	66 0 0	705 0 0	110	2	
—	—	—	—	—	20 0 0	60 0 0	—	80 0 0	8	3	
—	—	—	—	—	123 0 0	180 0 0	100 0 0	408 0 0	76	4	
0 0 40 16 0	719 19 0	19	—	—	—	—	—	—	—	5	
—	—	—	—	—	—	—	—	—	—	6	
—	—	—	—	—	—	111 0 0	—	111 0 0	—	7	
0 0 5 0 0	81 0 0	4	—	25 0 0	—	153 10 0	—	177 10 0	28	8	
4 7 1 5 2	33 0 0	5	—	—	—	—	—	—	—	9	
—	—	—	31 0 0	—	—	180 0 0	—	180 0 0	—	79	
—	—	—	54 0 0	—	155 5 0	140 15 0	15 0 0	311 0 0	—	61	
—	—	—	—	—	—	—	—	—	—	12	
—	435 0 0	8	—	—	198 15 0	—	—	198 15 0	—	40	
—	—	—	5 0 0	—	200 0 0	325 13 0	—	525 13 0	—	68	
—	—	—	—	—	23 0 0	—	45 0 0	68 0 0	—	6	
—	—	—	—	—	107 0 0	—	—	107 0 0	—	13	
—	—	—	29 16 9	—	—	—	—	—	—	17	
—	—	—	—	—	—	—	—	—	—	18	
—	—	—	—	—	—	—	—	—	—	18A	
0 0 5 0 0	342 0 0	5	—	—	140 0 0	—	—	140 0 0	—	29	
0 0 —	65 0 0	4	74 0 0	90 0 0	335 0 0	516 5 0	—	941 5 0	—	77	
0 0 —	43 0 0	2	—	—	155 0 0	40 0 0	—	195 0 0	—	80	
—	—	—	—	—	215 12 6	—	—	215 12 6	—	30	
—	—	—	—	—	185 0 0	60 0 0	—	195 0 0	—	18	
—	—	—	108 0 0	—	20 0 0	70 0 0	—	90 0 0	—	10	
—	—	—	—	—	—	136 10 0	—	136 10 0	—	35	
0 —	12 0 0	1	30 0 0	—	—	—	—	—	—	25	
—	—	—	—	—	—	—	—	—	—	26	
—	—	—	—	—	—	352 10 0	—	352 10 0	—	34	
—	—	—	—	—	—	—	—	—	—	28	
0 23 0 0	428 0 0	9	—	—	—	—	—	—	—	29	
—	—	—	—	—	68 3 0	—	—	68 3 0	—	13	
0 0 —	52 0 0	7	30 0 0	50 0 0	67 0 0	394 0 0	—	441 0 0	—	38	
0 0 —	69 0 0	1	—	—	63 0 0	—	—	63 0 0	—	21	
—	—	—	—	—	—	—	—	—	—	33	
0 10 0 0	238 0 0	8	2 0 0	—	100 0 0	—	—	100 0 0	—	90	
0 0 5 0 0	62 0 0	6	—	—	35 0 0	122 10 0	—	157 10 0	—	44	
—	—	—	—	—	—	—	—	—	—	36	
—	—	—	—	—	—	208 10 0	—	208 10 0	—	22	
7 90 1 2	3,660 9 0	106	572 16 9	280 0 0	2,298 15 6	2,356 3 0	226 0 0	6,180 18 6	895	37	

* This sum includes payments in respect of Lower Grade and Honours passes.

STATEMENT showing separately for each Secondary Education Committee
Year end

No.	Committee	EXPENDITURE—continued.						10. Special Payments for Technical Instructors
		8. Travelling Allowances.	Number of Scholars partici- pating.	9. Grants towards Building or Equipment of—			Number of Schools partici- pating.	
				(a.) Higher Class Schools.	(b.) Higher Grade or Advanced Departments.	Total.		
		£ s. d.		£ s. d.	£ s. d.	£ s. d.		£ s. d.
1	Aberdeen (Burgh) . . .	—	—	—	—	—	—	—
2	Aberdeen (County) . . .	6 11 3	5	—	—	—	—	2,429 17
3	Argyll	—	—	—	—	—	—	—
4	Ayr	241 14 7	217	—	—	—	—	2,589 1
5	Banff	—	—	—	—	—	—	—
6	Berwick	118 19 0	39	100 0 0	—	100 0 0	1	229 7
7	Bute	—	—	—	—	—	—	—
8	Caithness	—	—	—	—	—	—	97 16
9	Clackmannan	—	—	—	—	—	—	—
10	Dumbarton	—	—	—	—	—	—	—
11	Dumfries	—	—	60 17 9	150 12 11	211 10 8	2	515 8
12	Dundee (Burgh)	—	—	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—	—	—
14	Edinburgh (County)	47 7 0	15	—	135 12 3	135 12 3	1	—
15	Elgin	16 16 9	7	—	—	—	—	346 11
16	Fife	—	—	—	—	—	—	—
17	Forfar	—	—	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—	—	—
18A	Govan	—	—	—	*109 17 6	109 17 6	10	—
19	Haddington	23 18 8	7	—	—	—	—	193 13
20	Inverness	—	—	—	250 0 0	250 0 0	1	400 4
21	Kincardine	6 10 0	3	—	—	—	—	508 15
22	Kinross	85 8 0	26	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—	—	—
24	Lanark	—	—	—	873 1 10	873 1 10	10	—
24A	Leith (Burgh)	—	—	—	—	—	—	—
25	Linlithgow	113 17 3	60	—	—	—	—	973 5
26	Nairn	—	—	—	—	—	—	—
27	Orkney	—	—	—	—	—	—	—
28	Peebles	—	—	—	—	—	—	—
29	Perth	—	—	—	—	—	—	—
30	Renfrew	148 9 9	30	—	—	—	—	—
31	Ross and Cromarty	—	—	—	—	—	—	733 11
32	Roxburgh	49 8 6	18	—	393 2 11	393 2 11	1	347 13
33	Selkirk	—	—	—	—	—	—	—
34	Stirling	84 12 1	19	—	—	—	—	—
35	Sutherland	—	—	—	—	—	—	—
36	Wigtown	—	—	—	—	—	—	—
37	Zetland	—	—	—	—	—	—	—
	Totals	1,083 12 10	508	160 17 9	1,912 7 5	2,073 5 2	26	10,334 7

* For Books for the use of Free Scholars.

11.—continued.

sums actually Received and actually Expended under various Heads during the 5th May 1902, &c.—continued.

11. Other Payments.	12. Total Expenditure	Total Number of Schools participating.	Total Number of Scholars on account of whom payments have been made.	13. Balance in hand on 15th May 1902.	No.
£ s. d.	£ s. d.			£ s. d.	
—	1,409 3 0	3	—	30 7 4	1
—	6,098 5 2	35	115	4,497 13 0	2
—	1,000 16 11	10	8	98 10 4	3
—	6,501 16 11	19	294	8,395 18 2	4
—	900 1 8	19	—	1,008 10 5	5
—	1,565 11 2	3	39	995 0 0	6
—	495 16 1	1	10	89 14 1	7
—	959 7 7	6	28	1,431 18 1	8
—	627 4 7	4	—	48 17 9	9
—	1,305 19 11	7	73	1,176 0 8	10
—	2,022 10 4	6	61	910 16 6	11
—	2,016 2 11	4	—	2 9 5	12
—	2,574 15 8	13	40	1,398 18 11	13
—	2,567 17 6	8	69	395 8 6	14
—	1,223 1 3	7	19	370 10 7	15
—	2,614 19 2	18	13	555 19 7	16
—	1,796 10 3	7	—	19 11 7	17
300 0 0	6,800 0 0	14	—	3 16 0	18
120 0 0	2,613 4 6	10	—	1,348 17 9	18A
—	1,229 9 5	6	38	566 5 8	19
—	2,517 19 0	13	77	2,681 0 5	20
—	1,400 8 5	10	30	779 8 9	21
—	315 7 6	—	30	319 3 11½	22
—	955 8 4	6	18	451 5 3	23
—	5,634 2 4	24	10	2,175 5 0	24
100 0 0	982 0 4	3	35	190 5 0	24A
—	2,082 9 9	4	60	2,520 4 4	25
—	261 4 0	1	—	68 7 4	26
—	628 15 11	2	24	58 1 11	27
—	373 14 2	2	—	17 8 2	28
—	1,645 19 6	9	—	345 7 6	29
—	3,004 13 0	—	90	374 9 2	30
—	2,328 7 4	15	28	2,257 1 10	31
—	1,943 13 9	4	—	1,486 3 11	32
—	476 16 10	3	—	50 0 0	33
—	1,601 8 11	10	30	1,189 10 3	34
—	581 2 3	6	44	1,301 13 0	35
100 0 0	682 8 7	4	—	98 1 11	36
—	654 7 2	2	29	198 19 6	37
680 0 0	76,863 1 1	330	1,310	42,112 1 6½	

TABLE VII.

SUMMARY of the foregoing STATEMENT showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1902.

INCOME.		£	s.	d.
1. Balance in hand on 15th May 1901	- - - -	48,216	2	5½
2. Amount received from the Scotch Education Department under Section 2 (1) (b) of the Education and Local Taxation Account (Scotland) Act, 1892	- - - -	55,300	0	0
3. Contributions of local authorities for purposes of technical education	- - - -	13,580	1	1
4. Bank and other interest	- - - -	1,060	8	4
5. Other sources of income	- - - -	838	10	9
Total	- - - -	118,995	2	7½

EXPENDITURE.		£	s.	d.	£	s.	d.
1. Expenses of Committees	- - - -				2,935	9	10
2.* Direct subsidies to :—							
(a.) Higher class schools	- - - -	21,533	9	5			
(b.) Higher Grade or Advanced Departments of State-aided schools	- - - -	18,078	3	10			
					39,611	13	3
3. Capitation grants on account of the attendance of scholars in :—							
(a.) Higher class schools	- - - -	1,299	14	7			
(b.) Higher Grade or Advanced Departments	- - - -	8,551	11	7			
(c.) State-aided schools not having separate Advanced Departments	- - - -	115	2	0			
					9,966	8	2
4. Grants on account of Passes at the Leaving Certificate Examination :—							
(a.) Lower Grade Passes	- - - -	1,454	3	3			
(b.) Higher „ „	- - - -	†2,115	4	7			
(c.) Honours „ „	- - - -	90	1	2			
					3,659	9	0

* The payment of these subsidies is often conditional upon the provision of certain free places.

† Includes some payments by the Aberdeen County Committee on account of Lower Grade and Honours Passes.

SECONDARY EDUCATION.

391

	£ s. d.	£ s. d.
5 <i>Grants to Teachers (or Schools) in respect of Scholars transferred to more Advanced Schools or Departments</i> -	—	372 16 9
6. <i>Bursaries and Free Scholarships held at :—</i>		
(a.) Universities - - - -	280 0 0	
(b.) Higher class schools - -	2,298 15 6	
(c.) Higher Grade or Advanced Departments - - - -	3,356 3 0	
(d.) Technical Schools or Colleges	226 0 0	
	<hr/>	6,160 18 6
7. <i>Travelling Allowances</i> - - - -	—	1,038 12 10
8. <i>Grants towards Building or Equipment of :—</i>		
(a.) Higher class schools - - -	160 17 9	
(b.) Higher Grade or Advanced Departments - - - -	1,912 7 5	
	<hr/>	2,073 5 2
9. <i>Special payments for Technical Instruction</i> - - - - -	—	10,384 7 7
10. <i>Other payments under the Schemes</i> -	—	680 0 0
		<hr/>
<i>Total Expenditure</i>	-	76,883 1 1
<i>Balance in hand on 15th May 1902</i> - - - -	-	42,112 1 6½
	<hr/>	<hr/>
Total	-	118,995 2 7½
		<hr/>

LEAVING CERTIFICATE EXAMINATION AND INSPECTION OF HIGHER CLASS SCHOOLS.

The Leaving Certificate Examination is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of a School at which, or in connection with which, the examination is held, and must have been in regular attendance from January to the date of the examination. They may be presented in any grade of any subject.

Pupil Teachers engaged in a State-aided School may also be admitted to the examination.

Application for admission to the examination must be made by the Official Correspondent of the School.

(For further information see Circular 349.)

NOTE AS TO MATHEMATICAL PAPERS.

Examinations in Mathematics are held in three Grades: Lower, Higher, and Honours. Candidates may present themselves for examination in any grade, but those who fail to pass in the grade in which they are examined will not be allowed to pass in a lower grade.

In writing out answers to the questions in the Mathematical papers it is essential that the full detailed work should be given as part of the answer. As a rule, candidates should write out their work in the first instance with such care and neatness as not to require to make a second copy of it. If, however, a second copy is made, it must contain all the detailed work, and the first copy must be struck out with the pen. In the Euclid papers it is not necessary to write out the general enunciations of propositions, but the particular enunciations should always be given. Figures should be neatly and accurately drawn. *For this purpose every Candidate must provide himself or herself with a hard pencil, a flat wooden ruler, and compasses furnished with a hard pencil point.* In Algebra, detached co-efficients may be used, if carefully and neatly written. Additional marks are given for neatness, arrangement, good style, and accurate figures.

Lower Grade.

To pass in the Lower Grade in Mathematics, a candidate must, at the same examination, pass in each of the three following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

* Candidates for any grade must take all the papers belonging to that grade, except as mentioned under Lower Grade Arithmetic.

1. Arithmetic† ($1\frac{1}{2}$ hours), including practice, proportion, percentage, square root, simple interest, the metric system, vulgar and decimal fractions.

Candidates for the Lower Grade in Mathematics will be at liberty to take the Arithmetic paper of either the Higher or Lower Grade. When Higher Arithmetic is taken, special mention will be made on the Certificate.

2. Algebra ($1\frac{1}{2}$ hours), including fractions, factors, square root, equations of the first degree, simultaneous equations of the first degree, easy quadratic equations, easy quadratic surds, problems leading to the above equations.

3. Geometry (2 hours). The subject matter of Euclid, Books I, II, and III, with easy deductions. Demonstrations other than Euclid's will be accepted if they assume no propositions which in Euclid's order are subsequent to the proposition under consideration.

Candidates for the Lower Grade may also take the paper in Elements of Dynamics, success in which will be endorsed on the Certificate. *No candidate will be allowed to pass in Dynamics who does not attain a certain standard of proficiency in Mathematics.*

The papers in Geometrical Conics, Analytical Geometry, and Higher Dynamics cannot be taken by candidates for the Lower Grade.

Higher Grade.

To pass in the Higher Grade, a candidate must, at the same examination, pass in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others. The candidate may also take one or more of the additional subjects, success in which will be endorsed on the Certificate. (Only one additional subject should, as a rule, be taken at this stage.)

1. Arithmetic† ($1\frac{1}{2}$ hours). The whole subject, including questions on Theory.

2. Algebra ($1\frac{1}{2}$ hours), including the subjects of the Lower Grade with harder examples, and in addition simultaneous quadratic equations, theory of indices, definitions of cyclical order, symmetry, &c., transformations and identities, test of divisibility by simple factors, ratio, proportion, variation, progressions, problems relating to the above subjects.

3. Geometry (2 hours). The subject matter of Euclid, Books I, II, III, IV, VI, and XI (Propositions 1—21), with deductions.

4. Trigonometry and Logarithms‡ ($1\frac{1}{2}$ hours). Trigonometry as far as the solution of triangles, theory and use of logarithms.

Arithmetic.

Candidates may be examined in Arithmetic† alone, in either the Lower or Higher Grade.

Candidates who fail to pass in Mathematics may be allowed to pass in Arithmetic if they show sufficient proficiency in that subject.

* Candidates for any grade must take all the papers belonging to that grade, except as mentioned above under Lower Grade Arithmetic.

† No candidate in the Lower or Higher Grade of Mathematics will be excused examination in Arithmetic on the ground of having already obtained a Certificate in Arithmetic, or in the Higher Grade on the ground of having passed in Higher Arithmetic when a pass in the Lower Grade in Mathematics was obtained.

‡ The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

Honours.

To obtain Honours, a candidate must, at the same examination pass with credit in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra ($1\frac{1}{2}$ hours), including the subjects of the Higher Grade with more difficult examples, and in addition the elements of indeterminate co-efficients and partial fractions, inequalities, elementary treatment of maxima and minima, permutations and combinations, the binomial theorem, with positive integral indices, the exponential series and elementary cases of recurring series, together with the application of the simplest tests for their convergency or divergency, the graphic representation of simple algebraic functions, and the elementary theory of complex numbers.

2. Geometry (2 hours), including Euclid with deductions, and the following sections of modern geometry:—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed, and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry ($1\frac{1}{2}$ hours), as far as De Moivre's theorem, with its application to simple series.

4. At least one of the following additional subjects:—Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics ($1\frac{1}{2}$ hours). Velocity, acceleration, the rectilinear motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics.

2. Geometrical Conics ($1\frac{1}{2}$ hours). The properties of the parabola, the elementary properties of central conics, the sections of the cone.

3. Analytical Geometry ($1\frac{1}{2}$ hours). The straight line, transformation of co-ordinates, the circle.

4. Higher Dynamics ($1\frac{1}{2}$ hours). The elements of dynamics, as above, treated with the help of trigonometry, Atwood's machine, parabolic motion of a projectile, composition of forces acting on a rigid body, uniform circular motion, impact, kinetic energy, centre of pressure, metacentre.

No candidate may take any of the additional subjects who is not a candidate in Mathematics, and no credit will be given for success in any of the additional subjects unless the candidate attain a certain standard of proficiency in Mathematics.

Book-keeping and Commercial Arithmetic.

To pass in Book-keeping and Commercial Arithmetic, a candidate must pass in each of the following papers:—

1. Book-keeping ($2\frac{1}{2}$ hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts.

Proper books will be provided.

* Candidates for any grade must take all the papers belonging to that grade.

2. Commercial Arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

December, 1902.

NOTE AS TO PAPERS IN ENGLISH.

Various representations have from time to time been made in connection with the subject of the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions, made, as they are, by those whose means of judging are large; and, without intending to intimate any serious change in the methods of examination, they think it will be useful to indicate the views which they themselves have adopted on certain points upon which these suggestions bear.

My Lords attach very great importance to this part of the examination, holding that mastery of our own language, and the power of lucid and easy composition, are amongst the most valuable elements in higher education.

It has been urged that the mental training involved in English Grammar and Analysis is of little value to those who have studied the principles of grammar through an inflected language. But many of the candidates in the Leaving Certificate Examination have not had this opportunity. In their case the grammatical part of the English examination is important, and the subject forms too constant a feature in the curriculum of the Schools to be ignored.

For all pupils, on the other hand, the exercise in paraphrasing is of great importance, not only as a mental discipline, but as training the pupil to grasp the real meaning of what he reads, and indirectly assisting him to acquire facility in composition.

The subject of the chronological study of English Literature, and of the degree to which it should be recognised in the examination, is one of great difficulty. It is unquestionable that, as it is not infrequently pursued, this study lends itself to superficial and demoralising cram-work, and my Lords regret to find evidence in the examination that this very largely prevails. They are unwilling either to ignore the subject altogether or to adopt the only remaining course of prescribing a special period or special authors for study. This last course would be opposed to the principle upon which the examination has hitherto been based, and my Lords fear that it might tend to introduce a monotony of curriculum which would be hurtful to the Schools. Whether the arguments in its favour do not counterbalance these disadvantages is a matter on which they prefer to delay coming to a decision until they have some further experience. In any case, in prescribing a certain period or certain authors it would be necessary to allow considerable breadth of option to the Schools in selecting the work to be taken up.

They think that the following are principles upon which the most competent judges would be in agreement, and they wish it to be understood that they will prevail in the conduct of the examination:—

1st. The chief and most essential requirement in the examination will be a fair power of writing lucid and grammatical English, such as may prove the candidate to have had an adequate training in composition.

2nd. He will be expected to show such power of paraphrasing as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a difficult passage.

3rd. He must also show a comprehension of grammatical principles, and a general acquaintance with the leading grammatical rules under some system in current use.

4th. In regard to English Literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our literature. This need involve no multiplicity of biographical or bibliographical detail, and they think it may be acquired with no undue burden of time or labour. But any answers which show that the study of English Literature has been interpreted to mean the committing to memory of lists of authors, and their books—and the answers of pupils so trained seldom fail, by an occasional absurdity, to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate for deficiency in the essential parts of the examination. On the other hand, such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks in the case of the Higher and Honours Grades. In the Lower Grade, my Lords cannot expect any such results, and they propose that this part of the subject shall form a comparatively unimportant element in the examination in that Grade.

5th. With regard to History and Geography, my Lords have little to add to the remarks which they have made in previous years. These subjects enter largely into the curriculum of many Schools: they are required by many of the bodies by whom passes in the Leaving Certificate Examination are recognised; and my Lords are unwilling to do anything which would discourage the continuance of such instruction. They endeavour to give a wide option in the questions set, and to afford opportunity to all who have not entirely neglected the subjects to show a knowledge of them in some branch or other. More than this they have not demanded, and do not propose to demand, as a necessary condition of a pass; but more extensive knowledge will receive ample recognition.

December, 1902.

NOTE AS TO PAPERS IN MODERN LANGUAGES.

My Lords desire to remind School Authorities of the terms of the Circulars issued on 15th June and 1st August, 1901.

While neither commercial nor literary questions will be included in the ordinary French and German papers of any grade, Their Lordships are prepared, in the event of candidates coming forward, to have special papers set in Commercial French and Commercial German. No candidate will be admitted to this separate examination in either language unless he has already passed in the Higher Grade in the language in which he desires to be examined.

The general grouping and arrangement of the ordinary papers will as at last examination be somewhat as follows:—The papers for the Lower and Higher Grades will each be divided into two sections, instead of several as formerly. The first section will consist of translation and composition, the second will contain questions in grammar and (in the case of the Higher Grade) such elementary philology as is really helpful in grammatical study. No candidate will be allowed to pass who does not attain a certain minimum in translation and composition. The papers set for Honours will be entirely distinct from that set for the Higher Grade. They will be two in number, the first consisting mainly of composition, and the second of translation and more advanced grammar and philology.

My Lords do not propose in the meantime to discontinue the practice hitherto followed of allowing unsuccessful candidates for Honours in Modern Languages to pass in the Higher Grade, provided their work bears witness to a level of attainment corresponding to that required for a pass in the Higher Grade on a Higher Grade paper.

Candidates in the Lower and Higher Grades will be required to reproduce in French or German a story that has been read aloud to them in English. This test will not, however, be applied to Honours candidates. Instead, they will be afforded an opportunity, in the first Honours paper, of showing their powers of free composition in an essay on some simple theme.

My Lords are fully alive to the importance of the oral side of Modern Language teaching. In one or two cases they have already refused to admit to the examination candidates from Schools where the report of the Inspector who visits the School shows that pronunciation has been neglected. In this connection Their Lordships desire, further, to draw attention to the regulations as to oral examination which are laid down in Circular 340.

December, 1902.

NOTE AS TO LATIN AND GREEK PAPERS.

My Lords have considered the various remarks submitted to them from time to time in regard to the examinations in Latin and Greek for the Leaving Certificate. In the past, complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any opinion as to this, my Lords agree that it is undesirable to set any test which is of an involved or confusing character. But, while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as

may be set will be relaxed. One of the objections to undue difficulty in questions is that this may very probably lead to undue leniency in the test applied. My Lords think it more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these examinations have to serve, to fix the precise standard which ought to be maintained; but my Lords can only state that they continue to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

After full consideration, it has been decided to make the following modifications in the present form of the Higher Greek papers. My Lords deem it extremely desirable that every encouragement should be given to the teaching of continuous prose composition. In future, therefore, in the Higher Grade paper, shorter sentences will not rank as alternative to the easy passage of English set for translation into Greek. Continuous composition will thus be compulsory. As at last examination, the first Honours Paper, which will consist mainly of composition, will be entirely separate from that set for the Higher Grade. This latter notification applies to both Latin and Greek.

December, 1902.

Leaving Certificate Examination, 1903.
Higher Class Schools.

Circular 365

Scotch Education Department,
19th December, 1902.

SIR,

1. I am directed to inform you that my Lords propose that the Written Examination for Leaving and Intermediate Certificates shall begin on Wednesday, the 17th of June, 1903.

2. I am to remind you of the important modification which Their Lordships have introduced into the system. Leaving and Intermediate Certificates are now granted only in respect of passes in certain well-defined groups. The detailed arrangement of these groups was fully explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form (A. 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. Definite regulations for the proposed Commercial Certificate are now under consideration. A further communication regarding this will be addressed to you as soon as a decision has been arrived at.

4. Their Lordships regret to find that, notwithstanding the explanations given in Their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to direct your special attention to the limitation which was introduced a year ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears not to be infrequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. My Lords hope that, as a general rule, it will be strictly avoided, but if in special circumstances the managers consider it is desirable in the interests of the School to present candidates a second time in the same grade, they will not raise any objection.

6. In general, the principles laid down in the Note as to English, first issued in 1898, and the Note as to French and German, which was issued last year, will apply to the Examination to be held in 1903. But I am to call your attention to a change in connection with the Higher Greek paper. This is explained in the new Note as to the Papers in Latin and Greek, two copies of which accompany this Circular. In connection with Modern Languages, I am to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1903, Their Lordships have now under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to enclose for your information two copies of the Note as to the Papers in Mathematics. Your attention is directed to one or two slight changes, notably that which requires candidates to bring with them to the Examination Room simple mathematical instruments.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year. In order to enable my Lords to make the necessary arrangements, I am to state that, should it be intended to present any candidate for the examination either in Science or in Drawing, application must be made at once on a form (A. 58 for Science or A. 46 for Drawing) to be obtained from the Department. In cases where candidates are to be presented for a qualification in Science with a view to the award of the Intermediate Certificate (Circular 340, page 2, paragraph (b)), intimation of the number to be so presented should be sent to the Department by letter as soon as possible.

9. A year ago Their Lordships decided, in view of the new regulations which were to be introduced regarding groups, that a minimum age should be fixed. No candidate is now admitted to the Examination unless he or she is at least 13 years of age on the 1st of October next following the proposed presentation. Moreover, my Lords trust that candidates below 14 years of age will not be sent in for the Examination unless there are special circumstances which warrant their presentation.

10. As those Higher Class Schools from which candidates have been previously presented are kept on the lists of the Department, it will not be necessary to make any application for the admission to the Written Examination of pupils attending them.

11. My Lords desire to remind you that only those candidates will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

12. My Lords are unable to admit pupils from any School to the Examination unless some of them are presented in subjects beyond Arithmetic of the Lower Grade and English of the Lower Grade.

13. Arrangements for securing more effective supervision are now being considered. In certain circumstances the School Authorities will probably be called upon to contribute towards the additional expense.

14. Owing to the great increase in the number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination, 1903.

State-aided Schools only.

Circular 366.

Scotch Education Department,
19th December, 1902.

SIR,

1. I am directed to inform you that my Lords are prepared next year, as in previous years, to admit to the Examination for Leaving and Intermediate Certificates candidates from the Higher Departments of State-aided Schools, if upon due enquiry these Departments should appear to be of such a character as to warrant the benefits of the Examination being extended to the scholars in attendance.

A form of application for admission to the Written Examination (H (14)) will be sent early in January to all State-aided Schools from which pupils or pupil teachers were presented this year. All the information required by the Department should be given on this form, and no letter should be sent with it unless there are special circumstances to explain.

Forms for other Schools can be obtained on application to the Department in January.

2. I am to remind you of the important modification which Their Lordships have introduced into the system. Leaving and Intermediate Certificates are now granted only in respect of passes in certain well-defined groups. The detailed arrangement of these groups was fully explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form (A 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. Definite regulations for the proposed Commercial Certificate are now under consideration. A further communication regarding this will be addressed to you so soon as a decision has been arrived at.

4. Their Lordships regret to find that, notwithstanding the explanations given in their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise attention and purpose of the examination for Honours. I am to direct your special attention to the limitation which was introduced a year ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears not to be infrequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. My Lords hope that, as a general rule, it will be strictly avoided, but if in special circumstances the Managers consider it is desirable in the interests of the School to present candidates a second time in the same grade, they will not raise any objection.

6. In general, the principles laid down in the Note as to English first issued in 1898, and in the Note as to French and German, which was issued last year, will apply to the Examination to be held in 1903. But I am to call your attention to a change in connection with the Higher Greek paper. This is explained in the new Note as to the Papers in Latin and Greek, a copy of which accompanies this Circular. In connection with Modern Languages, I am to remind you of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1903, Their Lordships have now under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to enclose for your information a copy of the Note as to the Papers in Mathematics. Your attention is directed to one or two slight changes, notably that which requires candidates to bring with them to the Examination Room simple mathematical instruments.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year. In order to enable my Lords to make the necessary arrangements, I am to state that, should it be intended to present any candidate for the examination either in Science or in Drawing, application must be made at once on a form (A.58 for Science or A.46 for Drawing) to be obtained from the Department. In cases where candidates are to be presented for a qualification in Science with a view to the award of the Intermediate Certificate (Circular 340, page 2, paragraph (b)), intimation of the number to be so presented should be sent to the Department by letter as soon as possible.

9. My Lords again observed that many candidates were sent in for the Written Examination who had not reached anything like the required standard. Some managers and teachers would seem scarcely to have realized what the standard is, and much disappointment is caused when the results of the Examination are received, and it is found, in some cases, that a large proportion of the candidates have failed. My Lords desire once more to call attention to this point, and to express a hope that pupils will not be sent in for the Examination unless there is a reasonable probability of their being able to pass in the Grade in which they are presented.

10. A year ago Their Lordships decided, in view of the new regulations which were to be introduced regarding groups, that a minimum age should be fixed. No candidate is now admitted to the Examination unless he or she is at least thirteen years of age on the 1st of October next following the proposed presentation. Moreover, my Lords trust that candidates below fourteen years of age will not be sent in for the Examination unless there are special circumstances which warrant their presentation.

11. The attention of School Boards and Managers is also requested to the following points :—

- [1.] The Written Examination will begin on *Wednesday, the 17th June.*
- [2.] Only those candidates will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.
- [3.] My Lords are unable to admit pupils from any School to the Examination unless some of them are presented in subjects beyond Arithmetic of the Lower Grade and English of the Lower Grade. In cases in which pupils cannot be presented in one or more of the subjects of higher education, They think that their attention should be confined in the first instance to the Merit Certificate (Article 29 of the Code).

This rule will not preclude pupils of the School from being presented in Arithmetic and English of the Lower Grade in cases where pupils are to be presented in other subjects, and where my Lords have agreed to hold an examination.

If, after the examination, it is found that the presentations of the pupils do not go beyond Arithmetic of the Lower Grade and English of the Lower Grade, their papers will be disallowed.

The presentation of pupil teachers from the School in higher subjects will not meet the requirements of this rule.

- [4.] Pupils from Continuation Classes are not eligible for admission to the Examination.
- [5.] Pupil teachers may be admitted to the Examination.
 - (a) When they serve in a School from which scholars are admitted, no special application on their behalf will be necessary, but the number of pupil teachers to be presented must be entered on the form of application.
 - (b) When they serve in a School from which no scholars are to be presented for examination, application should be made to the Department on the prescribed form.
 - (c) My Lords do not think that pupil teachers should be presented only in Arithmetic of the Lower Grade and English of the Lower Grade. They will in no case sanction such presentations unless other pupil teachers engaged in the School are presented in some of the higher subjects.

If, after the Examination, it is found that this rule has been infringed, the papers will be disallowed.

Pupil teachers whose agreements have not been executed at the date of the Examination cannot be admitted.

Ex-pupil teachers who have completed their engagement since 1st July last, and who continue to serve in a State-aided School till the beginning of June, may be admitted.

All the Pupil Teachers from one School must be examined together.

- [6.] No grant is attached to a pass in the Leaving Certificate Examination.

- [7.] In order that the arrangements for the Written Examination, which are on a large scale may be duly made, my Lords will be unable to consider any application for admission, either of pupils or pupil teachers, to the Examination, which is not received by the 31st March next. Application must be made in respect of those Schools from which Scholars were admitted this year, as well as for those in connection with which no examination has yet been held.
- [8.] (a) Arrangements for securing more effective supervision are now being considered. In certain circumstances the School authorities will probably be called upon to contribute towards the additional expense.
- (b) Owing to the great increase in the number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

Place of Examination.

- [9.] (a) My Lords will not be able to hold a separate examination for a small number of candidates unless it can be shown that their attendance at another School, where an examination is to be held, would be impracticable.
- (b) In the case of a School Board which proposes to present candidates from two or more Schools within the district of the Board, all the candidates must be examined together at one school, if there is sufficient accommodation.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination
and
King's Scholarship Examination.
Drawing.

Circular 367.

Scotch Education Department,
22nd December, 1902.

SIR,

I am directed to state that my Lords are now prepared to consider applications for the examination in Drawing of pupils in Secondary Schools, or in the Higher Grade or Advanced Departments of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but, as in the case of Science, only one standard will be recognised for a pass. If pupils who have once passed give evidence of further successful work in this subject in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their school career. In order that applications for examination may be entertained, the Department must be satisfied—

- (a) that the School is suitably equipped for the purpose of giving instruction in Drawing ;
- (b) that the qualifications of the teachers are such as may be approved by the Department ;
- (c) that the curriculum of instruction is satisfactory ;

- (d) that all the pupils presented will be over 15 years of age on the 1st October succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week, or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week, over the whole period of instruction, provided always that the distribution of instruction is approved of as satisfactory.

When the application is admitted, an examination will be held at the School by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the School, and, in the case of Schools presenting candidates in Science at the Leaving Certificate Examination, on or about the date of the Science Examination.

A list of candidates (Form A, 51.), including pupil teachers desirous of being examined for the purpose of obtaining marks in Drawing at the King's Scholarship Examination, must be presented to the Examiner, which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course.

All drawings and exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient.

Schools desiring examination should make application to the Department at once for Form A. 46; this form, duly completed, should be received in the Department not later than the 20th January, 1903.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination
and
King's Scholarship Examination.
Science.

Circular 368.

Scotch Education Department,
22nd December, 1902.

SIR,

I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade or Advanced Departments of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours instruction in Science, and in future this minimum will be insisted upon, but in the present year my Lords will be prepared to accept a somewhat reduced total of hours of instruction in exceptional cases and where sufficient reason is shown.

The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School, and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, the examination in Science will be on the Higher Grade standard only. But, in terms of their Lordships' Circular No. 340, of 16th January, 1902, candidates for the Intermediate Certificate may be presented to the Inspector for approval of their work as to quality and amount. Such approval, combined with a pass in Drawing, shall, for the purposes of the Intermediate Certificate, be deemed equivalent to a pass in Science on the Lower Grade standard.

Schools desiring to present for the Examination pupils or pupil teachers (for the purpose of obtaining marks at the King's Scholarship Examination) should make application accordingly to the Department at once for Form A. 58; this Form, duly completed, should be received at the Department not later than the 20th January, 1903. Where candidates for the Intermediate Certificate are to be presented for a qualification in Science in accordance with the preceding paragraph, intimation of the number to be so presented should be made to the Department by letter as soon as possible.

I have, etc.,

H. CRAIK.

Commercial and other Certificates.

Circular 375.

Scotch Education Department,
28th January, 1903.

SIR,

1. Referring to Circular 358, I am now to state that my Lords have given most careful consideration to the replies received from various bodies interested in the proposals foreshadowed. These replies have been, perhaps, less numerous than might have been anticipated. At the same time, they include expressions of opinion which are fairly entitled to be regarded as representative. My Lords, therefore, feel justified in now laying down, without further delay, the lines upon which They are prepared to proceed.

2. Their Lordships desire me at the outset to remind you of the general principle underlying Circular 340. It is quite evident that the real importance and bearing of that principle have not always been fully understood. It was never intended that the change should be regarded as the mere substitution of one collective certificate for a certain number of single certificates in separate subjects. As explained by Their Lordships, the purpose of the new group certificates was to furnish "evidence that their possessors have not merely been successful in some isolated examination, but have reached a certain stage in a course of sound educational training fitted to develop their intelligence and prepare them for the work of life." In other words, the granting of a group certificate presupposes the existence of a definite and well planned curriculum through which the successful pupil has passed.

This curriculum should be determined mainly by general educational considerations, but also to some extent (at least in its later stages) by the special nature of the calling to which the pupil in question proposes to devote himself. Thus the Leaving Certificate, as defined in Circular 340, is primarily intended to indicate ripeness for University study. In these circumstances it is essential that the minimum requirements insisted upon should be such as should guarantee that the pupil who possesses it is fully prepared to enter upon University work. In the main they must correspond with the regulations laid down by the recent Universities Commission, so that the holder of a Leaving Certificate issued by this Department may, as such, be able to claim exemption from the Preliminary Examination. Within these limits, the utmost freedom of choice has been allowed, provision being made alike for the purely scientific student and for the student who intends to make languages, ancient or modern, his main University subject.

3. For the Leaving Certificate, in the sense just explained, it was comparatively easy to frame conditions. These were really determined by University requirements, and by the circumstances which had led to the adoption, within the secondary schools, of a curriculum specially designed to meet University needs. This, however, is only a part of the problem with which Their Lordships have to deal. All pupils who remain at school after the age of 15 are not necessarily destined for the University. In other countries the distinction finds expression in the existence of different types of schools. How far such a solution is practicable in Scotland is a question that demands greater consideration than it has hitherto received. In the meantime, it is highly desirable that there should be indicated certain clearly defined lines of possible school course, the successful conclusion of each of which should be marked by the award of a distinctive certificate.

4. The Commercial Certificate should, therefore, mark the successful conclusion of a curriculum specially suited for lads who propose to enter on a business career. Their Lordships' general views on the nature of such a curriculum have been explained in Circular 358, and they need not be repeated here. Regarding one point, however, considerable misconception appears to prevail. My Lords do not consider it essential that the work for the Intermediate Certificate in all subjects should have been completed before the pupil enters on the special Commercial course. The examination in a Higher Grade subject may be deferred. Nor has it always been noted that the fundamental part of Their Lordships' proposal is that this Certificate should be given only in schools which are in possession of a regularly organised Commercial Department, the staff, appliances, and curriculum of which have been approved as satisfactory. To throw it open to all and sundry who might chance to have secured a certain combination of passes, would seriously detract from the value of the Certificate, and would be entirely contrary to the principle of Circular 340. The replies which my Lords have received have revealed considerable differences of opinion on points of detail. This was inevitable in view of the fact that different localities are concerned. But the questions raised do not call for discussion here. Their Lordships have never contemplated insistence upon rigid uniformity of programme. If the special Department is organised, then my Lords will be prepared to consider any proposals for a curriculum which Managers may favour—provided these are in reasonable conformity with the general

indications given in Circular 358. In view of the special object of the curriculum, I am to suggest that, before forwarding their proposals to this Department, Managers would do well to consult the local Chamber of Commerce, or other interested persons, and should endeavour to enlist the sympathy of the commercial community in the proposed Commercial Department to the extent, if possible, of obtaining some practical recognition of the Certificate by business firms. As Their Lordships have repeatedly pointed out, such recognition is the first essential towards any improvement in present conditions. Definite proposals for a Commercial Curriculum may be submitted to this Department forthwith.

5. Further, my Lords are prepared to consider, on parallel lines, definite proposals for a Technical Curriculum and a corresponding Technical Certificate. Here it is probable that local needs will vary much more than in the case of the Commercial Curriculum. There is, therefore, even greater reason to refrain from suggesting any rigid or stereotyped course. Sufficient information as to Their Lordships' attitude on the question can be gathered from a comparison of Paragraphs 9 and 13 in Circular 358.* It should, perhaps, be added that continued practice in English Composition and in the reading of standard English authors will be regarded as a necessary accompaniment of every specialised course.

6. Lastly, my Lords have no desire to check local initiative in any form. The curricula covered by the Certificates discussed above appear to Them to be sufficient to provide for all the ordinary varieties of career to which pupils may be looking forward. At the same time, They are ready to consider any special curriculum which Managers may choose to lay before Them. If this curriculum serves a definite purpose, is well ordered in its choice of subjects, and is followed as a distinct and separate course by all the pupils of the school, or by a definite section of them, it will receive Their Lordships' approval, and a special Group Certificate will be issued to those candidates who are successful in completing it, provided they are not less than 17 years of age on the 1st of October of the year in which they pass the last of the written examinations that may fall to be recorded on the face of the Certificate.

7. In this way, while the regulations for the Leaving Certificate are determined by University considerations, the precise conditions under which the Commercial, the Technical, and any special Group Certificates which may hereafter be recognised are issued, will depend upon the exact character of the curriculum that has been in each case approved of. My Lords have every confidence that Managers will realise the gravity of the responsibility thus laid on them. Their Lordships, on their part, will endeavour to maintain a high and, as far as possible, a uniform standard in judging of the various curricula that may be submitted to Them for approval. It will be obvious that in this respect the greatest care must be exercised if the Certificates are to have the meaning and the value which should properly attach to them.

I have, &c.,

H. CRAIK.

* Paragraph 13 explains, with reference to the Technical Course (with corresponding Certificate) that "the main subject of such a course would be the further study of Science and Mathematics, with, in addition, such subjects as Drawing with Instruments, Machine or Building Construction, and Wood or Iron Work."

Higher Class Schools.
Inspection, 1903.

Circular 372.

Scotch Education Department,
2nd February, 1903.

SIR,

With a view to the completion of arrangements for the inspection of Higher Class Schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named School. If so, one of each of the enclosed forms should be filled up and forwarded to the Department in due course.

All Schools from which pupils are presented at the Leaving Certificate Examination must be inspected under the direction of my Lords, but it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, Their Lordships would be glad to learn the views of the Managers.

It should be clearly understood that the Reports upon Higher Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,

H. CRAIK.

Higher Class Schools.

Circular 373.

Inspection under the Educational Endowments
(Scotland) Act, 1882.

Scotch Education Department,
2nd February, 1903.

SIR,

With a view to the completion of arrangements for the inspection of Higher Class Schools this year, I am directed by my Lords to inquire at what time it will be most convenient that the inspection of the above-named School should take place.

My Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

Where pupils are presented at the Leaving Certificate Examination, it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the governing body.

It should be clearly understood that the reports upon Higher Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination, 1903.
Written Examination.

Circular 349.

Scotch Education Department,
1st April, 1903.

SIR,

I am directed to remind you that the Leaving Certificate Examination will begin on Wednesday, the 17th June, and I am to give the following further particulars with respect to it.

In a few days, my Lords will issue a form on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

It is of the utmost importance that this form (H. (1)) should be returned to the Department as soon as possible, and in any case so as to reach the Department not later than 25th April.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from January to the date of the examination. Pupil-teachers engaged in a State-aided school may also be admitted to the examination. Candidates may be presented in any grade of any subject.

No pupil who is not a *bona fide* candidate may be admitted to the Examination Room, and if a candidate attempts a paper, his answers, whatever may be their character, must be sent to the Department.

The following subjects will be included in the Examination—English (including questions on Modern History and Geography), Latin, Greek, French, German, Italian, Spanish, Mathematics, (including Arithmetic), Book-keeping with Commercial Arithmetic, Commercial French, and Commercial German.

If the authorities of any school desire to present pupils in Italian, Spanish, or Commercial German, intimation should be sent to the Department by 8th April.

Papers in three Grades—Lower, Higher, and Honours—will be set in each of these subjects except Book-keeping and Commercial Arithmetic, Italian, Spanish, Commercial French, and Commercial German where only one grade of Paper will be set.

For information as to the arrangement of the Papers and the character of the questions in Mathematics, I am to call your attention to the Note as to Mathematical papers. I am also to call your attention to the Note as to papers in English, the Note as to Latin and Greek papers, and the Note as to papers in Modern Languages. Copies of these Notes have already been sent to you.

As on previous occasions, the examination will be general, and not in prescribed books. In the English papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in History, Literature, and Geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in History and Geography will be expected from every pupil, and candidates in the Lower and Higher Grades will be required to satisfy the Examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the Honours Grade will be at liberty to answer any of the questions set in the first paper (Higher Grade Paper) in History and Geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

Candidates who are presented in the Lower and Higher Grades of Modern Languages will be required, as a test of Composition, to write a French, German, Italian, or Spanish version of a short and simple piece of English narrative which will be read out during the examination. This test will be the same for all candidates. In order that there may be no misapprehension, I may explain that the passage will be read out once or twice by the supervising officer, or, if desired, by one of the teachers in the presence of the supervising officer, and that the

candidates will then be required to reproduce the substance of it, from memory, in French, German, Italian, or Spanish. Candidates will not be allowed to make notes while the passage is being read.

My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. It is not proposed, in the meantime, to discontinue the practice which has hitherto prevailed of allowing candidates, in certain cases, to pass in a lower grade than that in which they have been presented. Their Lordships will, however, be unable to grant a pass in the Lower Grade in any subject to candidates who take papers in the Honours Grade and fail to pass in the Higher or Honours Grade. In Mathematics, a candidate will in no case be allowed to pass in a lower grade than that in which he is presented.

In Latin, Greek, French, German, and English, two papers will be required in the Honours Grade. In Latin, Greek, French, and German the First Honours paper will be entirely separate from that set for the Higher Grade. In Book-keeping and Commercial Arithmetic, separate papers will be set, but a pass will be granted to those candidates only who satisfy the Examiners in both branches.

The examination will take place simultaneously at each centre, beginning on Wednesday, June 17th. The subjects will be taken in the following order:—

Wednesday, June 17th	- -	10 a.m.	Arithmetic.
" " "	- -	12 noon.	Geometry.
" " "	- -	3 p.m.	Algebra.
Thursday, June 18th	- -	10 a.m.	English.
" " "	- -	2 p.m.	German.
Friday, June 19th	- -	10 a.m.	French.
" " "	- -	2 p.m.	Greek or Book-keeping.
Monday, June 22nd	- -	10 a.m.	Latin.
" " "	- -	2 p.m.	German (2nd honours paper) Spanish or Italian.
Tuesday, June 23rd	- -	10 a.m.	Trigonometry and Logarithms.*
" " "	- -	12 noon.	Analytical Geometry.
" " "	- -	2 p.m.	Dynamics.
" " "	- -	4 p.m.	Geometrical Conics.
Wednesday, June 24th	- -	10 a.m.	English (2nd honours paper).
" " "	- -	2 p.m.	Latin (2nd honours paper) or Commercial French.
" " "	- -	4 p.m.	Commercial German.
Thursday, June 25th	- -	10 a.m.	French (2nd honours paper).
" " "	- -	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.

On each occasion, the papers for the Lower Grade and the Higher Grade, and the first paper for Honours in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in Languages and English will be two hours and a half in the Lower Grade, and three hours in the Higher and Honours Grades. In Commercial French and Commercial German the time will be one hour and a half for each paper.

* The use of a book of mathematical tables is allowed, provided it contains no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

For the time allowed for the various subjects in Mathematics, you are referred to the Note as to Mathematical Papers. In previous years many candidates have failed to give the detailed work in these subjects. Candidates should be informed that in order to obtain full marks all the work must be shown. In this connection I am to direct your special attention to the circular letter (No. 339) issued by Their Lordships on 12th December 1901.

[Candidates are recommended to write out the working very carefully in the first instance, so that a second copy may not be required, and the time thus saved may be utilised for answering further questions.]

The examination will be held at the School from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical diagrams.

The instructions regarding the number of questions to be answered should, in all cases, be most carefully followed by candidates.

The use of scroll paper is absolutely prohibited. The rough work (if any should be necessary), as well as the fair copy, is to be written in the books, and candidates should draw their pen through the rough work.

One piece of blotting paper only should be supplied to each candidate. It must be left on the desk at the end of each sitting. *Writing, of whatever kind, on blotting paper is strictly forbidden.* A fresh piece may be supplied by the supervising officer to a candidate who requires it and gives up the piece first supplied.

The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the Head Master of the School at which the examination is to be held, a short time before the examination. These books are intended for use at the examination only, and those which are not used must be returned to the Department after the close of the examination in all the subjects. The carriage will be paid on arrival at the Department.

Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be liable to instant dismissal, and the case will be reported to the Department.

My Lords regret that in previous years there have been several cases in which serious copying has been detected, and they desire to impress upon school authorities the importance of doing all that is possible to prevent such dishonesty. Their Lordships feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a candidate in whose papers, or in any one of them, indisputable evidence of copying is detected will not be allowed to pass in any subject.

I am to request your attention to the following extract from the Instructions to Supervising Officers:—

“No communication whatever should take place between the candidates, who should be so placed as to obviate the possibility of copying (*e.g.*, by placing candidates of a different grade *alternately*, and so on). Where candidates working the same paper sit side by side, they ought to be seated, if possible, five feet apart.”

My Lords will appoint an officer to represent the Department at the examination. He will distribute the papers and supervise the examination. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any School rests entirely with the authorities of the School, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the Higher Class Schools it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in such Schools should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a School and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of managers.

In Their Lordships' circular of the 19th December last They called attention to the practice, which appears not to be infrequent, of presenting a candidate in the same grade as that in which he or she has already passed. They deprecate this as a usual practice, but in special circumstances, if the managers consider it is desirable, in the interests of the School, to present candidates a second time in the same grade, my Lords will not raise any objection.

In regard to Their Lordships' circular letter of the 19th December last, (No. 366), sent to State-aided schools, I am to explain that, while my Lords are unable to hold an examination at, or in connection with, a School from which candidates are presented only in Arithmetic of the Lower Grade and English of the Lower Grade, this rule will not preclude pupils of a School from being presented in these subjects only, in cases where some of the candidates are presented in one or more of the higher subjects of education, and where my Lords have agreed to admit candidates to the examination.

I have, etc.,

H. CRAIK.

**LIST OF UNIVERSITY AND PROFESSIONAL AUTHORITIES
BY WHOM EVIDENCE OF HAVING PASSED AT THE
LEAVING CERTIFICATE EXAMINATION IS ACCEPTED
IN LIEU OF PRELIMINARY EXAMINATIONS HELD
BY THEM.**

The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities, for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The London Chamber of Commerce;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green (Surrey).

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED AT THE LEAVING CERTIFICATE EXAMINATION, FROM EXAMINATIONS OF THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

My Lords are informed that Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by THE UNIVERSITY OF OXFORD under the following conditions :—

(1). No evidence as to a Pass shall be accepted unless the Candidate has passed in Greek, Latin, and Elementary Mathematics, at one Examination.

Subject to the conditions hereinafter contained, a Candidate shall be deemed to have passed, who

a. In Elementary Mathematics, has passed at least the Lower Grade standard of the Scotch Education Department. A Pass in the Higher Grade or in Honours will be accepted.

b. In Latin and Greek, has passed the Higher Grade standard.

(2). Any Candidate who, having satisfied the above conditions, has gained Honours in Greek, Latin, French or German, shall be considered to have passed an Examination equivalent to Responsions together with an Additional Subject.

Also, that the following Recommendations have been approved by the Senate of the UNIVERSITY OF CAMBRIDGE—

1.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be excused from Part I. of the Previous Examination with the exception of the paper on the Greek Gospel or its substitute.

2.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the paper on Paley's Evidences or its substitute.

3.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the English Essay and the paper on Paley's Evidences or its substitute.

4.—That a student who has passed in the Higher Grade in French, or German, or Mathematics (including Dynamics) in the Leaving Certificate Examination of the Scotch Education Department be excused from the Additional Subjects of the Previous Examination.

5.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on the Greek Gospel or its substitute in Part I. of the Previous Examination on payment of a fee of five shillings.

6.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of five shillings.

7.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be admitted to the English Essay and to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of ten shillings.

8.—That, for the purpose of the foregoing Regulations, a Pass in Honours in the Leaving Certificate Examination of the Scotch Education Department in any subject be accepted as equivalent to a Pass in the Higher Grade in the same subject, provided that in the case of Mathematics a candidate who has passed in Honours shall have passed also in the Higher Grade in Arithmetic.

9.—That the necessary evidence on behalf of any undergraduates who claim exemption from either Part of the Previous Examination, or from the Examination in the Additional Subjects by virtue of the foregoing Regulations, be presented to the Registry in their first Term of residence, and that a fee of £1 for the Registration of each Certificate of exemption from Examination in Part I. or in Part II., or in the Additional Subjects of the Previous Examination, be paid at the same time to the Registry. Such evidence, if not presented in a student's first term of residence, shall not be accepted without the express permission of the Council of the Senate.

Scotch Education Department,
June, 1902.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED
AT THE LEAVING CERTIFICATE EXAMINATION, FROM
EXAMINATIONS OF THE SCOTTISH UNIVERSITIES.

Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh, in lieu of the Preliminary Examinations in Arts and Science and Medicine under the following conditions, viz. :—

I.—In lieu of the Arts and Science Preliminary Examination.

Passes in the Higher and Honours Grade in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the Higher Standard, and passes in the Lower Grade in those subjects as exempting *pro tanto* from the same examination on the Lower Standard. Passes in the Higher and Honours Grade in English, Modern Languages and Dynamics are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. Passes in the Higher and Honours Grade in Mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject.

II.—In lieu of the Medical Preliminary Examination.

Passes in the Higher and Honours Grade in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but passes in the Lower Grade will only be accepted provided the examinations in all the requisite subjects have been taken and passed at one or not more than two examinations.

Scotch Education Department,
June, 1902.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE OBTAINED
A LEAVING CERTIFICATE FROM THE MATRICULA-
TION EXAMINATION OF THE UNIVERSITY OF LONDON.

My Lords are informed that the SENATE OF THE UNIVERSITY OF LONDON has passed the following resolution :—

“That the Scotch Leaving Certificate be accepted in lieu of the Matriculation Examination in accordance with the terms of Statute 116, provided that the Candidate has passed in the Higher or Honours grade in all the subjects required by the Regulations for the Matriculation Examination on one and the same occasion.”

Scotch Education Department,
December, 1902.

LEAVING CERTIFICATE EXAMINATION, 1903.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 18th June.—10 A.M. to 12.30 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE), of which *five* must be in Section I., *two* in Section II. and *two* in Section III. Questions 1, 2, and 3 must be attempted.

VALUE.

SECTION I.

10. 1. Write out, and punctuate, the passage for dictation.
2. Write an essay, of about two pages, on one of the following subjects :—
15. (a.) Photography.
(b) A Shipwreck.
3. Paraphrase the following, so as to express the meaning of the whole poem as well as the meaning of the parts :—

The Last Voyage of La Perouse.

15. Sad bourne of all his toils—with all his hand—
To *sleep*, wreck'd, shroudless, on a savage strand !
Yet what is all that fires a hero's scorn
Of death ? the hope to live in hearts *unborn* :
Life to the brave is not its fleeting breath,
But worth, foretasting fame, *that* follows death.
That worth had La Perouse, that meed he won ;
He sleeps, his life's long stormy watch is done.
In the great *deep*, whose boundaries and space
He measured, Fate ordain'd his resting-place ;
But *bade* his fame, like the Ocean rolling o'er
His relics, visit every earthly shore.
Fair Science on that Ocean's azure robe
Still writes his name in picturing the globe,
And paints (what fairer wreath could glory twine ?)
His watery course, a world-encircling line.

VALUE. 4. Parse the words italicised in the foregoing passage.

Make a general analysis of the following :—

10. I hope it is no very cynical asperity not to confess obligations where no benefit has been received, or to be unwilling that the public should consider me as owing that to a patron, which Providence has enabled me to do for myself.
10. 5. "The poet, painting pureness, tells of lilies, figures power by Rome, and each thing shows by something else." Give some account, with examples, of the figures of speech which are founded on resemblance.
10. 6. Write ten short sentences, each containing one of the following words correctly used so as to bring out its meaning :— awfully, plastic, capacious, transpire, constant, partake, calculate, intermittent, unique, amidst.
10. 7. Point out the faults in the following sentences, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy :—
 (a.) There were very few passengers, who escaped without serious injury.
 (b.) Wanted, a gentleman of good ability and pleasant manners to travel in sacks throughout the North of England.
 (c.) A King is the pilot of the State and should therefore be very careful to edify his subjects by his example.
 (d.) Montmorency saw the black flag hoisted with a smile of contempt.
 (e.) The heroine is as wild, fascinating and romantic as ever trod the stage of theatre or page of romance.
10. 8. Give an account of the following works and of their authors :— *Faerie Queene*, *Essay on Man*, *Minstrelsy of the Scottish Border*, *The Seasons*, *The Vicar of Wakefield*.

SECTION II.

10. 9. Write short papers (of about a page each) on *two* of the following subjects :—The origin of trial by jury ; the Heptarchy ; the Cabinet ; the National Debt ; the causes of the Hundred Years' War ; the hereditary descent of the English crown ; the Feudal system ; the dissolution of the monasteries ; Oliver Cromwell's foreign policy ; the growth of British power in the East.
10. 10. Give some account of *four* of the following :—Hengist and Horsa ; The Venerable Bede ; Offa's Dyke ; The Peace of Wedmore ; The Claim of William of Normandy to the Crown of England ; The Battle of the Standard ; The Revolt of Henry II.'s Sons ; The Loss of Normandy ; The Provisions of Oxford ; The Rival Claims of Balliol and Bruce ; The Black Death ; John Wiclif ; The Battle of Otterburn ; The Statute "de heretico comburendo" ; The Battle of Tewkesbury ; The Star Chamber ; The

Divorce of Katharine of Aragon ; Francis Drake ; The Millenary Petition ; The Short Parliament ; The Solemn League and Covenant ; The Campaigns of Montrose ; The Ministry of Clarendon ; The first Whigs and Tories ; The Capture of Gibraltar ; The Stamp Act ; The Middlesex Election ; The Union of Great Britain and Ireland ; The Battle of the Nile ; The Chartists ; The Repeal of the Corn Laws ; The Treaty of Berlin.

11. Illustrate the following from English and Scottish History—

“ Let us sit upon the ground,
And tell sad stories of the death of Kings:
How some have been depos'd, some slain in war,
Some haunted by the ghosts they have depos'd,
Some poison'd by their wives, some sleeping killed.”

SECTION III.

12. Describe the principal harbours of the South and East Coasts of Great Britain.

13. Show by examples how the character of its rivers may affect the history and civilisation of a country.

14. Say where *ten* of the following places are situated, and mention anything for which each of the ten is remarkable :—Lake Chad, Aleppo, Medina, Socotra, Hayti, Hyderabad, Bizerta, Upsala, Para, Avignon, Gettysburg, Ravenna, Teheran, Graaf Reinet, Woodstock, Sokoto, Ballarat, Yorktown, Bangkok, Irkutsk, Prestonpans.

ENGLISH.

LOWER GRADE.

Thursday, 18th June.—10.45 A.M.

Passage for Dictation.

Of the lives of poets, collected from posthumous record and oral tradition, as little is known with certainty, much must be left to conjecture. He therefore, who presents his own memoirs to the public, may surely merit the reasonable applause of all whose minds are emancipated from the petulance of envy, the fastidiousness of hypercriticism, and the exacerbation of party.

My parents were reputable tobacconists, and kept me behind the

counter to negotiate the fragrant dust and the tranquillizing quid. The first scintillation of my genius was elicited by reading a ballad in the shop, while the woman who sold it to me was stealing a canister of snuff. This specimen of mental

abstraction showed that I would never make a good tradesman, but that I might make an excellent scholar. A tutor was accordingly appointed for me, and I soon passed from the insipidity of the accidence and syntax, to the music of a Virgil and the resonant thunder of a Demosthenes.

VALUE.

ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 18th June.—10 A.M. to 1 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE). Every Candidate must take Questions 1 and 2, and *three* other questions in Section I. Higher Grade Candidates should take, also, *two* questions from Section II., and *two* from Section III.

Honours Candidates are not required to answer questions from Sections II. and III., but may do so. The full number of marks can be obtained in Section I.

SECTION I.

15. 1. Write an essay, of about two pages, on one of the following subjects :—
- (a.) Solitude.
- (b.) The advantages and disadvantages of Party Government.
2. Paraphrase the following so as to express the meaning of the whole poem as well as the meaning of the parts :—
- When, in disgrace with fortune and men's eyes,
I all alone *beweep* my outcast state,
And trouble deaf heaven with my *bootless* cries,
And look upon myself, and curse my fate,
Wishing me like to one more rich in hope,
Featur'd like him, like him with friends *possess'd*,
Desiring this man's art, and that man's scope,
With what I most enjoy contented least ;
Yet in these thoughts myself almost despising,
Haply I think on thee,—and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate ;
For thy sweet love *remember'd* such wealth brings
That then I scorn to change my state with kings.
15. 3. Write short grammatical notes on the words italicised in the above passage.
10. Make a general analysis of the following sentence :—
- If by a more noble and more adequate conception that be considered as wit which is at once natural and new, that which, though not obvious, is upon its first production acknowledged to be just ; if it be that, which he that never found it wonders how he missed ; to wit of this kind the metaphysical poets have seldom risen.
10. 4 Explain fully with illustrations the meaning of *four* of the following terms :—
- Metaphor ; Antithesis ; Bathos ; Climax ; Hyperbole ; Euphemism ; Tautology ; Solecism.

- VALUE. —
5. Point out the faults in the following sentences, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy :—
- (a.) There were very few passengers, who escaped without serious injury.
- (b.) Wanted, a gentleman of good ability and pleasant manners to travel in sacks throughout the North of England.
- (c.) A King is the pilot of the State and should therefore be very careful to edify his subjects by his example.
- (d.) Montmorency saw the black flag hoisted with a smile of contempt.
- (e.) The heroine is as wild, fascinating and romantic as ever trod the stage of theatre or page of romance.
10. 6. Give some account of the derivation and history of *five* of the following words :—Naughty, fellow, apron, villain, conjuror, mob, fee, mint, cathedral, electrocute, shamefaced, pencil.
10. 7. Give a brief account of *four* of the following poems, describing in each case the metre in which the poem is written :—Hudibras, Ulysses, Elegy in a Country Churchyard, The Medal, Il Penseroso, Thyrasis, Isabella, The Dance of the Seven Deadly Sins, The Cloud, Cadyow Castle, Ode to Duty, Kubla Khan.
10. 8. Compare any one of Shakespeare's comic characters with any one of Scott's.
9. Give an account of any famous biography written in English, and discuss its merits.

SECTION II.

10. 10. Write short papers (of about a page each) on *two* of the following subjects :—The Origin of Trial by Jury ; The Heptarchy ; The Cabinet ; The National Debt ; The Causes of the Hundred Years' War ; The Hereditary Descent of the English Crown ; The Feudal System ; The Dissolution of the Monasteries ; Oliver Cromwell's Foreign Policy ; The Growth of British Power in the East.
10. 11. Give some account of *four* of the following :—Hengist and Horsa ; The Venerable Bede ; Offa's Dyke ; The Peace of Wedmore ; The Claim of William of Normandy to the Crown of England ; The Battle of the Standard ; The Revolt of Henry II.'s Sons ; The Loss of Normandy ; The Provisions of Oxford ; The Rival Claims of Balliol and Bruce ; The Black Death ; John Wiclif ; The Battle of Otterburn ; The Statute "de heretico comburendo ;" The Battle of Tewkesbury ; The Star Chamber ; The Divorce of Katharine of Arragon ; Francis Drake ; The Millenary Petition ; The Short Parliament ; The Solemn League and Covenant ; The Campaigns of Montrose ; The Ministry of

VALUÉ.

Clarendon ; The First Whigs and Tories ; The Capture of Gibraltar ; The Stamp Act ; The Middlesex Election ; The Union of Great Britain and Ireland ; the Battle of the Nile ; The Chartists ; The Repeal of the Corn Laws ; The Treaty of Berlin.

12. Illustrate the following from English and Scottish history :—

10. “ Let us sit upon the ground,
And tell sad stories of the death of Kings,
How some have been depos'd ; some slain in war ;
Some haunted by the ghosts they have depos'd ;
Some poison'd by their wives ; some sleeping kill'd.”

SECTION III.

10. 13. Describe the principal harbours of the South and East Coasts of Great Britain.
10. 14. Show by examples how the character of its rivers may affect the history and civilisation of a country.
10. 15. Say where *ten* of the following places are situated, and mention anything for which each of the ten is remarkable :—Lake Chad, Aleppo, Medina, Socotra, Hayti, Hyderabad, Bizerta, Upsala, Para, Avignon, Gettysburg, Ravenna, Teheran, Graaf Reinet, Woodstock, Sokoto, Ballarat, Yorktown, Bangkok, Irkutsk, Prestonpana.

ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 24th June.—10 A.M. to 1 P.M.

About SIX questions should be answered. At least FOUR of these must be taken from Section I.

SECTION I.

16. 1. What can you gather from Chaucer's *Prologue* concerning the religious life of his age ?
16. 2. Give some account of any *three* translations of the Bible into English.
16. 3. Describe the work of the Scottish Chaucerians of the 15th and 16th centuries, and explain why they are so called.
16. 4. How does the work of Surrey and Wyatt mark the beginning of a new period in English poetry ?
16. 5. Sketch the rise of the English drama before Shakespcare.

VALUE.
16

6. Illustrate from any one of Shakespeare's plays the skill with which he blends two or more stories in a single play.
16. 7. Give some account of the work of any *two* writers of English essays before the time of Addison.
16. 8. Name a poem by each of the following, and give a fuller account of one of the poems you name :—Herrick, George Herbert, Campbell, Matthew Arnold, Rossetti, Swinburne.
16. 9. Describe any notable work in English Literature that is set forth in the form of a dream.
16. 10. Sketch the framework and the main ideas of the *Idylls of the King*.
16. 11. Compare Dickens with Thackeray as a portrayer of the life of his own time.
16. 12. Estimate the influence of any *one* of the following on English Literature :—Caxton, Dr. Johnson, Charles Lamb.
16. 13. Discuss Scott's representation of the middle ages or Shakespeare's representation of Roman History.
16. 14. Contrast Shelley and Wordsworth.

SECTION II.

Optional Questions.

15. Translate :—

16. Ða wæs þa sume hwile Godes ege on mancynne æfter þam flode, and wæs án gereord on him *eallum*. Ða cwædon hi betwux him þæt hi *woldon* wyrcan ane burh, and ænne stypel binnon þære byrig, swa heahne þæt his hrof *astige* up to heofenum : and begunnon þa to *wyrcenne*. Ða com God þerto, þa Ða hí *swiðost* worhton, and sealde ælcum men þe Ðær wæs synderlice spræce. þa wæron þær swa fela gereord swa Ðær manna wæron ; and heora nán nyste hwæt oðer *cwæð*. And hí Ða geswicon þære getimbrunge, and toferdon geond *ealne* mid-dangeard. Ða siððan *weirð* mancynn þurh deofol beswicen, and gebiged fram Godes geleafan, swa þæt hí worhton him anlicnyssa, sume of golde, sume of seolfre, sume eac of stanum, sume of treowe, and sceopon him naman ; þæra manna naman þe wæron entas and yfel-dæde.

16. 16. Parse the words italicised in the above passage.
16. 17. Compare the structure of the sentence in Old English and in Modern English.
16. 18. What are the chief foreign influences on the English Language before the Norman Conquest ?

VALUE.

LATIN.

LOWER GRADE.

Monday, 22nd June.—10 A.M. to 12.30 P.M.

Candidates should in all cases attempt Question 1.

1. For Prose Composition :—

25. Lupus and Marius meanwhile had marched against the Marsi. Marius advised Lupus not to hazard a battle. But Lupus thought that Marius wanted to get the consulship next year, and to reserve for himself the honours of the war. So he hastened to fight, and, throwing two bridges over the Tolenus, crossed by one himself, leaving Marius to cross by the other. As soon as the consul had reached the opposite bank, an ambuscade set by Vetius Scato attacked him, and slew him and eight thousand of his men. Their bodies, floating down the river, told Marius what had happened. Like the good soldier that he was, he promptly crossed and seized the enemy's camp.

2. Translate :—

30. (a) Sed Catilina, postquam videt montibus atque copiis hostium sese clausum, in urbe adversas, neque fugae neque praesidii ullam spem, optimum factu ratus in tali re fortunam belli temptare, statuit cum Antonio quam primum configere. itaque contione advocata huiusmodi orationem habuit : ' Compertum ego habeo, milites, verba virtutem non addere, neque ex ignavo strenuum neque fortem ex timido exercitum oratione imperatoris fieri. quanta cuiusque animo audacia, natura aut moribus, inest, tanta in bello patere solet. quo loco res nostrae sint, iuxta mecum omnes intellegitis. quocumque ire placet, ferro iter aperiendum est. quapropter vos moneo, uti forti atque parato animo sitis et, cum proelium inibitis memineritis vos divitias, decus, gloriam, praeterea libertatem atque patriam in dextris vestris portare. si vincimus, omnia nobis tuta erunt ; si metu cesserimus, eadem illa adversa fient neque locus neque amicus quisquam teget quem arma non texerint.'

[Narrative of a Visit to Rome.]

15. (b) ' Duc age ! namque sequar, quamvis terraque marique longinquo referam lassus ab orbe pedem.' paruit, et ducens ' haec sunt fora Caesaris,' inquit, ' haec est a sacris quae via nomen habet, hic locus est Vestae, qui Pallada servat et ignem, haec fuit antiqui regia parva Numae.' inde petens dextram ' Porta est' ait ' ista Palati, hic Stator, hoc primum condita Roma loco est.' singula dum miror, video fulgentibus armis conspicuos postes tectaque digna deo. et ' Iovis haec,' dixi, ' domus est ?'

3. (a) In what metre is the preceding passage written ? Give the scansion of the first four lines, marking the quantity of each syllable and dividing the feet.

(b) Give (1) the meaning, (2) the gender, (3) the ablative singular, (4) the ablative plural, of the following words :—*gradus, vis, frigus, munus, leo, nepos, iter, nix, paries, mus.*

ALDE. — (c) Write down the comparative and the superlative of *bene*, *vetus*, *acer*, *idoneus*, *diu*; and distinguish between *quidam* and *quisquam*; *bis* and *binis*; *ultra* and *ultra*; *alias* and *aliter*.

22. (d) Give the principal parts of *augeo*, *seco*, *promo*, *vincio*, *tango*, *sterno*, *spargo*, *reperio*, *pertimesco*, *orior*.

(e) Write short Latin sentences, translating them, to illustrate the constructions usual with each of the following verbs:—*indulgeo*, *paenitet*, *refert*, *gratulor*, *memini*.

4. Translate into Latin:—

(a) He promised me to return from the country before midnight.

12. (b) I think that you ought to write the letter as soon as possible.

(c) The king ordered his son to lead the army across the river and to pitch his camp on the left bank.

(d) I asked him where he was going now, and how many months he had been in Syracuse.

6. 5. Choosing any *two* of the following battles, state (a) when the battle was fought, (b) who were the commanders on each side, (c) what was the issue decided by the battle: *Metaurus*, *Aquae Sextiae*, *Pharsalus*, *Thapsus*, *Philippi*, *Actium*.

LATIN.

HIGHER GRADE.

Monday, 22nd June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

1. For Latin Prose:—

25. This Plautus was the son of Julia, and great-grandson of Tiberius. Becoming an object of suspicion to Nero, he retired—not from the Roman world, for that was impossible, but from the court—to Asia, where he lived in the pursuit of Stoic philosophy. Tigellinus, to stir up Nero's hatred against him, declared, 'That man, though of immense wealth, does not even pretend a wish for enjoyment, but is always bringing forward the examples of the ancient Romans. And he has now joined to these ideas the arrogance of the Stoics—a philosophy which makes men turbulent and restless.' It is easy to see that this accusation was a panegyric. It was followed by an order sent from Nero that Plautus should be put to death. His friends counselled resistance, but Caeranus and Musonius Rufus, two philosophers who were with him, preached the doctrine of resignation and fortitude; and, armed with their suggestions, he met his death unmoved.

VALUE. 2. Translate into English :—

20. (a) Quid? Macedo Alexander, cum ab ineunte aetate res maximas gerere coepisset, nonne tertio ac tricesimo anno mortem obiit? quae est aetas nostris legibus decem annis minor quam consularis. ex quo iudicari potest virtutis esse quam aetatis cursum celeriores. nam, quod ei qui Caesari invident simulant se timere, ne verendum quidem est, ut tenere se possit, ut moderari, ne honoribus nostris elatus intemperantius suis opibus utatur. ea natura rerum est, patres conscripti, ut qui sensum verae gloriae ceperit quique se ab senatu, ab equitibus Romanis populoque Romano universo senserit civem carum haberi salutaremque reipublicae nihil cum hac gloria comparandum putet. utinam C. Caesari, patri dico, contigisset adulescenti, ut esset senatui atque optimo cuique carissimus! quod cum consequi neglexisset, omnem vim ingenii, quae summa fuit in illo, in populari levitate consumpsit. itaque cum respectum ad senatum et ad bonos non haberet, eam sibi viam ipse patefecit ad opes suas amplificandas quam virtus liberi populi ferre non posset. eius autem filii longissime diversa ratio est, qui cum omnibus est tum optimo cuique carissimus.

(The Praise of Rome.)

16. (b) Te canimus semperque, sient dum fata, canemus :
 sospes nemo potest immemor esse tui.
 obruerint citius scelerata oblivia solem,
 quam tuus ex nostro corde recedat honos.
 nam solis radiis aequalia munera tendis,
 qua circumfusus fluctuat Oceanus.
 volvitur ipsi tibi, qui continet omnia, Phoebus,
 eque tuis ortos in tua condit equos.
 te non flammigeris Libye tardavit harenis,
 non armata suo reppulit Ursa gelu :
 quantum vitales natura tetendit in axes,
 tantum virtuti pervia terra tuae,
 fecisti patriam diversis gentibus unam :
 profuit invitis te dominante capi,
 dumque offers victis proprii consortia iuris,
 urbem fecisti quod prius orbis erat.

3. (a.) Write short Latin sentences to illustrate the exact force of *quin*, *quominus*, *quippe qui*, *quolus* and *sive*. Translate your illustrations.

(b.) Translate the following sentences, and discuss the use of the subjunctive in each :—

- (i) peccasse mihi videor qui a te discesserim.
 (ii) quam vellem nescire litteras!
 (iii) vivamus, mea Lesbia, atque amemus.
 16. (iv) impetrare non potui quod religione se impediri dicerent.

(c.) Translate the following expressions so as to bring out the exact force of *cum* in each case :—*cum videbat*, *cum vidit*, *cum videret*; *cum viderit* (Perf. Subj.), *cum videret*, *cum vidisset*.

VALUE

(d.) Explain the use of the *genitives* and *datives* in the following :—

- (i) non multi cibi hospitem accipies, sed multi ioci.
- (ii) eo miseriarum venturus eram.
- (iii) exitio est avidis mare nautia.
- (iv) tresviri agris assignandis.

4. Scan the following lines, marking the quantity of every syllable and dividing the feet. Mention the name of the metre in each case :—

iamque hic germanum iamque hic ostentat ovantem
 Romanae spatium est urbis et orbis idem.
 quis post vina gravem militiam aut pauperiem crepat ?

5. Translate into Latin :—

- (a.) On the 13th of March, when I learned that my colleague was hard pressed by the enemy, I sent a strong force to his assistance.
- (b.) He was not the man to submit to an injury without seeking revenge.
- (c.) If you ask him why he does not repent of his crime, he will answer that he has done nothing wrong.
- (d.) The more talkative a man is, the more reason you will have for doubting his wisdom.

6. Answer any one of the following :—

- (a.) Give a short account of the chief events in Roman History from the time when Hannibal crossed the Alps to the date of the battle of the Metaurus.
- (b.) Describe briefly the changes introduced into the Roman military system by C. Marius, and indicate the results of those changes. State briefly the political aims of Marius.
- (c.) Explain the following expressions :—*lex curiata de imperio* ; *decemviri legibus scribendis* ; *tribuni militares consulari potestate* ; *quaestio perpetua* ; *ordo equester*.

LATIN.

HONOURS.—FIRST PAPER.

Monday, 22nd June.—10 A.M to 1 P.M.

1. For Latin Prose :—

When a State is threatened by serious dangers, the people frequently succeeds in selecting the citizens who are the most able to serve it. It has been observed that man rarely retains his customary level in presence of very critical circumstances ; he rises above, or he sinks below, his usual condition, and the same thing occurs in nations at large. Extreme perils sometimes quench the energy of a people instead of stimulating it ; they excite, without directing its passions ; and instead of clearing,

VALUR.

70.

they confuse its powers of perception. The Jews deluged the smoking ruins of their Temple with the carnage of the remnant of their host. But it is more common, both in the case of nations and in that of individuals, to find extraordinary virtues arising from the very imminence of the danger. Great characters are then thrown into relief, as the edifices which are concealed by the gloom of night are illuminated by the glare of a conflagration. At those dangerous times genius no longer abstains from presenting itself in the arena; and the people, alarmed by the perils of its situation, buries its envious passions in a short oblivion. Great names may then be drawn from the urn of election.

2. For Latin Verse Composition :—

(a.) Translate into Hexameters :—

30.

So on the bridge that damsel block'd the way,
 And questioned Hermod as he came, and said :—
 ' Who are thou on thy black and fiery horse
 Under whose hoofs the bridge o'er Giall's stream
 Rumbles and shakes ? Tell me thy race and home.
 But yesternorn five troops of dead passed by,
 Bound on their way below to Hela's realm,
 Nor shook the bridge so much as thou alone.
 And thou has flesh and colour on thy cheeks,
 Like men who live and draw the vital air ;
 Nor lookst thou pale and wan, like men deceased,
 Souls bound below, my daily passers here.'
 And the fleet footed Hermod answer'd her :—
 ' O damsel, Hermod am I called, the son
 Of Odin ; and my high-roof'd house is built
 Far hence, in Asgard, in the city of gods.'

(b.) Translate into Elegiacs :—

Crushed by the waves upon the crag was I,
 Who still must hear these waves among the dead,
 Breaking and brawling on the promontory,
 Sleepless ; and sleepless is my weary head !
 For me did strangers bury on the coast
 Within the hateful hearing of the deep,
 Nor death, that lulleth all, can lull my ghost,
 One sleepless soul among the souls that sleep !

OR, as an *alternative to verse composition*,

Write a Latin dialogue, in which two statesmen discuss the relative importance to the British Empire of a strong army and of a strong fleet.

OR

Write a Latin letter, as from an eye-witness, describing the volcanic eruptions in the West Indies of last summer.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 24th June.—2 to 5 P.M.

1. Translate into English :—

(a.) Et hercule per instructa omnia ordinibus virorum mulierumque undique ex agris effusorum inter vota et preces et laudes ibant : illos praesidia republicae, vindices urbis Romanae imperique appellabant ; in illorum armis dextrisque suam liberorumque salutem ac libertatem repositam esse. deos omnes deasque precabantur, ut illis faustum iter felixque pugna et matura ex hostibus victoria esset, damnarenturque ipsi votorum quae pro eis suscepissent, ut, quemadmodum nunc solliciti prosequerentur eos, ita paucos post dies laeti ovantibus victoria obviam irent. invitare inde pro se quisque et offerre et fatigare precibus, ut quae ipsis iumentisque usui essent ab se potissimum sumerent : benigne omnia cumulata dare. modestia certare milites, ne quid ultra usum necessarium sumerent ; nihil morari, nec ab signis abstinere nec subsistere cibum capientes ; diem ac noctem ire ; vix quod satis ad naturale desiderium corporum esset quieti dare. et ad collegam praemissi sunt qui nuntiarent adventum percunctarenturque, clam an palam, interdiu an noctu venire sese vellet, isdem an aliis considerare castris. nocte clam intrare melius visum est.

(b.) Liceat discedere, Caesar, a rabie scelerum. quaeris terraque marique his ferrum iugulis animasque effundere viles quolibet hoste paras : partem tibi Gallia nostri, eripuit, partem duris Hispania bellis, pars iacet Hesperia ; totoque exercitus orbe te vincente perit. terris fudisse cruorem quid iuvat Arctois Rhodano Rhenoque subactis ? tot mihi pro bellis bellum civile dedisti. cepimus expulso patriae cum tecta senatu, quos hominum vel quos licuit spoliare deorum ? imus in omne nefas, manibus ferroque nocentes, paupertate pii. finis quis quaeritur armis ? quid satis est, si Roma parum est ? iam respice canos, invalidasque manus et inanes carne lacertos. usus abit vitae, bellis consumpsimus aevum. ad mortem dimitte senes.

(c.) Initium in ea parte circi ortum quae Palatino Caelioque montibus contigua est, ubi per tabernas quibus id mercimonium inerat quo flamma alitur simul coeptus ignis et statim validus ac vento citus longitudinem circi corripuit. neque enim domus munimentis saeptae vel templa muris cincta aut quid aliud morae interiacebat. impetu pervagatum incendium plana primum, deinde in edita adsurgens et rursus inferiora populando anteit remedia velocitate mali et obnoxia urbe artis itineribus hueque et illuc flexis atque enormibus vicis, qualis vetus Roma fuit. ad hoc lamenta paventium feminarum, fessa aetate aut rudis pueritiae quique sibi quique aliis consulebant, dum

VALUE.

trahunt invalidos aut opperiuntur, pars mora, pars festinans, cuncta impediabant et saepe, dum in tergum respectant, lateribus aut fronte circumveniebantur, vel si in proxima evaserant, illis quoque igni correptis, etiam quae longinqua crediderant in eodum casu reperiabant. postremo, quid vitarent quid peterent ambigui, complere vias, sterni per agros: quidam amissis omnibus fortunis, alii caritate suorum quos eripere nequiverant, quamvis patente effugio interiere.

2. Translate the following, and write short notes on any peculiarities of construction that you observe:—

- 18.
- (a.) Quis enim virtutem amplectitur ipsam.
praemia si tollas?
 - (b.) dato bubus bibant omnibus.
 - (c.) quid mihi scelesto tibi erat auscultatio?
 - (d.) desipiebam mentis cum ista scripta mittebam tibi.
 - (e.) ego utrum
nave ferar magna an parva, feror unus et idem.
 - (f.) nisi ita esset, multi privatim ferebant Volscio iudicem.
 - (g.) solus est hic qui nunquam rationes ad aerarium referat.
 - (h.) peream male, si non
optimum erat.
 - (i.) nominandi istorum tibi erit magis quam edundi copia.

3. Answer any *two* of the following:—

- 22.
- (a.) What evidence is there to support the belief that an Etruscan dynasty once reigned at Rome?
 - (b.) What were the causes that led to the First Punic War? Show how the Romans were hampered by their constitutional system and had new lessons to learn.
 - (c.) Describe the measures which Sulla took to re-establish the power of the Senate, and give a short account of his judicial reforms.
 - (d.) Discuss the character of Pompeius Magnus, and write a short sketch of his career.
 - (e.) What were the titles and duties of the new class of officials appointed by Augustus to assist him in governing the empire?
 - (f.) Compare Horace as a writer of satire with any *one* other satirist, Roman or English.
 - (g.) Characterise shortly the extant dramatists of Rome, and mention the more famous of those whose works are lost.
 - (h.) 'History at Rome was often a prose epic or a panegyric.' Is this true? What Roman historians show most of the modern spirit of critical research?
-

GREEK.

LOWER GRADE.

Friday, 19th June.—2 to 4 30 P.M.

I. Translate :—

Καὶ τότε μὲν οὕτως ἐκοιμήθησαν. ἅμα δὲ τῇ ἡμέρᾳ κηρύξας συνίναί τῶν μὲν ἄλλων τοὺς ἄρχοντας, τοὺς δὲ Καδοουσίους ἅπαντας, ἔλεξε τοιαύδε· "Ἄνδρες σύμμαχοι, ἀνθρώπων ἔστι τὸ γεγενημένον· τὸ γὰρ ἁμαρτάνειν ἀνθρώπου ὄντας οὐδὲν οἶμαι θαυμαστόν. ἀξιοί γε μέντοι ἴσμεν τοῦ γεγενημένου πράγματος τούτου ἀπολαῦσαι τι ἀγαθόν, τὸ μαθεῖν μήποτε διασπᾶν ἀπὸ τοῦ ὄλου δύναμιν ἀσθενεστέραν τῆς τῶν πολεμίων δυνάμεως. ἀντὶ δὲ τούτου, ἂν θεὸς θέλη, ἀμννούμεθα τοὺς πολεμίους. ἀλλ' ἐπειδὴν τάχιστα ἀριστήσητε, ἄξω ὑμᾶς ἔνθα τὸ πρᾶγμα ἐγένετο· καὶ ἅμα μὲν θάψομεν τοὺς τελευτήσαντας, ἅμα δὲ δείξομεν τοῖς πολεμίους, ἔνθα κρατῆσαι νομίζουσιν, ἐνταῦθα ἄλλους αὐτῶν κρείττους, ὅπως γε μὴδὲ τὸ χωρίον ἡδέως ὄψονται, ἔνθα κατέκανον ἡμῶν τοὺς συμμαχοὺς· ἂν δὲ μὴ ἀντεπεξίωσι, καύσομεν αὐτῶν τὰς κώμας ἵνα μὴ ἂ ἡμᾶς ἐποίησαν ὄρωντες ἡδωνται, ἀλλὰ τὰ ἐαυτῶν κακὰ θεύμενοι λυπῶνται.

ἀπολαύειν, "to profit," "to gain"; διασπᾶν, "to detach."

II. Translate into Greek :—

- (1) We asked how great the force (δύναμις) of the enemy was.
- (2) The messenger told us that our soldiers had died fighting for their country.
- (3) They promised (ὑπισχνούμαι) to go away if we gave them money.
- (4) On the same day he pursued the barbarians on horseback.
- (5) Let us wait till things in the city are ready.

III. (a) Give—

gen. sing. of κριτής, λαμπάς, ἀστήρ, κύων, σῶμα, οἶος.

dat. plur. of ἀγών, πατήρ, ῥήτωρ, γέρον, χίρις, ὕδωρ.

gen. plur. fem. of ἑμναυτοῦ, οὔτος, ἐστώς, μέλας, βραχύς, ἰκῶν.

Parse Δύ', χθόνα, κλεῖν, βασιλεῦ, ὕψ, ἡδίους.

Compare πέιγς, εὔνοος, ὑγιής, πέπων, ἔγγυς, ῥάδιον.

(b) Parse, giving present indic. 1st sing. :—

σχές, ἴστη, ἐκέκτητο, ἠσθήσει, ἀπεμήκεσαν, ἐπαρθείς, συμπλεύσεισθαι, εἰστιάθη, μέμνησο, ἐργηγορός, ἀπεκρίνω, ἐπίστασθαι.

Give—

perf. inf. pass. of πείθω, φαίνω, τάσσω, βλάπτω.

fut. part. nom. sing. masc. of κλαίω, πίνω, μάχομαι, πίπτω.

2nd aor. opt. act. 2nd sing. of βλίνω, τέμνω, αἰρῶ, τρέχω.

VALUE.

(c) Distinguish in meaning between *ἰσθίω τὸν ἄρτον* and *ἰσθίω τοῦ ἄρτου*: *ἔλθῃ μετ' ἐμοῦ* and *ἔλθῃ μετ' ἐμέ*: *δι' ἡμῶν ἐγένετο* and *δι' ἡμᾶς ἐγένετο*: *ὃ μὴ γένοιτο* and *ὃ οὐκ ἂν γένοιτο*.

Translate, explaining the syntax:—

13. (1) οὐκ ἐχρῆν λέγειν, ἐξὸν σιγᾶν.
 (2) πιστίον ἔστι τῷ στρατηγῷ.
 (3) ἠπόρουσιν οἱ ποτὲ τρέποντο.
 (4) κρείττων εἶναι φημι τὴν τέχνην ἐκείνου.
 (5) μῶν ἔφθης με δεῦρο ἀφικόμενος;
 (6) μὴ προδοῖς με, πρὸς θεῶν.

Give the Greek for:—a fifth part, five times, at home, homewards, along the river, in our power.

GREEK.

HIGHER GRADE.

Friday, 19th June.—2 to 5 P.M.

(Candidates will not be allowed to pass unless they reach the necessary Standard both in Grammar and in Translation.)

I. Translate:—

[*Persian character and training.*]

28. καὶ τούτων οὐδὲν ἀλόγως γέγονεν, ἀλλὰ πάντ' εἰκότως ἀποβέβηκεν· οὐ γὰρ οἷόν τε τοὺς οὕτω τρεφομένους καὶ πολιτευομένους οὔτε τῆς ἄλλης ἀρετῆς μετέχειν οὔτ' ἐν ταῖς μάχαις τρόπαιον ἰστάναι τῶν πολεμίων. πῶς γὰρ ἐν τοῖς ἐκείνων ἐπιτηδεύμασιν ἐγγενέσθαι δύναται ἂν ἡ στρατηγὸς δεινὸς ἢ στρατιώτης ἀγαθός, ὧν τὸ μὲν πλείστον ἴσθιν ὄχλος ἄτακτος, πρὸς μὲν τὸν πόλεμον ἐκλελυμένος, πρὸς δὲ τὴν δουλείαν ἄμεινον τῶν παρ' ἡμῖν οἰκετῶν πεπαιδευμένος, οἱ δ' ἐν ταῖς μεγίσταις δόξαις ὄντες αὐτῶν οὐ κοινῶς οὐδὲ πολιτικῶς σδδεπώποτ' ἐβίωσαν, ἅπαντα δὲ τὸν χρόνον διάγουσιν εἰς τοὺς μὲν ὑβρίζοντες, τοῖς δὲ δουλεύοντες, θνητὸν μὲν ἄνδρα προσκινούντες καὶ δαίμονα προσαγορεύοντες, τῶν δὲ θεῶν μᾶλλον ἢ τῶν ἀνθρώπων ὀλιγωροῦντες. τοιγαροῦν οἱ καταβαίνοντες αὐτῶν ἐπὶ θάλατταν, οὐκ καλοῦσι σατράπας, οὐ καταισχύουσι τὴν ἐκεῖ παιδευσιν, ἀλλ' ἐν τοῖς ἤθεσι τοῖς αὐτοῖς διαμένουσι. ὥς δ' ἀπλῶς εἰπεῖν καὶ μὴ καθ' ἐν ἕκαστον, τίς ἢ τῶν πολεμησάντων αὐτοῖς οὐκ εἰδαμονήσας ἀπῆλθεν, ἢ τῶν ὑπ' ἐκείνους γεσμένων οὐκ αἰκισθεὶς τὸν βίον ἐτελεύτησεν;

αἰκίζω, "maltreat."

VALUE. II. Translate one of the following passages:—

[*Odysseus makes himself known to Telemachus.*]

- (a) “οἷτις τοι θεός εἰμι· τί μ’ ἀθανάτοισιν ἴσκεις;
ἀλλὰ πατήρ τεός εἰμι, τοῦ εἵνεκα σὺ στεναχίζων
παύχεις ἄλγεια πολλά, βίας ὑποδέγμενος ἀνδρῶν.”
“Ἴδς ἄρα φωνήσας υἱὸν κύσει, κὰδ δὲ παρειῶν
δάκρυον ἤκε χαμᾶζε· πάρος δ’ ἔχε τυλεμέες αἰεὶ.
Τηλέμαχος δ’ — σὺ γάρ πω ἐπέθετο δὴν πατέρ’ εἶναι —
ἐξαιτίς μιν ἔπεσον ἀμειβόμενος προσέειπεν·
“οὐ σὺ γ’ Ὀδυσσεύς ἐσσι, πατήρ ἐμός, ἀλλὰ με δαίμων
θέλγει, ὄφρ’ ἔτι μᾶλλον ὀδυρόμενος στεναχίζω.
οὐ γάρ πως ἂν θνητὸς ἀνὴρ τάδε μηχανόωτο
ᾧ αὐτοῦ γε νόψ, ὅτε μὴ θεὸς αὐτὸς ἐπελθὼν
ῥηθιδίως ἐθέλων θεῆν νέον ἢ γέροντα.
ἦ γάρ ται νέον ἦσθα γέρον καὶ ἀεικία ἔσσο·
νῦν δὲ θεοῖσιν ἴοικας, οἳ οὐρανὸν εὐρὴν ἔχουσιν.”

[*Hermes leads the blind Oedipus to the place of his death.*]

- (b) χῶρον δ’, ἐπείγει γάρ με τοῦκ θεοῦ παρόν,
στείχωμεν ἤδη, μηδ’ ἔτ’ ἐντροπώμεθα.
ὦ παῖδες, ᾧδ’ ἐπεσθ’· ἐγὼ γάρ ἡγεμῶν
σφῶν αὖ πέφασμαι καινός, ὥσπερ σφῶν πατρί.
χωρεῖτε, καὶ μὴ ψεύετ’, ἀλλ’ ἱατέ με
αὐτὸν τὸν ἱερὸν τύμβον ἔξευρέω, ἵνα
μοῖρ’ ἀνδρὶ τῶδε τῆδε κρυφθῆναι χθονί.
ὦ φῶς ἀφεγγές, πρόσθε πού ποτ’ ἦσθ’ ἐμόν,
νῦν δ’ ἔσχατόν σου τοῦμόν ἀπτεται δέμας.
ἤδη γάρ ἔρπω τὸν τελευταῖον βίον
κρύψων παρ’ Αἰδην· ἀλλά, φίλτατε ξείνων,
αὐτὸς τε χώρα θ’ ἦδε πρόσπολοί τε σοὶ
εὐδαίμονες γένοισθε, κατ’ εὐπραξία
μῆμνησθέ μου θανόντος εὐτυχῆς αἰεὶ.

III. For Greek Prose:—

And being come amongst those barbarous people, methought that I was entered into a new world. The first question which they demanded of us was whether we had been with them heretofore or no. And giving them answer that we had not, they began impudently to beg our victuals from us. And having drunk off one flagon (*ἀσκός*) of our wine they demanded another, saying, that a man goeth not into the house with one foot. Howbeit, we gave them no more, excusing ourselves that we had but a little. They were very inquisitive to know whether I came of my own accord, or whether I were sent. I answered that no man compelled me to come, neither had I come unless I myself had been willing.

MANDEVILLE.

IV. (1) Give imper. ind. act. 2nd sing. ὅφ δίδωμι, ἀπέχω, πεινῶ, ἔω.

fut. ind. midd. 3rd plur. of νομίζω, γινώσκω, ἴσθημι, τρέφω.

perf. pass. part. nom. sing. masc. of ἀνοίγω, κλαίω, κείρω, δουλώ.

Parse, giving 1st sing. pres. ind. act. of προσῆσαν, παρίεσαν, καταρρήν, εἰσενεγκόντων, ἐξετάθημεν, ἀπολειοπιτύς.

VALUE.

(2) Translate, explaining the syntax :—

6. (a) οὐκ ἔστω ἄρχων μὴ δίδόντα μισθόν.
 (b) κατάδηλοι ἦσαν οὐκ ἂν βουλόμενοι.
 (c) δυοῖν ἢ τριῶν δραχμῶν οὗτος πονηρός ἐστι.
 (d) οὐκ ἂν προδοίην οὐδέ περ πρᾶσσω κακῶς.
 (e) ὡς ταῖνον μὴ ἀκουσομένων ἡμῶν, διανοίεσθε.
 (f) ἴτεον οὖν ἡμῖν ὁμοσε τοῖς πολεμίοις.

(3) Translate into Greek :—

6. (a) They send him away before hearing him.
 (b) They do not send him away before hearing him.
 (c) He does the same as we do.
 (d) How long have you been at war ?
 (e) He arrived late in the day.
 (f) Do not depart from Athens.

(4) Give the meaning and construction of :—

3. χαρίζεσθαι, διαλέγεσθαι, καταγιγνώσκειν, ἀνέχεσθαι, φείδεσθαι, τιμωρεῖν.
 4. Construct sentences illustrating the uses of διά with genit. and acc., and the construction of verbs of denying and fearing.

GREEK.

HONOURS.—FIRST PAPER.

Friday, 19th June.—2 to 5 P.M.

I. Translate :—

(1)

[The casting of the lots to decide who shall fight with Hector.]

20. τοῖς δ' αὖτις μετέειπε Γερήνιος ἱππότης Νέστωρ
 " κλήρω νῦν πεπάλασθε διαμπερές, ὅς κε λύχρωσιν
 οὗτος γὰρ δὴ ὀνήσει εὐκνήμιδας Ἀχαιοῖς."
 "Ὡς ἔφαθ', οἱ δὲ κλήρον ἐσημήναντο ἕκαστος,
 ἐν δ' ἔβαλον κνήη Ἀγαμέμνονος Ἀτρεΐδαο.
 λαοὶ δ' ἤρῃσαντο, θεοῖσι δὲ χεῖρας ἀνέσχον·
 ᾧδε δὲ τις εἶπεν, ἰδὼν εἰς οὐρανὸν εὐρύν·
 "Ζεῦ πάτερ, ἢ Αἴαντα λαχεῖν, ἢ Τυδέος υἱόν,
 ἢ αὐτὸν βασιλῆα πολυχρύσοιο Μυκλήνης."
 "Ὡς ἄρ' ἔφαν' πάλιν δὲ Γερήνιος ἱππότης Νέστωρ,
 ἐκ δ' ἔθορε κλήρος κνήης, ὃν ἄρ' ἤθελον αὐτοῖ,
 Αἴαντος· κήρυξ δὲ φέρων ἂν ὁμίλον ἀπάντη
 δεῖξ' ἐνδέξια πᾶσιν ἀριστήεσσιν Ἀχαιῶν.
 οἱ δ' οὐ γινώσκοντες ἀπηγήναντο ἕκαστος.
 ἀλλ' ὅτε δὴ τὸν ἴκανε φέρων ἂν ὁμίλον ἀπάντη,
 ὅς μιν ἐπιγράψας κνήη βάλε, φαίδιμος Αἴας,
 ἢ τοι ὑπέσχεθε χεῖρ', ὃ δ' ἄρ' ἐμβαλεν ἄγχι παραστάς,
 γνῶν δὲ κλήρου σῆμα ἰδὼν, γήθησε δὲ θυμῷ.

VALUE

(2)

[The ghost of Darius utters his warning to Atossa, mother of Xerxes.]

ΔΑΡΕΙΟΣ. ΧΟΡΟΣ.

- Δ. ἄλλ' οὐδ' ὁ μίνας νῦν ἐν Ἑλλάδος τόποις
στρατὸς κηρήσει νοστήμου σωτηρίας.
- Χ. πῶς εἶπας; οὐ γὰρ πᾶν στράτευμα βαρβάρων
περὶ τὸν Ἑλλῆς πορθμὸν Εὐρώπης ἄπο;
- Δ. παῦροί γε πολλῶν, εἴ τι πιστεύσαι θεῶν
χρῆ θεσφάτοισιν, ἐς τὰ νῦν πεπραγμένα
βλέψαντα· συμβαίνει γὰρ οὐ τὰ μὲν, τὰ δ' οὐ.
20. κείπερ τὰδ' ἐστί, πλῆθος ἕκκριτον στρατοῦ
λείπει κεναῖσιν ἐλπίσιν πεπεισμένος.
μῖνονσι δ' ἄθα πεδίον Ἀσωπὸς ῥοαῖς
ἄρδει, φίλον πιάσμα Βοιωτῶν χθονί·
οὐ σφιν κακῶν ὕψιστ' ἐπαμμένει παθεῖν,
ἔβρεως ἀποινα κἀθέων φρονημάτων·
οἱ γῆν μολόντες Ἑλλάδ' οὐ θεῶν βρέτη
ῥδούντο σὺλᾶν οὐδὲ πιμπράνει νεώς.

II. For Greek Prose :

There are two reasons which may induce a Member of this House to address it—he may hope to convince some of those to whom he speaks, or he may wish to clear himself from any participation in a course which he believes to be evil. In coming forward to speak on this occasion, I may be told that I am like a physician proposing to prescribe to-day for a man who died yesterday, and that it is of no use to insist upon views which the Government and the House have already determined to reject. I feel, however, that we are entering upon a policy which may affect the fortunes of this country for a long time to come, and I am unwilling to lose this opportunity of explaining wherein I differ from the course which the Government has pursued, and of clearing myself from any portion of the responsibility which attaches to those who support the policy which the Government has adopted.

BRIGHT.

VALUE.

GREEK.

HONOURS—SECOND PAPER.

Thursday, 25th June.—2 to 5 P.M.

I. Translate:—

20. (1) Παραλαβόντες δὲ οἱ Ἀθηναῖοι τὴν ἡγεμονίαν τούτῳ τῷ τρόπῳ ἐκόντων τῶν ξυμμάχων διὰ τὸ Πausaniou μῖσος, ἔταξαν ἄς τε εἶδει παρέχειν τῶν πόλεων χρήματα πρὸς τὸν βάρβαρον, καὶ ἄς ναῦς. . . . αἰτίαι δὲ ἄλλαι τε ἦσαν τῶν ἀποστάσεων καὶ μέγιστα αἱ τῶν φόρων καὶ νεῶν ἐκδειαί, καὶ λειποστράτιον εἰ τῷ ἐγένετο· οἱ γὰρ Ἀθηναῖοι ἀκριβῶς ἔπρασσον καὶ λυπηροὶ ἦσαν, οὐκ εἰωθόσιν οὐδὲ βουλομένοις τάλαιπωρεῖν προσάγοντες τὰς ἀνάγκας. ἦσαν δὲ πῶς καὶ ἄλλως οἱ Ἀθηναῖοι οὐκ εἰ ὁμοίως ἐν ἡδονῇ ἄρχοντες, καὶ οὔτε ξυνεστράτεον ἀπὸ τοῦ ἴσου τὸ ῥαδίον τε προσάγεσθαι ἦν αὐτοῖς τοὺς ἀφισταμένους. ὦν αὐτοὶ αἰτίαι ἐγένοντο οἱ ξυμμάχοι· διὰ γὰρ τὴν ἀπόκησιν ταύτην τῶν στρατειῶν οἱ πλείους αὐτῶν, ἢ μὴ ἀπ' οἴκου ὦσι, χρήματα ἐτάξαντο ἀντὶ τῶν νεῶν τὸ ἰκνούμενον ἀνάλωμα φέρειν, καὶ τοῖς μὲν Ἀθηναίοις ἤρξετο τὸ ναυτικὸν ἀπὸ τῆς δαπάνης ἣν ἐκείνοι ξυμφέροιν, αὐτοὶ δὲ ὁπότε ἀποσταίεν, ἀπαράσκευοι καὶ ἄπειροι ἐς τὸν πόλεμον καθίσταντο.

30. (2) Ἴσως τοίνυν ἐκεῖνο ἂν τίς μ' ἔροιτο, τί δήποτε ταῦτ' εἰδὼς οὐτως ἀκριβῶς ἐγώ, καὶ παρηκολουθηκῶς ἐνίοις κῶν ἀδικημάτων εἴασα, καὶ οἷθ' ὅτ' αὐτὸν ἐποιεῖσθε πολίτην οὐδὲν ἀντείπον, οἷθ' ὅτ' ἐπηρεεῖτε, οἷθ' ὡς πρότερον, πρὶν τὸ ψήφισμα τοῦτι γενέσθαι, λόγῳ ἐποιησάμην οὐδένα ἐγὼ δ', ὦ ἄνδρες Ἀθηναῖοι, πρὸς ὑμᾶς ἀπασαν ἐρώ τὴν ἀλήθειαν. καὶ γὰρ ὦ; ἀνάξιος ἦν ἦδειν, καὶ παρῆν ὅτε τούτων ἤξιοῦτο, καὶ οὐκ ἀντείπον· ὁμολογῶ διὰ τί; ὅτι, ὦ ἄνδρες Ἀθηναῖοι, πρῶτον μὲν ἀσθενέστερον ἡγούμην ἔσεσθαι, πολλῶν ψευδομένων ἐτοιμῶς περὶ αὐτοῦ πρὸς ὑμᾶς, ἔνα τᾶληθῆ λέγοντ' ἐμαυτὸν· ἐπειθ' ὦν μὲν ἐκείνος εὐρίσκετο ἐξαπατῶν ὑμᾶς, μὰ τὸν Δία καὶ θεοὺς πάντας, οὐδενὸς εἰσῆει μοι φθονεῖν, κακὸν δ' οὐδὲν ἐώρων ὑπερφυῆς πεισομένους ὑμᾶς, εἰ τιν' ἡδικηκότα πολλὰ ἤφ' ἐτε, καὶ προῦκαλεῖσθί τι τοῦ λοιποῦ ποιεῖν ὑμᾶς ἀγαθόν· ἐν γὰρ τῷ πολίτην ποιεῖσθαι καὶ στεφανοῦν ταῦτ' ἐνὶ ἀμφοτέροισι. ἐπειδὴ δ' ὄρω προσκατασκευαζόμενον τι τοιοῦτον, δι' οὗ, εἰ μόνον εὐτρεπίσθηται τοὺς ἐνθάδε ἐξαπατήσοντας ὑμᾶς ὑπὲρ αὐτοῦ, τῶν γ' ἔξω φίλων καὶ βουλομένων ἂν τι ποιεῖν ὑμᾶς ἀγαθὸν κἀκεῖνον κωλύει ἐναντία πράττειν ὑμῖν, τούτων μηδενὶ μῆτ' ἐναντιωθῆναι μῆτε κωλύειν ἐκείνον ἐξίσταται, τηνικαῦθ' ἤκω καὶ κατηγορῶ.

II. Translate with notes on the syntax:—

- (1) οὐ δίδοικα μὴ οὐκ ἔχω ὃ τι δῶ.
 (2) φοβοῦμαι μὴ λόγους τισὶ ψευδίσι ἐτετυχήκαμεν.
 (3) δυναθῆς ἂν αὐτὸς ἔχειν, εἴπερ ἐβουλήθη, παρέδωκε τὴν πόλιν.
 35. (4) ἀναλαμβάνων αὐτῶν τὰ ποιήματα διερώτων ἂν αὐτοὺς τί λέγοιεν.
 (5) ἔξω μέ που ἐκρίψατ' ἔνθα μήποτ' εἰσόψεσθ' ἔτι.
 (6) μάμαθεῖς ποίει θεᾶς τὸ σὸν κακὸν κοσμοῦσα· μὴ οὐ πείσῃς σοφούς.

Translate the following Homeric expressions, commenting on the syntax:—

ἀνδρὶ δαμείῳ—ἀριπρεπεία Τρώεσσι—πρῆσαι πυρός—ἰξ ἐνήφι
 —λείπετο θουρὸς ἐρωήν—ξυνήκε μάχασθαι.

Distinguish in meaning the following pair of words:—

φρίζω, φρίζομαι : διαφέρω, διαφέρομαι : γρίφω, γρίφομαι :
δικάζω, δικάζομαι : μαρτυρώ, μαρτύρομαι : φέρω, φερώ :
ἀποθανοῦμαι, τεθνήξω : κτήσομαι, κεκτήσομαι.

Distinguish according to their accent:—

βασίλεια, βασιλεία : εἶκω, εἰκώ : ἀληθες, ἀληθές : νέων, νεών.

Give the derivation of the following words, noting any differences of meaning between the originals and the derivatives: *ductyl, ecstasy, enthusiasm, emblem, halcyon, rancie, comma, encyclopaedia.*

III. Answer any *two* of the following questions:—

- (1.) Compare the heroes of the Iliad and the Odyssey, marking any features typical of Greek character.

Or,

Give some of the general literary characteristics of the Homeric poems, comparing them with those of any later Epics.

- (2.) What do you know of (a) the conditions under which a Greek play was produced, (b) the nature of the scenery, (c) the Production of Trilogies ?
- (3.) Give an account of any *two* of the following:—Periander, Aristides, Agesilaus, Callieratidas, Phocion, Herodotus, Xenophon, Lucian.
- (4.) Compare Athens with Sparta in respect of education and government.
- (5.) What was the part played by Thebes in the Persian wars and in the struggle with Philip ?
- (6.) Write explanatory notes on the following terms:—Amphictyon, Thetes, Heliaea, Nomothetae, θεωρικόν, γραφή παρανόμων.

FRENCH.

LOWER GRADE.

Friday, 19th June.—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered.

1. Translate into English:—

- (a.) Les jeudis, mon petit ami Jules, que ma mère considérait avec raison comme un enfant bien élevé, venait souvent passer la journée avec ma sœur et moi. On nous lâchait dans un jardinet situé derrière la maison, et nous jouions de préférence aux soldats. Oh ! le bon, l'heureux temps où mon imagination transformait les bornes⁽¹⁾ en citadelles, les touffes d'herbes en forêts, le premier bâton venu en cheval fougueux⁽²⁾ ! Depuis lors j'ai possédé de vrais chevaux, et le seul que je regrette, c'est celui-là.

VALUE.

Un jeudi, au moment où j'emportais d'assaut un bastion, une ondée vint nous surprendre, il fallut renoncer à la victoire et rentrer. Nous nous installâmes près de Rose, qui, pour nous tenir en repos, nous raconta l'histoire de deux orphelins dévorés par un ogre. À cette terrible conclusion du récit, nous nous mîmes à sangloter, Léontine et moi, tandis que Jules demeurait impassible.

13.

“Lorsque je serai grand,” m'écriai-je, dans un élan généreux, “j'exterminerai les ogres. Tu m'aideras !” dis-je à mon ami.

Il se mit à rire et répondit :
“Bête, il n'y a pas d'ogres, papa me l'a dit.”

(BIART.)

(1) *borne* = boundary stone.(2) *fougueux* = fiery.

THE SCHOOLBOY AND THE BEE.

(b.)

10.

Un tout petit enfant s'en allait à l'école.
On avait dit : Allez ! il tâchait d'obéir ;
Mais son livre était lourd ; il ne pouvait courir :
Il pleure et suit des yeux une abeille qui vole.
“Abeille !” lui dit-il, “voulez-vous me parler ?
Moi, je vais à l'école, il faut apprendre à lire.
Mais le maître est tout noir, et je n'ose pas rire.

Voulez-vous rire, abeille, et m'apprendre à voler ?”
“Non,” dit-elle, “j'arrive, et je suis très-pressée.
J'avais froid, l'aquilon⁽¹⁾ m'a longtemps oppressée,
Enfin j'ai vu les fleurs ; je redescends du ciel,
Et je vais commencer mon doux rayon de miel.”

(Mme. DESBORDES-VALMORE).

(1) *aquilon* = north wind.

15.

2. Write from memory a French version of the passage read out.

3. Translate into French :—

30.

Peter walked on, until he saw a workman who was eating his dinner under a hedge. “Please give me something to eat,” said the boy, “I am starving. I have had nothing to eat all day.” “Why did you not eat your breakfast ?” the workman asked him. “Because mother forgot to put the jam on the table, and I don't like butter,” said Peter. “Then you should go back at once, and eat your breakfast without any jam,” said the workman. And he finished his dinner himself. “Dear me,” thought Peter, who was beginning to be a little ashamed of what he had done, “everyone is cross to-day.” A little further on, he met a little girl, who was eating a large piece of cake. “May I have some of your cake ?” asked Peter, who was now so hungry that he could hardly keep from crying. “Don't they give you any at home ?” asked the little girl, who looked very much surprised, and somewhat scared. Then she smiled, and held out her hand to him.

VALUE. 4. Translate into French :—Will you lend me your umbrella, please ? It is raining and I have forgotten mine. I would lend it to you with pleasure, but I lost it yesterday. Take my sister's and send it back to her to-morrow.

7. 5. Translate into French :—(1) I fear she will lose the watch I gave her. (2) I went and saw your aunt this morning, she is much better. (3) He goes to London three times a year. (4) Guess what I have in my hand. (5) What are you thinking of ? (6) What a lovely day ! (7) What do you think you will do ?

13. 6. Translate the following sentences into English, pointing out in each case the idiom of mood or tense that is illustrated :—

(a.) Croyez-vous qu'elle guérisse ?

(b.) Elle partira donc quand vous voudrez.

(c.) Je vous conseille d'épouser une femme qui sache faire la cuisine.

12. (d.) Le plus qu'on ait à attendre c'est une ou deux minutes.

(e.) Enfin le jour du départ arriva : M. Eyssette était déjà à Lyon depuis une semaine.

(f.) Quand ils eurent navigué tant de jours, ils découvrirent enfin un cap.

FRENCH.

LOWER AND HIGHER GRADES.

Friday, 19th June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out once or twice by the Supervising Officer (or a Teacher) at 10.45 A.M. The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.

A Parisian millionaire once wrote to the celebrated comic author Scribe : "Honoured Sir, I wish very much to ally my name with yours in the creation of a dramatic work. Will you be so kind as to write a comedy, of which I shall compose one or two lines, so that I may be mentioned in the title ? I will bear the entire expenses, so that I may divide the glory." Scribe replied, "Sir, I regret that I cannot comply with your modest request. It is not in accordance with my ideas of religion or propriety that a horse and an ass should be yoked together." To which the millionaire quickly responded, "Sir, I have received your impertinent letter. How dare you call me a horse !"

VALUE.

FRENCH.

HIGHER GRADE.

Friday, 19th June.—10 A.M. to 1 P.M.

Candidates must answer ALL the questions in Section I., and ONE question ONLY in Section II.

The greatest possible attention should be paid to correctness of style both in French and in English.

SECTION I.

1. Translate into English :—

20. (a.) Un autre talent propre à tous les bons écrivains, mais nécessaire à l'orateur, est la coutume de fuir les mots abstraits, parce qu'ils ne conviennent qu'à la science et ne sont pas clairs. Lorsqu'ils apparaissent dans une narration ou dans un discours, par exemple chez Polybe, le lecteur, tout d'un coup s'arrête comme en présence d'un autre esprit ; l'auteur a cessé d'imaginer et de sentir ; on voit qu'il s'occupe à ranger telle action dans telle partie d'un ouvrage de tactique ou de politique ; on allait prendre part à l'action ou aux sentiments des personnages ; la passion en nous s'éveillait ; elle tombe, et, de sang-froid, nous nous mettons comme Polybe à disserter ou à raisonner. Tite-Live se garde bien d'être philosophe, publiciste, savant à contre-temps. Il prend toujours des expressions simples ; il sait, ou plutôt il sent que les idées et les mots forment une échelle, qu'au bas sont les termes faciles à entendre, nés les premiers, qui réveillent des images sensibles, tout vivants encore ; que plus haut sont des expressions tirées avec travail des précédentes, accessibles à la réflexion, non à l'imagination, qui, comme des chiffres, ne réveillent que des idées pures.

(b.) SAISON DES SEMAILLES.

Le Soir.

20. C'est le moment crépusculaire,
J'admire, assis sous un portail,
Ce reste de jour dont s'éclaire
La dernière heure du travail.
- Dans les terres, de nuit baignées,
Je contemple, ému, les haillons
D'un vieillard qui jette à poignées
La moisson future aux sillons.
- Sa haute silhouette noire
Domine les profonds labours.
On sent à quel point il doit croire
A la fuite utile des jours.
- Il marche dans la plaine immense,
Va, vient, lance la graine au loin,
Rouvre sa main, et recommence,
Et je médite, obscur témoin.
- Pendant que, déployant ses voiles
L'ombre, où se mêle une rumeur,
Semble élargir jusqu'aux étoiles
Le geste auguste du semeur.

ALU.

2. Translate into French :—

To T. L. Peacock.

Leghorn, September 21st, 1819.

MY DEAR PEACOCK,

Since I last wrote to you Mr. Gisborne is gone to England for the purpose of obtaining a situation for Henry Reveley. I have given him a letter to you. Henry is a most amiable person, and has great talents as an engineer. Mr. Gisborne is a man who knows I cannot tell how many languages and has read almost all the books you can think of.

Charles Clairmont is now with us on his way to Vienna. He has spent a year or more in Spain, where he has learnt Spanish, and I make him read Spanish all day long. It is a most powerful and expressive language, and I have already learnt sufficient to read with great ease their poet Calderon. I have read about twelve of his plays. Some of them certainly deserve to be ranked among the grandest and most perfect productions of the human mind. He exceeds all modern dramatists, with the exception of Shakespeare, whom he resembles, however, in the depth of thought and subtlety of imagination of his writings. . . . I rate him far above Beaumont and Fletcher.

You will hear from me again shortly, as I send you by sea the *Cenci* printed, which you will be good enough to keep. Adieu.

Yours most faithfully,

P. B. SHELLEY.

30.

15.

3. Write from memory a French version of the passage read out.

4. Translate into French :—

(a.) Our guest was writing business letters when I entered the room.

(b.) The late President of the French Republic took a walk every morning in the Avenue des Champs Elysées, and then set to work.

10.

(c.) More than half of the students began their examination yesterday.

(d.) When spring comes I will take a rest, even if (*quand même*) my business suffer thereby.

(e.) When the workmen had finished the house, we took possession of it.

SECTION II.

ONE question only to be answered.

5. Translate into French :—

(a.) For three days they didn't see a sail.

(b.) He does nothing but stroll about there.

(c.) It's colder than it was a little while ago.

5.

VALUE.

- (d.) It's a long way from here to London ; I haven't been there for three years.
- (e.) He's crying because he has got drenched.
- 5.
6. Explain the following plural forms :—
Tout, tous ; gent, gens ; cheval, chevaux ; ciel, cieux ; and account for the pronunciation of : œufs and bœufs.
- 5.
7. Tenace, tenaille, content, destin, soutien are French words all derived from the same Latin root. Name the root and explain the meaning of every one of those words with reference to its etymology.
- 5.
8. Instead of the above group of words (question 7), candidates may take either of the following ones :—
(a.) Tracer, traineau, traite, distrait, retraite.
(b.) Tournée, touriste, tournoi, atour, détour.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 19th June.—10 A.M. to 1 P.M.

1. Translate into French :—

“ I saw him then, messieurs,” began the mender of roads, “ a year ago this running summer, underneath the carriage of the Marquis, hanging by the chain.

“ I am again at work upon the hill-side, and the sun is again about to go to bed. I am collecting my tools to descend to my cottage down in the village below, where it is already dark, when I raise my eyes, and see coming over the hill, six soldiers. In the midst of them is a tall man with his arms bound—tied to his sides—like this ! With the aid of his indispensable cap, he represented a man with his elbows bound fast at his hips, with cords that were knotted behind him.

45. “ I stand aside, messieurs, by my heap of stones, to see the soldiers and their prisoner pass (for it is a solitary road, that, where any spectacle is worthy looking at), and at first, as they approach, I see no more than that they are six soldiers with a tall man bound and that they are almost black to my sight—except on the side of the sun going to bed, where they have a red edge, messieurs. Also, I see that their long shadows are on the hollow ridge on the opposite side of the road, and are on the hill above it, and are like the shadows of giants. Also, I see that they are covered with dust, and that the dust moves with them as they come, tramp, tramp ! But when they advance quite near to me, I recognise the tall man, and he recognises me. Ah, but he would be well content to precipitate himself over the hill-side once again, as on the evening when he and I first encountered, close to the same spot !”

He described it as if he were there, and it was evident he said it vividly ; perhaps he had not seen much in his life.

2. Write an essay in French on one of the following subjects :—

- (a.) Que ce ne sont pas toujours les hommes les plus intelligents, mais les plus persévérants, qui réussissent le mieux dans la vie.
- (b.) Que pensez-vous du peuple français, de ses vertus et de ses défauts ?
- (c.) Expliquez l'entente cordiale qui a toujours existé entre la France et l'Écosse.

FRENCH.

HONOURS—SECOND PAPER.

Thursday, 25th June.—10 A.M. to 1 P.M.

Candidates must, in all cases, answer Section I., and should attempt FOUR (and not more than FOUR) of the Questions in Section II.

SECTION I.—TRANSLATION.

1. Translate into English :—

(a) Joué ! je suis joué ! Ah ! double et triple imbécile qui n'a pas compris !... On avait peur ; j'ai servi de paratonnerre ! La foudre écartée... je ne suis plus qu'une girouette ! Deux heures de pouvoir... et reconduit par un laquais ! Et pour aller où, où ?... Où irai-je ? Déconsidéré, suspect aux masses !... décoloré et sans prestige... A qui faire jamais comprendre la sublimité de mon rôle ?... Et par quel prodige d'éloquence attendre ce peuple sur le merveilleux accord que j'avais rêvé entre mon pouvoir et sa liberté ?... On me lapidera !... Je suis ruiné, déraciné, assassiné !... Pour deux heures de... Et un méchant dîner... Ma popularité pour un plat de lentilles !... Et ce laquais toujours là !... comme une main tendue vers la porte ! C'est par là !... Oui, gredin, c'est par là !... mais je ne veux pas le comprendre !— Qui ? moi... partir ainsi ! Entré par la force de mon génie, je sortirais par celle d'un coup de pied... Allons donc ! Mazarin en a reçu bien d'autres !... Il n'est jamais parti... Est-ce qu'on part ?— J'y suis... j'y reste ! (Il saisit son portefeuille et le serre sur sa poitrine.) Déchainez-vous sur moi, soufflets et camoufflets ! Je ne partirai pas ! Je m'y cramponne ! Un homme tel que moi ne tombe pas du pouvoir ! On l'en arrache... par lambeaux !...

- (b) J'irai boire l'eau vierge aux sources des grands fleuves :
 Mes pieds se poseront sur l'azur du glacier.
 Je veux baigner mon corps aux flots des brises neuves,
 L'éther le trempera comme l'onde l'acier.
 Dormons sur une cime avec effort gravie ;
 Dans la neige éternelle il faut laver nos mains ;
 L'air fait mouvoir là-haut des principes de vie,
 Allons l'y respirer pur des souffles humains.
 Montons ! le vent se meurt aux pieds du roc immense

VALUE.

Le doute ne saurait flotter sur ce haut lieu ;
 Montons ! enveloppé de calme et de silence,
 Sur les larges trépieds j'entendrai parler Dieu.
 L'air aspiré là-haut vivra dans ma poitrine.
 Dans l'ombre de la plaine un rayon me suivra :
 Ceux qui m'ont vu gravir pesamment la colline
 Ne reconnaîtront plus l'homme qui descendra.
 Plus haut que le sapin, plus haut que le mélèze,
 Sur la neige sans tache au soleil j'ai marché :
 Dans l'éther créateur je me baigne à mon aise :
 Le monde où j'aspirais, mes deux pieds l'ont touché.
 J'ai dormi sur les fleurs qui viennent sans culture,
 Dans les rhododendrons j'ai fait mon sentier vert,
 J'ai vécu seul à seul avec vous, ô nature !
 Je me suis enivré des senteurs du désert.
 Je me suis garanti de toute voix humaine.
 Pour écouter l'eau sourdre et la brise voler :
 J'ai fait taire mon cœur et gardé mon haleine
 Pour recevoir l'esprit que devait me parler ;
 Et voilà qu'entouré des cimes argentées,
 Cueillant le noir myrtil, buvant au flot sacré,
 Goûtant sous les sapins les ombres souhaitées,
 Libre dans les déserts, voilà que j'ai pleuré.

SECTION II.

2. Write illustrative sentences (with translation) to show the different meanings :—
10. (a.) of the adverbs *bien, aussi, ailleurs, d'ailleurs* ;
 (b.) of the prefix *dé* in *délasser, délirer, déraciner, définir, déterminer, défaveur*.
 (c.) of the prefix *re* in *remettre, retenir, rejailir, refaire*.
3. Write ten short sentences, each containing one of the following words, so as to bring out the difference in meaning from the cognate word in English. In every case give a translation :—
attendre, altérer, agréer, ignorer, procès, transaction, transpirer, user, relation, ingénu.
10. 4. Translate the following sentences into French :—
- (1.) He is very much interested in literature.
 (2.) He has abused his authority.
 (3.) I do not doubt his honesty.
 (4.) It has always been an Englishman's characteristic to resist oppression and injustice.
 (5.) It is very difficult to please everybody.
 (6.) He turned to the chairman.
 (7.) He has satisfied every requirement.
 (8.) His fate inspires us all with compassion.
 (9.) He is mad with grief.
 (10.) He is of so fickle a disposition that he is apt to change his friends every month.

5. Translate the following idiomatic phrases :—

- (1.) Si j'étais à *même de* le remplacer, je vous offrirais mon concours de grand cœur.
- (2.) À *vous entendre*, il n'y *aurait plus lieu de s'attendre à* aucun succès.
- (3.) Ces bambins me *donnent des distractions* ; avec eux *je ne suis jamais à ce que je fais*.
- (4.) Il ne *se rend pas compte des difficultés* qui l'attendent.
- (5.) Ne vous adressez *pas à moi pour cela*, car je ne suis *pas en cour auprès* du ministre.
- (6.) Il a l'*humeur si difficile* qu'il *se met tous ses amis à dos*.
- (7.) Il ne suffit *pas de lancer ici et là un bon mot*, de faire de l'esprit.
- (8.) Cet ouvrier a toujours *maille à partir* avec son contremaître.
- (9.) Un bon *coup de bourse* l'a remis à *flot*.
- (10.) C'est un *piocheur* qui n'y va *pas de main morte*.

6. Translate the following sentences, and explain in each case the use of the subjunctive :—

- (a.) Qu'il fût lâche, c'est là une calomnie gratuite, que l'histoire sérieuse n'a pas répétée.
- (b.) Je serais heureux que mon fils suivît vos cours.
- (c.) Si je suis bien en troin et qu'il m'en prenne envie, je lui écrirai une longue lettre.
- (d.) "Chez ces gens pour toujours il se fût arrêté
Nonobstant la légèreté
À ses pareils si naturelle."
- (e.) Passant, qui que tu sois, respecte ce tombeau.

7. Translate the following passage into modern French, adhering as closely to the original as is consistent with modern usage, and explain the words underlined :—

Il ne me *chaut* des mocqueurs qui disent que nous en parlons bien à notre aise, et ce n'est point à moy qu'ils s'attachent, d'autant qu'il n'y a rien icy de mon *creu*, comme on le croit. Autant en dis-je de tous les philosophes qui en prononcent leur sentence sans savoir comment ; car puis qu'ils ne veulent escouter Dieu lequel parle à eux pour les enseigner, je les adjourne devant son siège judicial, là où ils *oïront* sa sentence, contre laquelle il ne sera plus question de replicquer. Puis qu'ils ne daignent maintenant l'ouïr comme maistre, ils le sentiront alors leur juge en despit de leurs dents. Les plus *habiles* et les plus rusez se trouveront icy trompez en leur compte. Qu'ils soient *stylez* tant qu'ils voudront à renverser ou obscurcir le droit, leurs chapperons fourrez auxquels ils se mirent s'aveuglent, ne leur donneront point la cause gagnée.

VALUE

COMMERCIAL FRENCH.

Wednesday, 24th June.—2 to 3.30 P.M.

1. Translate into English :—

Roubaix, le 18 Mars 1902.

M. J. Brussi à Livourne,

J'ai l'avantage de vous remettre ci-joint facture aux étoffes de laine de notre fabrique que vous avez bien voulu commander à mon voyageur, lors de son séjour dans votre ville; elle s'élève, avec ma commission et les autres frais ordinaires, à frs. 785·80, que je porte à votre débit, payables comptant à Lille ou à Paris.

25.

La balle qui les contient est marquée J. B. No. 400, et a été expédiée, d'après vos ordres, à M. R. Goussot à Marseille, par le chemin de fer, petite vitesse.

Selon votre désir, j'envoie le certificat d'origine à M. R. Goussot, afin qu'il puisse en toucher la prime pour votre compte. Vous voudrez bien lui donner les ordres nécessaires pour l'expédition ultérieure de ladite balle.

Je désire vivement que cette première affaire vous engage à me transmettre des ordres plus considérables. Dans cette attente, je vous prie d'agréer mes salutations cordiales.

JOSEPH LANDOIS.

P.S.—On fabrique ici une nouvelle étoffe nommée *Poil-de-chèvre*, dont plus de moitié est en laine; son prix actuel est de 4 fr. le mètre. Vous en avez ci-inclus quelques échantillons.

35.

2. Reply in French to the above letter, acknowledging receipt of the invoice, which you find correct, and advising your correspondent that you credit his account with frs. 785·80 and remit, in settlement, a draft for that amount on E. Legrand of Paris at 7 days' sight. As regards the samples, duly received, say that they are not large enough for you to form an opinion, and ask for larger pieces to be sent, which you will examine, adding that, if you find them satisfactory, you will give an order.

12.

3. Give the French equivalent of the following names of places :—*Antwerp, The Netherlands, Genoa, Leghorn, Lyons, Algiers, Brazil, India, The West Indies, The Canary Islands, The Channel Islands, New South Wales.*

Either

4. Translate the following market report :—

Le Havre, le 18 Mars 1903.

Comme on devait s'y attendre, nos cours ont éprouvé cette semaine de notables variations que je m'empresse de signaler.

Cafés.—La cote a été légèrement montée pour les cafés des Antilles et pour les provenances de la Réunion. En Haïti on a pris 493 sacs, solde de "la Perruche," à frs. 38·50 et un autre lot de 250 sacs à frs. 38.

VALUE.

En Rio, les affaires ont été plus actives ; il s'est fait environ 2,000 sacs pour le dehors à 32·50, marchandise très ordinaire, et 59 sacs en divers lots pour la consommation, de 34 à 36 frs.

Les Porto-Cabello ont eu le débouché d'environ 5,000 sacs sur les derniers arrivages, de 47 à 57 frs., en entrepôt, suivant qualité.

Cuir.—Cinq à six mille pièces ont été vendues sans variation sensible dans les cours, quoique la demande fût assez soutenue et qu'il y eût tendance à la hausse.

Huiles.—Huile de colza disponible 94 ; courant du mois 92 ; juillet et août 88. Epurée 103. En huile de palme il s'est traité 10,000 kilogr. disponibles à 47·50, soit dans la parité des derniers cours.

Or (instead of question 4)

5. (a.) Translate into English the following sentences :—

28.

- (1.) La cargaison de l' "Aréthuse" a été vendue à livrer à 100 frs. le quintal.
- (2.) De nombreux arrivages ont grossi nos existences au delà de ce qu'elles sont habituellement.
- (3.) La difficulté de négocier, le taux peu avantageux du papier et les cours élevés de nos produits nous détournent de faire des consignations pour le moment.
- (4.) Le navire "Homère," venant de Savannah, qui s'était échoué devant Greenock, a été relevé avec peu d'avarie, et remorqué dans le port.

(b.) Translate into French :—

- (1.) The "Lucy" will clear to-day and sail to-morrow morning at high tide.
 - (2.) Your two drafts, for five hundred pounds each, have been duly honoured.
 - (3.) Interest has been paid on this sum at the rate of 6% per annum.
 - (4.) We have to enter in the manifest the marks, numbers, packages, names of consignees, weight and approximate value of the goods.
-

VALUE.

GERMAN.

LOWER GRADE.

Thursday, 18th June.—2 to 4.30 P.M.

*To secure full marks, the whole of this Paper should be answered.
Additional marks will be given for fair writing in the German character.*

SECTION I.—TRANSLATION AND COMPOSITION.

1. Translate into English :—

18. (a) In einer Gegend des Harz-Gebirges wohnte ein Ritter, den man gewöhnlich den blonden Eckert nannte. Er war etwa vierzig Jahre alt, lebte still für sich und ließ sich nur selten außerhalb der Mauern seines Schlosses sehen. Sein Weib liebte die Einsamkeit ebenso sehr wie er, und beide schienen einander von Herzen zu lieben; nur klagten sie oft darüber, daß der Himmel ihnen keine Kinder geschenkt habe. Von Gästen wurde das Paar wenig besucht, und wenn es geschah, wurde an der gewohnten einfachen Lebensweise fast nichts geändert. Niemand aber kam so häufig auf die Burg als Philipp Balthar, ein Mann von ungefähr gleichem Alter wie der Ritter, dem er auch sonst in manchen Dingen ähnlich war. Seine eigentliche Heimat war Thüringen, aber er hielt sich oft über ein halbes Jahr in dieser Gegend auf, wo er nach seltenen Steinen suchte, von denen er eine große Sammlung besaß. Nun begab es sich einst, daß Eckert an einem unfreundlichen Herbstabend mit seinem Freunde und seiner Gemahlin um das Feuer des Kamines saß. Die Flamme warf einen hellen Schein durch das Zimmer, während die Bäume draußen vor den Fenstern sich schüttelten vor nasser Kälte. Da Balthar nur mit Unbehagen an den weiten Rückweg dachte, so nahm er Eckerts Vorschlag, die Nacht auf dem Schlosse zu bleiben, bereitwillig an. Man brachte nun Spreisen und Wein herein, warf frische Holzkloden auf das Feuer, und bald waren die Freunde in heitere und vertrauliche Gespräche vertieft.

Nach Ludwig Tieck.

(b)

Gefunden.

- | | | |
|-----|--|---|
| 10. | <p>Ich ging im Walde
So für mich hin,
Und nichts zu suchen
Das war mein Sinn.</p> <p>Im Schatten sah ich
Ein Blümchen stehn,
Wie Sterne leuchtend
Wie Auglein schön.</p> | <p>Ich wollt' es brechen,
Da sagt' es fein:
„Soll ich zum Betten (falling)
Gebrochen sein?“</p> <p>Ich grub's mit allen
Den Würzlein aus,
Zum Garten trug ich's
Am hübschen Haus,—</p> <p>Und pflanzt' es wieder
Am stillen Ort;
Nun zweigt es immer
Und blüht so fort.</p> |
|-----|--|---|

Goethe.

15. 2. (a.) Write out from memory a German version of the passage read out.

(b.) Translate into German :—

A man said one day to his son, "My boy, you are now sixteen years old, go and see something of the world. When I was your age (say, in thy age) I had to work for myself." The lad was only too

glad to be his own master. His father bade him good-bye, and gave him some money on his way, but not very much, for—to tell the truth—he had not much to give; and his mother cried and kissed him many times before she let him go. So he went forth from his father's house, and soon the pretty little village, with its grey old church, and the clear brook where he had played so often, lay far behind him. In all your wanderings, my little man, you will see many strange and wonderful things, but you will never be so happy again as you were in the days that are no more.

SECTION II.—GRAMMAR.

3. Give the nominative and genitive singular, and the nominative plural, with the definite article, of the German for *any* twelve of these words:—window, flame, bed, river, tower, castle, carriage, pocket, picture, ass, nut, potato, ring, present, cloud, lamp.

4. Decline the German for (*singular and plural*) red wine, that pretty flower, his dear son; (*singular only*) Frederic the Great.

5. Add the definite article to the words *Ort, Tisch, Bank, Bort*; and give the double plurals of them with their meanings.

6. Give the German adjectives, with their comparatives and superlatives, for—cold, short, near, much, clever, dark; and translate into German: I am two years younger than he, but you are the youngest of us; this house is higher than yours, it is the highest in the town.

7. Write out—giving, in the 2nd person singular and plural, only the *familiar* ('thou') not the *polite* form:—

(a) The present and perfect indicative active of *wissen* and *sich waschen*.

(b) The 2nd person singular of the imperfect and perfect subjunctive, and of the imperative of *nehmen, essen, befehlen, ausgeben*.

(c) The 3rd person singular of present and imperfect indicative, and of the conditional of *werfen, können, wollen, vorlesen*.

8. Translate into German:—

My aunt has a small garden before her house.

From whom have you received this pretty book?

Write your letter with the pen, not with the pencil.

Many men have died for their country.

The farmer drove with his wife from the village to the town.

You should not play before, but after, your work.

Please, pour some wine out of the bottle into my glass.

My eldest sister nursed (*pflegen*) me during my illness.

GERMAN.

LOWER AND HIGHER GRADES.

Thursday, 18th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out once or twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.

A lawyer who was driving in the country stopped at a cottage to ask his way to a farm where he had something to do. The woman, a simple labourer's wife, came out and said, "I have to go that way too, sir: if you will take me with you, I can show you where you have to leave the main road. I shall be ready in a minute."—"Well," he replied, "bad company is better than none. Make haste." So she put on her cloak and bonnet, and got on the car. When they had gone on for seven or eight miles, without speaking a word, the gentleman asked, "When are we coming to the road which I have to take?"—"Oh," she said, "we passed it a quarter of an hour ago; but bad company, as you said, is better than none: so I have kept you along with me."

GERMAN.
HIGHER GRADE.

Thursday, 18th June.—2 to 5 P.M.

The whole of this Paper should be answered. No Candidate will be allowed to pass unless the necessary standard is reached both in composition and in translation.

Additional marks will be given for fair writing in the German character.

SECTION I.—TRANSLATION AND COMPOSITION.

I. Translate into English:—

(a) Ein Dörfchen, dem sich Oswald mit raschen Schritten näherte, lag in einem von mäßig hohen Felsen eingeschlossenen Meeressbucht, wo das Wasser so still und glatt war wie in einem Gartenteich. Einige der Häften lagen dicht am Strande, andere an den Ufern eines Baches, der sich an dieser Stelle ins Meer ergoß. Vor den Thüren waren kleine, mit Muscheln eingefasste Wirtchen; auf den mit weißem Sande ausgefüllten Gängen zwischen den Häusern hingen Netze zum Trocknen an langen Stangen. Ein paar rothaarige Buben waren damit beschäftigt, ein Boot mit Leer zu bestreichen. Vor einer der größeren Häften saß eine Frau mit zwei Mädchen, Netze flickend. Als sie Oswalds Schritte hörten, schauten sie neugierig von ihrer Arbeit auf; und er fragte sie begrüßend, ob er sich hier etwas ausruhen dürfe und einen Krunk Wasser und ein Stück Brod haben könne. „Stine,“ sagte die Frau, indem sie ihr gutmüthiges, wettergebräuntes Gesicht einem der Mädchen zuwandte, „steh auf und laß den Herrn sitzen. Siehst du denn nicht, daß er müde und ausgehungert ist? Geh ins Haus und bring' was wir haben. Segen Sie sich, junger Herr. Sie sind gewiß auch ein Maler?“ „Warum meinen Sie das?“ fragte Oswald, den angebotenen Platz annehmend. „Nun, ein vernünftiger Mensch klettert nicht bei der Hitze am Strande herum. Ich hab' schon einen von Ihren Kameraden bei mir wohnen gehabt, der zwei Wochen hier geblieben ist; und wenn Sie ein ebenso ordentlicher, ehrlicher Mensch sind, können Sie auch bei Mutter Karsten wohnen.“ Oswald mußte lächeln, als er so ohne weiteres zu einem auf einer Studienreise begriffenen Landschaftsmaler gemacht wurde. „So wollen Sie mich ein paar Tage hier behalten?“ fragte er. „Ja, aber die Hände dürfen Sie nicht vollkrigeln,“ erwiderte Mutter Karsten. „Das verspreche ich,“ sagte Oswald lächelnd. „Dann können Sie bleiben so lange Sie wollen. Das ist recht, Stine, rüde den Tisch näher an den Herrn; und hörst du, hole auch von dem alten Cognac, den der Glas Jochen aus England mitgebracht hat; das bloße Wasser thut nicht gut bei der unvernünftigen Hitze.“

F. Spielhagen, Problematische Naturen.

(b)

Gute Führung.

Hinunter stieg ich einen Felsenhang,
An meiner Hand ein Kind, und hielt für dieses
Die Augen scharf gerichtet auf den Weg,
Den Platz ihm suchend für die kleinen Füße;
Und während ich ihm half von Stein zu Stein,
Hatt' ich doch Lust und Muße noch genug,
Mit ihm zu scherzen über hundert Dinge;
Und also kamen lachend wir ins Thal.

Ein andermal ging ich den Weg allein;
Nun erst bemerkt' ich es, wie steil er war,
Entgegen starrten unter meinen Füßen
Abgründe mir, die ich noch nicht gesehen;
Oft strauchelt' ich und hielt mich nur mit Müß',
Oft ging ich fehl und muß' zurücker wieder,
Oft säumt' ich bange mit dem nächsten Schritt.
Hinunter kam ich mit genauer Not
Und mocht' es wohl in meinem Herzen spüren,
Wie gut ein Kind weiß einen Mann zu führen.

Johannes Trojan.

VALUE.

10.

2. (a) Write from memory a German version of the passage read out.

(b.) Translate into German :—

A musician in London once announced a concert, and engaged the famous Madame Malibran to sing at it. He agreed to pay her twenty guineas ; but the weather being very unfavourable, the concert was so badly attended that he could hardly pay his expenses. He went to see the French singer, and asked her if she would be satisfied with half the sum he had promised her ; but she insisted that she must have the whole. He counted out twenty sovereigns on the table one by one. "Is that enough?" he asked beseechingly. "No," she replied, "I want one more sovereign ; you know, you promised me twenty guineas not twenty pounds." He laid down another sovereign, saying aloud to himself, "Ah, what will become of my poor wife and children!" Madame Malibran at once said, "I made you give me all I was to get, so that I might have the pleasure of giving it all back to you ; please make me happy and take it," and ran out of the room.

25.

SECTION II.

5

3. Give the nominative and genitive singular, and the nominative plural, with the definite article, of the German for *any ten* of these words :—victory, defeat, answer, virtue vice, quality, colour, collar, season, cushion, heel, parrot, rake, spade, adventure, enterprise.

5.

4. Distinguish between :—*der Kunde, die Kunde ; der Tau, das Tau ; das Gericht, das Gerächt ; die Pfeile, die Pfeiler ; die Wunden, die Wunter ; die Gräben, die Gräber ; verständig, verständlich ; heilbar, heilsam ; er vergift, er vergieft ; er hat gefallen, es ist gefallen.*

5.

5. By means of the definite article distinguish between the two genders, with the meanings and respective plurals, of *Schild, Steuer, Kiefer, Bauer, Mat ;* and give the meanings and double singulars, with the definite article, of *Felsen, Behen, Spalten, Gefellen, Quellen.*

6. Translate into German :—

10.

(a) Many a (man's) famous hero has been celebrated in song.

(b) He has said the same thing to many a pretty maid.

(c) For supper I can give you nothing but a piece of good Dutch cheese.

(d) The king drove in a carriage drawn by two noble Arab horses.

(e) This book was sent me by a certain Berlin scholar.

7. Write out :—

5.

(a) The *familiar* 2nd person singular of the present and imperfect subjunctive, and of the imperative of *befehen, vernehmen, aufessen, durcblefen, sich ergeben.*

(b) The 3rd singular of the present, imperfect, and pluperfect indicative active, and the infinitive with *zu* of *vergeffen, abhauen, widerfprechen, übergehen, übergeben.*

- VALU^R. — 8. For *fifteen* of the following words give German cognate words, with their meanings, and (in the case of nouns) the definite article :—
5. (*nouns*) burn, thread, shirt, knight, churl, edge, sinew, show, stove, sheath, leaf ; (*adj.*) silly, bleak, buxom, sly, raw, doughty ; to ply, to cough, to sup.

GERMAN.

HONOURS.—FIRST PAPER.

Thursday, 18th June.—2 to 5 P.M.

Additional marks will be given for fair writing in the German character.

I. Translate into German :—

And sometimes, when they had gone on in this bantering fashion for a while, she would suddenly go up to him—if they were indoors, that is to say—and put her hand on his arm, and timidly hope that she had not annoyed him. At first the Whaup laughed at the very notion of his being vexed with her, and dismissed the tender little penitent with a rebuke and a kiss ; but by-and-by he grew to dread these evidences of a secret wish to please him and be submissive. He began to see how Coquette had formed some theory of what her duties were, and continually referred to this mental table of obligations rather than to her own spontaneous impulses of the moment. She seemed to consider that such and such things were required of her ; and while there was something to him inexpressibly touching in her mute obedience, and in her timid anticipation of his wishes, he would far rather have beheld her the high-spirited Coquette of old, with her arch ways, and fits of rebellion and independence.

“Coquette,” he said, “I will not have you wait upon me like this. It is very kind of you, you know ; but it is turning the world upside down. It is my business to wait on you, and see that everything is made nice for you, and have you treated like a queen. And when you go about like that, and bother yourself to save me, I feel as uncomfortable as the beggars of old times must have felt who had their feet washed by a pious princess. I won't have my Coquette disguised as a waiting-maid.”

W. BLACK, A Daughter of Heth.

II Write a German essay on one of the following subjects :—

30. Karl Eduard Stuart und der Aufstand von 1745.
Die Annehmlichkeiten und Wirkungen des Reisens.
Ein Aufenthalt an der Seeküste.
-

GERMAN.

HONOURS.—SECOND PAPER.

Monday, 22nd June.—2 to 5 P.M.

*The whole of this Paper should be answered.**Additional marks will be given for fair writing in the German character.*

SECTION I.—TRANSLATION.

1. Translate into English:—

10. (a) König Albrecht war ein Fürst von so bedeutender Persönlichkeit, daß die Wahl, von der sonstigen Lage der Verhältnisse abgesehen, nicht leicht auf einen Würdigeren hätte fallen können. Er war in der vollen Blüte der Jahre; er hatte von früh an in Befahren mancher Art Thatkraft und Willensstärke zu üben gehabt. Er war an die großen Verhältnisse, an die Anschauungen, wie sie in der Umgebung Kaiser Sigismunds lebten, gewöhnt; die Traditionen des luxemburgischen Hauses verbanden sich mit habsburgischem Selbstgefühl. Sein vielbewährter Eifer gegen die Ketzer war weit entfernt, ein Ausdruck von Schwärmerei oder kirchlicher Hingebung zu sein; und wenn er von seinen Ständen rücksichtslos Geld und Dienst forderte, wenn er den Murrenden hart entgegentrat, so geschah es nicht in kleinlicher Eifersucht auf die zu mächtigen Untertanen; immer war es das Gefühl der Fürsichtigkeit, das ihn bestimmte und in dem er mit fester Konsequenz handelte. Er war dazu angethan, das Prinzip, welches in seiner Wahl den Sieg davongetragen, würdig und nachdrücklich zu vertreten.

J. G. Droysen, Geschichte der Preussischen Politik.

10. (b) Der damalige Zustand dieser Bergschänke war noch um vieles unwirtlicher als heutzutage. In der vertäfelten Stube, schwarzgebeizt von Rauch und Alter, durchqualmt von schwüler Hitze — denn der Ofen speist dort oben zu jeder Jahreszeit sein Holz als ein stütziger Berzehrer — waren verschiedenlei Menschen und Vieh zusammengedrängt. Einige magere Hühner häßten von Tisch zu Tisch, um die gefallenen Brosamen zu picken; mehrere Hunde bestien durcheinander; zwei Liebingsziegen pflegten ihr Fell unter der Ofenbank, wo sie vor dem Schneegestöber Schutz gesucht. Auf derselben Bank schlummerte, das Gesicht tief in seiner Pelzmütze versenkt, ein mürber Waidmann, das Gewehr im Arm. Eine Gruppe von Viehhändlern, deren Tiere vor dem Hause angebunden blühten, medrten und grunzten, stand, geräuschvoll eine Streitigkeit verhandelnd, um den Bist, als den Schiedsrichter, geschart. Ein Trupp von Hausierern war im Begriff, lärmend seinen Weg fortzusetzen. Die Hauslage saß vornehm auf dem Gesimse neben dem Gebetbuch, dem Kalender und der Laterne; unter ihr an schmutziger Tafel der Vogelhändler vor einem großen Krüge; und neben ihm, sich geberdend wie ein völlig ausgewachsener, leichtsinniger Mensch, der landläuferische Peter, den Pfeifenstummel im Mund und blaß vor Würdigkeit, vor Wein- und Tabakgenuß.

Karl Spindler.

10. (c) Und nun ging es hinaus in die weite lombardische Fläche,
Ostwärts, Padua zu, trug mich das leichte Gespann.
Lauiger Duft lag über der Flur, im sprossenden Kornfeld
Schlugen die Wachteln, von fern rauschte der blinkende Strom.
Rondhell grüßten am Weg, reblaubumspinnen, die Ulmen,
Durch die Cypressen herab rieselte silbernes Licht;
Aber am dunkeln Gebirg' still glommen die Feuer der Fichten,
Und herüber, gedämpft, wehte der Ton der Schalmei.
Fremd war alles umher und doch so traulich, dem stillen
Reichtum dieser Natur fühl' ich mich innig verwandt;
Diese Käste, wie lösten sie mir sanft schmeichelnd die Seele,
Daß sie im reinsten Accord leis' in sich selber erklang!
Fern wie der Heimat Nebelgewöl lag jegliche Sorge,
Und zu leben allein schien mir, zu atmen, ein Glück;
Und zum Sternengezelt entzückt aufschauend, empfand ich,
Daß du zum Gruß mir das Haupt, Rufe des Südens, berührt.

G. Seibel

SECTION II.

LVE.

2. Add the definite article and meaning to *ten* of the following nouns, and give the irregular plurals assigned to them :—*Bau, Raub, Gunst, Unglück, Rat* (not as title), *Dank, Kleinod, Leib, Vergnügen, Verdruss, Zank, Streit*.
3. Frame altogether *ten* sentences (with translation) to show under what conditions the German infinitive active without *zu* is used—(a) for the past participle ; (b) for the (English) infinitive passive ; (c) for the present participle.
4. Form abstract nouns, with the definite article and meaning, from *five* of these :—*breit, böse, selten, arm, heiss, stolz, lieblos* ; and adjectives, with meanings, from *five* of these :—*Glaube, Aberglaube, Rode, Berg, Grauf, Krieg, Subt.*
5. Frame complete sentences (with translations) showing with what case or preposition *five* of the following past participles (used adjectively and figuratively) are construed :—*einverstanden, ungehalten, behaftet, veressen, gewachsen, verlegen, bewandert, gewogen.*
6. Give the German for *five* of the following sets of words (each set to be formed from the same radical word) :—to sin, sin, sinner, sinful ; thief, theft, thievish, thievishness ; to dream, a dream, dreamer, dreamy, reverie ; to flatter, flatterer, flattery, flattering ; clean, to cleanse, cleanly, cleanliness, purity ; to rob, robber, robbery, rapacious, rapacity.
7. Give the meanings and explain the formation of *ten* of the following words :—*mittelft, erkenntlich, Poffahrt, weiland, abtrünnig, allerdings, Faft, flugs, eigentlich, flehentlich, Trift, Ahtserklärung, Fertunft.*
8. Translate *idiomatically* into German :—
- I insist on your giving me my money's worth.
 - Why did you not do what you have been so often told to do.
 - Do you object to my shutting the window ? I have a bad cold.
 - If you do this, you will fall out of the frying pan into the fire.
 - I have just finished reading the book ; but really it is hardly worth reading.
-

VALUE.

COMMERCIAL GERMAN.

Wednesday, 24th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

1. Translate into English :—

Hull, den 23. Mai 1903

Herrn Schmidt u. Söhne,
Hamburg.

Ich habe Ihr Verbrtes vom 17. ds. nebst Preiskurant Ihres Marktes richtig erhalten.

Eaut beifolgenden Konnoffements habe ich heute mit dem „Wilhelm“ Kap. Schramm, in Konfignation an Ihre Adresse,

20.

100 Ballen Baumwolle,
100 Kisten Havana-Zucker,

verladen, und ersuche Sie die Versicherung derselben, zum Werte von M. 8,000 auf die Baumwolle und M. 12,000 auf den Zucker, zur billigsten Prämie besorgen zu wollen.

Nach den Mitteilungen, welche Sie mir von Ihrem Markte in Bezug auf obige Artikel machen, erwarte ich ein vorteilhaftes Resultat dieser Spekulation. Die Einkaufspreise ersuchen Sie aus der beiliegenden Faktura.

Ich habe auf Rechnung dieser Konfignation

£700 1 M. dato

auf Sie entnommen und empfehle diese Summe Ihrer gefälligen Schutznahme.

Hochachtungsvoll,

J. Müller.

26.

2. Acknowledge receipt of the foregoing letter, thanking your friend for his consignment, which, upon arrival, will have your best attention. Say that you have duly effected the insurance, mentioning the premium you have paid, and that you take note of his draft, which you will honour in due course.

3. Translate the following market report :—

Zucker.—Die Steigerung der Preise im Allgemeinen, vom Februar bis Juni, war durch die sichere Erwartung einer geringeren Zufuhr in diesem Jahre veranlaßt. Diese Erwartung ist nicht in Erfüllung gegangen und daher die gegenwärtige Reaktion.

Kaffee.—In den letzten drei Wochen hat die Nachfrage sehr zugenommen, namentlich für den Export und auf Spekulation. Eine Ladung St. Domingo, schwimmend, wurde zu 47s. für das Mittelländische Meer verkauft.

20.

Kakao.—Die Nachfrage ist besser und ca. 1,000 Säcke von den Kolonien sind während der letzten 8 Tage plaziert worden.

Seide.—Markt sehr flau, da die Konsumenten sich gut mit Seide versehen haben.

Frisches Obst.—Die erste Zufuhr von westindischen Ananas ist eingetroffen, und die Ladung der „Columbine“ brachte hohe Preise. Apfelsinen und Zitronen unbesetzt. Spanische Kasse werden zu früheren Notierungen gefragt.

4. Give the German equivalents of the following articles of commerce:—

Hides, furs, lace, cotton goods, provisions, dried fruit, palm-oil, hardware, chemicals, agricultural machinery.

5. (a) Translate into English the following sentences :--

- (1) Ihre Tratte im Betrage von £1,500 ist am 6. u. W. fällig.
- (2) Der Durchschnittspreis ist ungefähr 100 Mk. pr. Ztr.
- (3) Man hat von dem Kreder Entschädigung verlangt.
- (4) Dieses Geschäft rentiert hier nicht.
- (5) Das Hauptabgabebiet für diesen Artikel ist die Härtel.
- (6) Waren unter Zollverschluss.
- (7) Alle Posten im Hauptbuch werden zweimal kollationiert.
- (8) Unter Nachnahme der Spesen.

(b) Translate into German :—

- (1) The manager has a salary of £1,000 a year.
 - (2) These goods are liable to duty.
 - (3) The case of samples had to be entered in the manifest and freight paid upon it.
 - (4) The steamer is loading coals for Odessa.
 - (5) He has paid the amount by instalments.
 - (6) The cotton-mills are working half-time.
 - (7) This signature must be attested by a notary.
 - (8) He acted merely as a broker in the transaction.
-

VALUE.

SPANISH.

Monday, 22nd June.—2 P.M. to 5 P.M.

The whole of this Paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

SECTION I.

1. Translate into English:—

12

(1.) Dominada España por los sarracenos, un puñado de valientes, desdeñando el yugo enemigo, huyeron á las montañas de Asturias y eligieron por caudillo á don Pelayo, vástago¹ de la real familia de los godos. Los cántabros se unieron á su estandarte y mantuvieron á los moros en continua alarma, haciendo frecuentes correrías en los territorios de que se habían apoderado. Así el valiente Pelayo extendió los límites de su pequeño estado, se adelantó hacia las montañas de León, se apoderó de varias plazas, echando los primeros cimientos de la monarquía española, cuyos guerreros debían á su vez arrojar á los invasores hasta los lejanos peñascos del Atlas.

Imposible sería dar una idea, ni aproximada siquiera, de las continuas guerras sostenidas por espacio de más de siete siglos entre los españoles y los musulmanes; guerras en que mil capitanes valientes, cuyo nombre y fama han llegado hasta nosotros, se inmortalizaron. Por fortuna las guerras civiles empezaron á devorar á los sarracenos, debilitando sus fuerzas, al paso que crecían las de los cristianos, que, aunque también divididos, adquirieron vigor con la reunión de las coronas de Castilla y León en San Fernando, que logró apoderarse de Jaén, Córdoba, Murcia y Sevilla; haciendo tributario al rey de Granada, último atrincheramiento de los musulmanes.

¹ Scion.

LOS CARACOLES.

7.

(2.) Dos caracoles un día
Tuvieron fuerte quimera
Sobre quien mayor carrera
En menos tiempo daría.
Una rana les decía:
Yo he llegado á sospechar
Que sois ambos á la par
Algo duros de mover,
Antes de echar a correr
Mirad si podéis andar.

(3.) DOÑA CRÍSPULA—DON VICENTE.

D^a Cr.—Perdone Vd. que le haya hecho esperar. Haga Vd. el favor de tomar asiento.

D. Vic.—Pero, Señora

D^a Cr.—Vamos, sin cumplimientos. A mí me gusta la gente franca.—Su rostro de Vd. no me es desconocido. Ya le he visto á Vd. no sé dónde.

D. Vic.—Montaner es mi apellido.

D^a Cr.—¿ Tiene Vd. algún parentesco con Doña Dolores de Bausá, la madrina de mi hija ?

D. Vic.—Somos primos.

D^a Cr.—¿ Primos ? De manera que Vd. y el difunto D. Jaime...

D. Vic.—Eramos hermanos.

D^a Cr.—Era muy hombre de bien.... y riquísimo. ¿ Vd. habrá tenido parte en su herencia ?

D. Vic.—No, señora ; la repartió entre los pobres de la familia. Bastante hizo por mí con enviarme á la Habana y ponerme en carrera. Se empeñó mi hermano en que yo había de hacer mi fortuna en América y no paró hasta salirse con ello. "Te vas á Cuba (me estaba repitiendo siempre) y cuando hayas adquirido un mediano capital regresas á tu país, te haces propietario y te casas con una mallorquina honrada y bonita."

D^a Cr.—En fin vuelve Vd. á Palma, como buen mallorquín, con los tesoros del nuevo mundo.

D. Vic.—Aún queda por allá lo mejor de mis bienes

2. Translate into Spanish :—

Henry the Fourth, King of France and Navarre, was justly called the Great, for the happiness and prosperity of his people were the chief object of his solicitude. The Queen of Navarre, his mother, was a very sensible woman and directed his education herself. She taught him to bear fatigue without murmuring and to disregard danger. His food and clothes were of the simplest description. He often went bare-headed and bare-footed, and he was accustomed from his childhood to climb the highest mountains.

3. Write from memory a Spanish version of the passage read out.

SECTION II.

4. Write (in full) the present and past definite tenses of the following verbs :—*caber, distinguir, entender, leer, servir, vencer*. Give the past participle of *decir, poner, resolver, ver*, and both forms of the past participle of *benedecir, consumir, despertar, elegir, incluir, torcer*. Mention some past participles with an active meaning.

5. How is the English gerund to be rendered in the following sentences :—

I heard about his selling the house.

He insisted upon my paying the debt.

On leaving the church I met him.

He did it without my asking him.

My not having finished the work was the reason of my coming late.

VALUE. 6. (a) Translate into English the following idiomatic expressions :—

- (1.) Este joven gana mil y pico pesetas al mes.
- (2.) El vapor llegará á eso de las once.
- (3.) No hay que darle vueltas.
- (4.) Lo hizo de muy mala gana.
- (5.) Dí por supuesto que Vd. no volvería.
- (6.) Le echó á Vd. menos en el baile.

12. (b) Translate into Spanish :—

- (1.) He will be back this day fortnight.
- (2.) About the middle or end of January.
- (3.) There is no hurry.
- (4.) Please post these letters as soon as possible.
- (5.) I have no money to spare.
- (6.) Give it to anybody you like.

16. 7. Write in Spanish a letter to a friend (using the familiar form *tú*), saying what you intend to do after you leave school. Tell him how long you have been learning Spanish, what you have been reading, and what you think are the advantages to be derived from a knowledge of the language.

SPANISH.

Monday, 22nd June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out once or twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the Candidates in Spanish from memory. No notes may be made while it is being read.

King George the Third of England, whilst passing once through a remote country district, stopped at a small inn for breakfast. The breakfast consisted of eggs and coffee, for which the innkeeper handed a bill of one guinea to the king. "What!" exclaimed the king, on looking at the bill, "eggs must be scarce in this part of the country." "No," replied the innkeeper, "eggs are plentiful enough, but kings are scarce."

ARITHMETIC.

LOWER GRADE.

Wednesday, 17th June.—10 A.M. to 11.30 A.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

- D. Additional marks will be given for neatness, arrangement, and style.
1. Divide $(5781 \times 5784) - 762$ by $(29 \times 24) + 22$.
 2. If a yard of wire cost a penny, find the value of a kilometre of the same wire, taking a yard as equal to $9\frac{1}{7}$ decimetres.
 3. A man bought a gross of pencils at $6\frac{1}{2}d.$ per dozen, a hundred at $1s. 4d.$ per score, and 44 at $1\frac{1}{4}d.$ each. If he then sold them all at $9\frac{1}{2}d.$ per dozen, how much did he gain or lose?
 4. The average number of persons admitted to an exhibition during the first five days was 416, the average number during the first six days was 551; how many were admitted on the sixth day?
 5. Show that $\frac{3}{5} = \frac{12}{20}$, illustrating your answer by a figure.
 6. (1) Explain how the difference between two fractions can be found.
(2) One box contains $\frac{3}{4}$ of a hundredweight of flour, another contains $\frac{7}{8}$ of a hundredweight. Find which contains most flour and how many pounds it contains more than the other.
 7. (1) State and prove the rule for multiplying two decimal numbers, taking as an example the product $.072 \times 13.55$.
(2) Simplify $\pounds 4.375 + 5.25s. + 4.5d.$
 8. Find the simple interest on $\pounds 3516$ $13s. 4d.$ for 3 years at $4\frac{1}{2}$ per cent. per annum.
-

VALUE

ALGEBRA.

LOWER GRADE.

Wednesday, 17th June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

10. Additional marks will be given for neatness, arrangement, and style.

1. Multiply $x^2 + 3xy + y^2$ by $x^2 - 3xy + y^2$, and divide

8. $2x^4 - 7x^2y - 12x^2y^2 - 27y^4$ by $x^2 - 3xy - 9y^2$.

Verify both results when $x = 10$, $y = 1$.

2. Simplify

$$(1) \frac{2}{x^2 - 4x + 3} - \frac{1}{x^2 - 3x + 2};$$

10.

$$(2) \frac{(1+x)^2 - x(1+x)}{(1-x)^2 + x(1-x)} \div \frac{(1+x)^2 - x(1+x)}{(1-x)^2 + x(1-x)^2}.$$

3. Resolve into factors

$$(1) (3x + 2a)^2 - (2x + 3a)^2;$$

9.

$$(2) x(x-1) - y(y-1);$$

$$(3) (a+b)(a-b) + (a+b)(b-c).$$

4. Prove that $a^2 \times a^4 = a^6$, and that $(a^2)^4 = a^8$.

12.

$$\text{Simplify } \frac{(xy^2)^3}{(x^2y^3)^2} \times \frac{(xy^4)^4}{(x^3y)^2}.$$

5. Solve the following equations, verifying your results in each case:

15.

$$(1) 3(x-a) = 4(x+b);$$

$$(2) \frac{x-4}{x-3} - \frac{x-6}{x-5} = \frac{x-8}{x-7} - \frac{x-10}{x-9}.$$

6. Trees are planted in rows, there being as many trees in each row as there are rows. Five more rows are now added, and it is found that the number of trees has been increased by a quarter of the original number. How many trees are there in each row?

12.

7. Solve the equations

$$(1) \begin{cases} 7x - 8y = 7 \\ 5y - 4x = 11. \end{cases}$$

24.

$$(2) 12x^2 - 7x + 1 = 0.$$

$$(3) \frac{1}{x-1} + \frac{1}{x-2} = 1.$$

G E O M E T R Y .

LOWER GRADE.

Wednesday, 17th June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

10. Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper.

PART I.—A.

8. A 1. Draw a straight line perpendicular to a given straight line from a given point outside the line, giving construction and proof.
- A 2. If one side of a triangle be produced prove that the exterior angle thus formed is equal to the sum of the two interior opposite angles.
11. What important property of a triangle can be deduced from this theorem ?
7. A 3. If two parallelograms are on the same base and between the same parallels, prove that they are equal in area.
- A 4. If two chords of a circle intersect within the circle, prove that the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.
14. AB, CD are chords of a circle which intersect in O : if AO be $\frac{3}{8}$ inch, OB $1\frac{1}{4}$ inch, CO $\frac{1}{4}$ inch, find the length of CD . (The figure need not be drawn to scale.)

PART II.—B.

15. B 5. $ABCD$ is a quadrilateral whose sides are bisected in P, Q, R, S : prove that $PQRS$ is a parallelogram, and compare its area with that of the quadrilateral.
11. B 6. Draw a triangle ABC ; from A draw AD perpendicular to BC meeting it in D , and produce AD to E so that $DE = \frac{1}{2} BC$; on AE as diameter describe a circle cutting BC or BC produced in F : prove that the square on DF is equal in area to the triangle ABC .
12. B 7. Construct a triangle on a given base such that the vertical angle is 45° , and that the perpendicular from one extremity of the base to the opposite side is half the base. State your construction clearly but do not give any proof.
12. B 8. A, B, C, D, E, F , are six points in a circle, such that AB is parallel to ED , and BC is parallel to FE ; prove that CD is parallel to AF .

VALUE.

ARITHMETIC.

HIGHER GRADE.

Wednesday, 17th June.—10 A.M. to 11.30 A.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

10. Additional marks will be given for neatness, arrangement, and style. Algebraical symbols may be used, if properly explained.
8. 1. Find, corrected to the nearest penny, the price of 127 tons 16 cwt. 2 qrs. of coal at 24s. 6d. per ton.
18. 2. Simplify.
- (1)
$$\frac{4\frac{3}{4} - 1\frac{2}{7} - 2\frac{1}{5}}{(6\frac{3}{4} \div 4\frac{1}{2}) \times (4\frac{1}{7} - 3\frac{2}{5})}$$
- (2)
$$\frac{.03 \times .025}{(.05)^3 - .03 \times (.05)^2}$$
- (3) 4.375 of £2 10s. + 13.75s. - 3.27 of £3 6s. 8d.
10. 3. A man bought an estate at 18 per cent. below its real value and sold it at 10 per cent. above its real value. If his profit was £1358, how much did he pay for the estate?
10. 4. A tank, 1.2 metres long and 67 centimetres broad, is filled with water to a depth of 35 centimetres. Find the weight of the water to the nearest pound assuming that a cubic centimetre of water weighs a gramme and that a kilogramme is 2.204 pounds.
5. (1) Explain the object of each step in extracting square root, finding as your example the root of 289.
- 22 (2) The area of a square is 139.808 square metres; find its side, corrected to the nearest millimetre, without using unnecessary figures.
10. 6 Brass expands when heated so that a unit of length at the freezing point of water becomes 1.0019 at the boiling point of water. Express in cubic inches, corrected to three significant figures, the increase in bulk when a brass cube whose edge is 9 inches at the freezing point is heated to the boiling point of water.
- 12 7. Find, to the nearest penny, the compound interest on £4,560 for 6 years at 5 per cent. payable yearly.

ALGEBRA.

HIGHER GRADE.

Wednesday, 17th June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

10. Additional marks will be given for neatness, arrangement, and style.

6 1. Simplify

$$\frac{(1+x)(1-x+x^2)(1-x^3+x^7)+x^4(1-x)}{1-x^2+x^4(1-x^2+x^4)}$$

12. 2. State and prove the rule for finding the lowest common multiple of two quantities.

Prove from your method that if A and B be two algebraical expressions which have no common factor, it is possible to find two other expressions u and v such that

$$uA + vB = 1.$$

3. Solve the equations

16. (1) $(a^2 - b^2)(x^2 - 1) = 4abx;$

(2) $\begin{cases} (a-b)x + by = 2a^2 + b^2, \\ ax - (a-b)y = a^2 + 2b^2; \end{cases}$

(3) $\sqrt{14+x} - \sqrt{11-x} = \sqrt{3-x}.$

4. If

$$a : b = c : d,$$

14.

prove that

$$pa + qb : ra + sb = pc + qd : rc + sd.$$

If

$$2a + b : 3a - b = 6a + 2b : 3a + b,$$

prove that

$$7(a + 3b) : 12(2b - a) = a + b : b.$$

12. 5. A rides at 10 miles an hour along a road, B starts from the same place an hour later and rides in the same direction at 12 miles an hour, C starts from the same place an hour after B , and travelling in the same direction as the others passes B 20 minutes before he passes A ; find the two rates at which C may have travelled.

14. 6. Find the sum of 10 terms of the series $6, 4\frac{1}{2}, 3, \&c.$

Three numbers are in arithmetical progression, the product of the numbers is 15 times their sum, and the sum of their squares is 155; find the numbers.

16. 7. Find an expression for the sum of n terms of a geometrical series whose first term is a , and whose common ratio is r .

If x be the sum of the first p terms of a geometrical series, y the sum of the first $2p$ terms, and z the sum of the first $3p$ terms, show that $x, y,$ and $y + z - x$ are in geometrical progression.

VALUE.

GEOMETRY.

HIGHER GRADE.

Wednesday, 17th June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

10. Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper.

PART I.—A.

- A 1. Bisect a given angle.
8. Show that the construction, to draw a straight line at right angles to a given straight line from a given point in the same, may be considered to be a particular case of this proposition.
- A 2. Prove that the straight line, drawn through a point in a circle at right angles to the diameter passing through that point, is a tangent to the circle, and that every other straight line through that point cuts the circle.
- 8.
- A 3. Find a fourth proportional to three given straight lines.
10. Find how many fourth proportionals can be found to three given straight lines, when the lines may be taken in any order.
14. A 4. If a straight line be perpendicular to a given plane, prove that every plane which passes through the straight line is perpendicular to the given plane.
- If a straight line be not perpendicular to a given plane, prove that one and only one plane through the straight line is perpendicular to the given plane.

PART II.—B.

- B 5. AK is the bisector of the angle A of the triangle ABC , prove that the bisectors of the angles B and C meet at a point in AK , and also that the bisectors of the exterior angles at B and C meet at a point in AK .
14. Two circles ABC , ADE touch at A and BD is parallel to the tangent at A ; if the tangents at B and D meet in O , prove that OA bisects one of the angles between OB and OD .
- B 6. Construct a triangle ABC , having given the length of BC and the lengths of the perpendiculars BM and CN drawn from B and C to the opposite sides.
12. Examine the number of solutions.
- B 7. $ABCD$ is a square whose side AD is divided in E so that AE is a third of AD ; if AC and BE be joined, prove that the areas of the parts into which the square is divided are proportional to 1, 3, 9, and 11.
- 8.
- B 8. If $ABCD$ be a tetrahedron, give constructions to find (1) a point equally distant from the four vertices, (2) a point equally distant from the four faces.
- 16.

ELEMENTARY TRIGONOMETRY AND LOGARITHMS.

HIGHER GRADE.

Tuesday, 23rd June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Additional marks will be given for neatness, good style, and accurately drawn figures.

1. Define the sine and tangent of an acute angle.

Show how to extend your definition so as to embrace any angle less than four right angles.

If $\cos A = 2 \sin A$, find the values of $\sec A$ and $\operatorname{cosec} A$.

2. ABC is a triangle, right-angled at C ; if A and b are given, find the values of a , c , B .

In the triangle DEF , DG the perpendicular from D to EF is 6 millimetres; if $\cos E = \frac{5}{13}$, $\cos F = \frac{4}{5}$, find the sides of the triangle.

3. Prove geometrically that

$$(1) \sin(A - B) = \sin A \cos B - \cos A \sin B.$$

$$(2) \sin A + \sin B = 2 \sin \frac{A + B}{2} \cos \frac{A - B}{2}$$

4. Solve fully the equation

$$\sin x + \sin 3x = \sin 2x + \sin 4x.$$

5. Prove the identities

$$(1) \frac{\sin A + \sin B}{\cos A + \cos B} + \frac{\cos A - \cos B}{\sin A - \sin B} = 0;$$

$$(2) \sin 2A + \cos 2A = \frac{(\cot A + 1)^2 - 2}{\cot^2 A + 1};$$

$$(3) \frac{\tan 3A}{\tan A} = \frac{2 \cos 2A + 1}{2 \cos 2A - 1}.$$

6. Use logarithms to find the cube root of 5378.42 correct to two decimal places.

7. If in a triangle ABC , $b = 137.25$ units, $c = 125$ units, and $A = 48^\circ 32' 30''$, find B and C .

8. From a balloon the angles of depression of two successive milestones on a level road in the same vertical plane as the balloon are seen to be 45° and 30° , find the height of the balloon.

VALUE

ALGEBRA.

HONOURS GRADE.

Wednesday, 17th June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

10. Additional marks will be given for neatness, arrangement, and style.

Candidates may try six questions, namely Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

1. Enunciate the Binomial Theorem.
15. Write down the general term in the expansion of $(ax + b)^n$.
Find the coefficient of x^2 in the expansion of $(1 + x + x^2 + x^3)^4$.
2. If ${}_nC_r$ represent the number of combinations of n things taken r together, find the value of r for which ${}_nC_r$ is greatest, when n is given.
15. In how many ways can $3n$ letters, of which x are a 's, y are b 's, and the rest c 's, be arranged in a row?
Show that the number of ways is greatest when $x = y = n$.
3. Show that a rational proper fraction, whose denominator is the product of two integral functions which are prime to each other, can always be resolved into the sum of two proper fractions with these functions as denominators.
- 15

Resolve into partial fractions

$$(1) \frac{x^2}{(x-1)(x-2)^2} \quad (2) \frac{1}{x^4 - x^2}.$$

Alternative Questions.

15. 4a. Solve the equations :

$$(1) \frac{a}{x+b} - \frac{b}{x-a} = 2;$$

$$(2) \begin{cases} x^2 + xy + 2x + y = 11, \\ y^2 + xy + 2y + x = 7. \end{cases}$$

15. Or,

- 4b. Rationalize the equation

$$(y + z - x)^{\frac{1}{2}} + (z + x - y)^{\frac{1}{2}} (x + y - z)^{\frac{1}{2}} = 0,$$

and deduce that, when x, y, z satisfy this equation,

$$(x + y + z)^4 - 27(x^2 + y^2 + z^2)^2 + 54(x^4 + y^4 + z^4) = 0$$

5a. Explain what is meant by the graph of a function.

15. Draw in a single figure the graphs corresponding to the equations

(1) $y = x,$

(2) $y = x^2,$

(3) $y = x^3 - x;$

and show how the third graph may be obtained from the first two by means of a geometrical construction.

Or,

5b. Explain what is meant by a complex number or quantity.

If a rational integral expression have the factor

15. $x - a + b \sqrt{-1},$

show that it also has a factor

$x - a - b \sqrt{-1}.$

Resolve $x^4 + a^4$ into two real quadratic factors, and $x^6 + a^6$ into three quadratic factors.

15. 6a. Explain what is meant by Mathematical Induction.

Prove by induction or otherwise that if

$a_n = a(a - 1)(a - 2) \dots (a - n + 1)$

$(a + b)_n = a_n + na_{n-1}b + \frac{n(n-1)}{1.2} a_{n-2}b^2 + \dots + nab_{n-1} + b_n.$

Or,

15. 6b. Find an expression for the sum to n terms of the series whose r th term is $r(r + 1)(r + 2)(r + 3).$

Hence, or otherwise, sum the series.

$1^3 + 2^3 + 3^3 + \dots + n^3.$

VALUE.

GEOMETRY.

HONOURS GRADE.

Wednesday, 17th June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

9. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may attempt seven questions, namely, Nos. 1, 2, 3, 4, and one of the alternatives in each of Nos. 5, 6, 7.

13. 1. Prove that the circle, described through the mid points of the sides of a triangle, also passes through the feet of the perpendiculars from the opposite vertices.

If this circle, the points in which it meets the base of the triangle, and the vertical angle be given, construct the triangle.

13. 2. ABC is a triangle inscribed in a circle, and D is the mid point of BC . If the tangents at B and C meet in E , and a circle described with E as centre and EB as radius, cut AB in F , AC in G , prove that FG passes through E , and that the angle FAE is equal to the angle CAD .

- 13 3. Find a point P in the straight line $ABCD$ such that

$$AP.BP = PC.PD;$$

and prove that there is only one such point in the line.

13. 4. $ABCD$ is a regular tetrahedron and E, F are the mid points of AB, CD ; prove that $EF^2 = \frac{1}{2} AB^2$.

Planes are described through each edge of $ABCD$ parallel to the opposite edge; prove that they enclose a cube, and determine its volume.

Alternative Questions.

13. 5a. If a transversal meet the sides BC, CA, AB of a triangle ABC in L, M, N respectively, prove that

$$BL.CM.AN = CL.AM.BN.$$

The inscribed circle of a triangle IJK touches IJ, JK in P, Q respectively, and PQ meets IK produced in R ; express KR in terms of the sides of the triangle.

Or

ALICE

13. 5b. If straight lines through the vertices A, B, C of a triangle ABC be concurrent in O , and meet the opposite sides in L, M, N respectively, prove that

$$BL \cdot CM \cdot AN = LC \cdot MA \cdot NB.$$

If a point P be joined to A, B, C and straight lines AD, BE, CF be drawn so that the angles BAD, CBE, ACF are respectively equal to PAC, PBA, PCB , prove that AD, BE, CF are concurrent.

13. 6a. Define a harmonic range.

P is any point in a circle whose diameter AB is produced to D ; if PC be drawn to meet AB in C , so that the angle BPC be equal to the angle BPD ; prove that A, C, B, D form a harmonic range.

Or

13. 6b. A, B, C, D are four points in a straight line; prove that

$$AB \cdot CD - AC \cdot BD + AD \cdot BC = 0,$$

due regard being paid to the signs of the segments. Hence prove that the sum of the cross ratios $(ABDC)$ and $(ADBC)$ is unity.

13. 7a. Define the radical axis of two circles, and prove that the radical axes of three circles taken two at a time meet in a point.

On the sides AB, AC of the triangle ABC segments of circles are described towards the triangle containing angles supplementary to half the angle BAC . Any circle through B and C meets these segments in M and N ; prove that BM, CN meet on the bisector of A .

Or

13. 7b. If any number of points are collinear, prove that their polars with respect to any circle are concurrent.

ABC is a triangle, and the tangent at A to the circumscribing circle meets BC in D and is produced to E , so that DE is equal to AD ; prove that the polar of E with regard to any circle through B and C passes through A .

VALUE.

TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Tuesday, 23rd June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may try six questions, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

1. Find the expression for all the angles which have the same tangent as a given angle.
15. Solve the equation $\tan 3\theta = 1$, (1) by means of the above theorem, (2) by a graphic method, or by solving for $\tan \theta$; and show the correspondence between the solutions.
5. 2. Find the cosine of any angle of a cyclic quadrilateral in terms of the sides, and deduce the sine of the same angle.
3. If r be the radius of the inscribed circle of a triangle, R the radius of the circumscribed circle, and r_1, r_2, r_3 the radii of the escribed circles, prove that :—
15. (1) $r = 4R \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2}$;
 (2) $r_1 = 4R \sin \frac{A}{2} \cos \frac{B}{2} \cos \frac{C}{2}$;
 (3) $4R = r_1 + r_2 + r_3 - r$.

Alternative Questions.

- 4a. Define a logarithm and expand $\log_e (1 + x)$ in a series of powers of x .
15. Prove that
- $$\log_e 2 = 2 \left\{ \frac{1}{3} - \frac{1}{2} \cdot \frac{1}{3^2} + \frac{1}{3} \cdot \frac{1}{3^3} - \dots \right\} + \left\{ \frac{1}{3^2} + \frac{1}{2} \cdot \frac{1}{3^4} + \frac{1}{3} \cdot \frac{1}{3^6} + \dots \right\}$$
- Or
- 4b. Prove that $\frac{\sin \theta}{\theta}$ tends to the limit 1, as θ is indefinitely diminished.
15. Prove that $\sin \theta$ is less than θ and is greater than $\theta - \frac{\theta^3}{4}$, and deduce the value of $\sin 1^\circ$ to 5 decimal places.
- 5a. Prove that

$$\tan^{-1}x + \tan^{-1}y = \tan^{-1} \frac{x+y}{1-xy}$$

15. Prove that the series

$$\tan^{-1} \frac{1}{2} + \tan^{-1} \frac{1}{8} + \dots + \tan^{-1} \frac{1}{2n^2} + \dots$$

tends to the limiting value $\frac{\pi}{4}$. Is any special value for the inverse function implied?

Or

5b. Prove that when $nB = 2\pi$

$$\cos a + \cos (a + B) + \cos (a + 2B) + \dots + \cos \{a + (n - 1) B\} = 0.$$

15. A point O is taken within a circle of radius a at a distance b from the centre and points $P_1, P_2, P_3, \dots, P_n$ are taken on the circumference, so that $P_1P_2, P_2P_3, \dots, P_nP_1$ subtend equal angles at O , prove that

$$OP_1 + OP_2 + \dots + OP_n = (a^2 - b^2) \left(\frac{1}{OP_1} + \frac{1}{OP_2} + \dots + \frac{1}{OP_n} \right).$$

15. 6a. The top of a pole is observed to have an angle of elevation θ , and its reflection in a lake h feet below the point of observation has an angle of depression ϕ . If x be the height of the top of the pole above the level of the lake, prove that

$$x = h \frac{\sin (\phi + \theta)}{\sin (\phi - \theta)},$$

and find x to the nearest foot when $h = 20, \phi = 60^\circ, \theta = 45^\circ$

Or

15. 6b. Lengths OP, OQ, OR , respectively equal to the sides BC, CA, AB of a triangle ABC , are measured along a straight line OX , and through P, Q, R straight lines PL, QM, RN are drawn, making the angle $LPX = \frac{1}{2}A, MQX = \frac{1}{2}B, NRX = \frac{1}{2}C$, prove that the lines PL, QM, RN meet in a point, and that the distances of that point from P, Q, R are equal to the distances of the inscribed circle of ABC from A, B, C .

VALUE.

ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 23rd June.—2 P.M. to 3.30 P.M.

10. All the steps of the proofs must be given, and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

1. Definite velocity, and state how it is measured.

10. One cyclist rides due north at 12 miles an hour ; another rides due east at 16 miles an hour. Find the velocity of the second cyclist relatively to the first in magnitude, and show his relative direction by means of a careful diagram.

10. 2. A body is projected with velocity V and has an acceleration a in the same direction. If v be its velocity after it has travelled a distance s , prove that

$$v^2 - V^2 = 2as.$$

A stone is thrown down a well 100 feet deep with a velocity of 60 feet per second. Find with what velocity it will reach the bottom, taking the acceleration of gravity as 32 feet per second per second ; and find the time taken.

3. Forces of 15 and 8 units act at a point—

12. (1) in the same direction ;
 (2) in opposite directions ;
 (3) in directions at right angles to each other ;
 (4) in directions making an angle of 120° with each other.

Find in each case the magnitude and direction of the resultant of the forces.

4. Explain how to find experimentally the centre of gravity of a thin plane lamina of irregular form.

10. Weights of 1, 2, 3, and 6 lbs. are placed at the corners *A*, *B*, *C*, *D* of a square table *ABCD*. Show by means of a carefully drawn figure the position of the centre of gravity of the weights.

5. Define work and horse-power, explaining the connection between them.

12. A man weighing 12 stone climbs a hill 4,000 feet high. Find the work done against gravity and the average horse-power exerted if the ascent take 5 hours.

6. State the laws of statical friction.

12. A mass of 10 lbs. is placed on a plane which rises 3 feet vertically in 5 feet measured up the plane, and the coefficient of friction is $\frac{1}{2}$; find what force (if any) must act on the body up the plane to prevent its slipping.

7. Define specific gravity.

A piece of wood floats in water, and $\frac{1}{3}$ of its volume is above the surface; find its specific gravity.

12. If the wood be now placed in oil, and float with $\frac{3}{10}$ of its volume above the surface, find the specific gravity of the oil.

What is meant by the pressure at a point in a fluid? Show how the pressure, at a point a given depth below the surface of smooth water, may be calculated.

12. The height of the water barometer is 33 feet. A diving bell is sunk in a lake, until the volume of air in the bell is reduced to one-third its original volume. Find the depth of the surface of the water in the bell below the surface of the lake.
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VALU E.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Higher Grade and Honours.

Tuesday, 23rd June.—2 P.M. to 3.30 P.M.

10. *All the steps of the proofs must be given, and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.*

Candidates may try six questions, namely, Nos. 1, 2, 3, and an alternative in each of Nos. 4, 5, 6.

1. Prove that when a point moves in a straight line with uniform acceleration in the direction of motion, its average velocity during any interval is half the sum of its initial and final velocities.

15.

A train starts from rest with uniform acceleration, and, after travelling 10 miles, reaches its full speed of 60 miles an hour. It travels 10 miles at this rate, and is then uniformly retarded, coming to rest after travelling 10 miles more. Prove that its average speed during the whole time it is in motion is 36 miles an hour.

15.

2. If a point move with uniform acceleration, prove that its path is a parabola.

Prove that the range of a projectile on a horizontal plane through the point of projection is proportional to the product of the horizontal and vertical components of its initial velocity.

15.

3. Draw a figure of the system of pulleys in which the same cord goes round all the pulleys, and find the mechanical advantage of the system.

If a force of 56 pounds weight support an attached mass of 200 lbs., and a force of 40 pounds weight support an attached mass of 136 lbs., find the weight of the lower block and the arrangement of cord and pulleys.

Alternative Questions.

- 4a. Find the resultant of two given forces which act at a point in directions inclined at a given angle.

15.

A particle in equilibrium in the plane of a triangle is acted on by forces proportional to its distances from the vertices. Prove that it is situated at the centroid of the triangle.

Or

- 4b. Enunciate the principle of moments, and explain its application to the lever.

15.

A uniform rod AB , one pound in weight and 12 inches in length, being suspended from a point x inches from its centre, it is found that a mass of M pounds hung at A is balanced by 4 lbs. hung at B , while if the mass of M pounds be hung at B it is balanced by 3 lbs. hung at A . Find M and x .

VALUE. 5a. State Boyle's Law.

15. A cylindrical diving-bell, whose height is 8 feet and whose volume is 220 cubic feet, is immersed in water until the top of the bell is 10 feet below the surface. If the height of the water barometer be 33 feet, find how many cubic feet of air, measured at atmospheric pressure, must be pumped into the bell to keep out the water.

Or

15. 5b. Define specific gravity, and explain a method of finding the specific gravity of a liquid.
 A mixture of specific gravity 1.6 is made by adding 5 litres of water to 12 litres of sulphuric acid of specific gravity 1.8 : find approximately what contraction has taken place in the volume of the combined liquids.
15. 6a. Define the hodograph of a moving point, and explain the relation between the velocity at any point of the hodograph and the circumstances of the motion. Deduce the form of the hodograph when a body starts with a given velocity and is acted on by gravity.

15. A point P has an initial velocity V and is acted on by gravity. After two seconds its velocity is found to be horizontal and of magnitude 32 feet per second. Find its initial velocity in magnitude and direction, assuming the acceleration of gravity to be 32 feet per second per second.

Or

15. 6b. State the laws of friction. How does dynamical friction differ from statical friction ?
 A particle is projected with a velocity of 96 feet per second down a rough plane inclined to the horizon at an angle whose tangent is $\frac{5}{12}$. If the coefficient of friction be $\frac{1}{3}$, find (1) the retardation, (2) the velocity after t seconds, (3) when the particle will come to rest.
-

VALUE.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 23rd June.—4 P.M. to 5.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

1. Define a parabola, its focus, directrix, and axis.

16. Prove that in the parabola the subtangent is equal to twice the abscissa and that the subnormal is constant.

18. 2. If in a parabola SY be the perpendicular from S on the tangent at P , prove that Y lies on the tangent at the vertex A , and that SY is a mean proportional between SP and SA .

Prove that PY is a mean proportional between SP and the abscissa AN .

10. 3. If QV be an ordinate to the diameter PV in the parabola, prove that $QV^2 = 4SP \cdot PV$.

14. 4. If S, S' be the foci of a central conic, A, A' the vertices, and X, X' the points in which the transverse axis meets the directrices, prove that AA' is a mean proportional between SS' and XX' .

Prove that any circle through S and X is cut orthogonally by the circle described on AA' as diameter.

18. 5. If from the foci of a central conic perpendiculars are drawn to the tangent at any point, prove that the feet of the perpendiculars are on the circumference of the circle described on the transverse axis as diameter.

If A be a fixed point within a circle, C the centre, and P any point on the circumference, prove that the straight line which bisects AP at right angles is a tangent to an ellipse whose foci are A and C .

14. 6. Prove that if all the generating lines of a cone be produced beyond the vertex, and a plane cut both the cone and the produced cone, the section will be a hyperbola.

VALUE.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 23rd June.—12 Noon to 1.30 P.M.

10. *All the steps of the proofs must be given.* Additional marks will be given for neatness, good style, and accurately drawn figures.

The co-ordinate axes may be assumed to be rectangular.

15. 1. How many conditions are necessary to determine the position of a straight line in a plane? Give examples of the different forms these conditions may assume.

Write down the equations to the straight lines passing through the point (2, 3) and (i) parallel, (ii) perpendicular to the straight line

$$x + 4y = 7.$$

2. If

$$Ax + By + C = 0, \quad A'x + B'y + C' = 0,$$

15. be the equations to two straight lines, prove that the straight line

$$(A + \lambda A')x + (B + \lambda B')y + C + \lambda C' = 0$$

passes through their point of intersection.

Find the relation necessary between a , b and c , in order that the lines

$$ax + by = c,$$

$$bx + cy = a,$$

$$cx + ay = b,$$

may meet in a point.

15. 3. A circle has its centre at (a, b) , and its circumference passes through the origin; find its equation, and the lengths of its intercepts on the axes.

4. The co-ordinates of A, B, P are $(a, 0), (b, 0), (x, y)$. Prove that the tangent of the angle APB is

15.
$$\pm \frac{(a-b)y}{(x-a)(x-b) + y^2}$$

If A, B, C, D be collinear, and the angles APB, CPD are equal, find the equation to the locus of P .

5. Trace the following loci

15. (1) $2x + y = 3$;
 (2) $x^2 + y^2 = 2$;
 (3) $(x-2)^2 + (y-1)^2 = 1$.

Find the two points common to the three loci.

6. Find the equation to the chord of contact of tangents drawn from the point (a, b) to the circle

$$x^2 + y^2 = c^2 ;$$

15. and show that if this chord passes through a fixed point (p, q) then (a, b) lies on a fixed line.

Find the equation to this line when

$$p = q = \frac{1}{2}c,$$

and illustrate your result by a figure.

VALUE.

BOOK-KEEPING.

Friday, 19th June.—2 P.M. to 4.30 P.M.

On 1st July 1902, W. Cobb and J. Ball entered into partnership and commenced business as merchants in the name of Cobb and Ball. They agreed to divide their profit three-fourths to Cobb, and one-fourth to Ball; but the latter as managing partner was to receive a salary of £200 a year out of the profits before division.

Their transactions for three months were:—

		£	s.	d.	
July	1.	W. Cobb contributes his agreed-on Capital which is lodged in Bank	3,000	0	0
"	"	J. Ball do. do.	1,000	0	0
"	"	Purchased from Charles Mitchell— Premises and Furniture	5,000	0	0
		Stable	200	0	0
"	2.	Paid him by cheque	3,200	0	0
"	"	by bill at 3/m/d.	2,000	0	0
"	"	Borrowed from William Crawford on bond over premi-es at 4% and lodged in Bank	3,000	0	0
"	3.	Drew cheque for cash	50	0	0
"	"	Lost by clerk when bringing back money	5	0	0
"	"	Bought Office Books and Stationery (in cash)	12	6	6
"	"	Bought goods from John Williamson	520	10	0
"	4.	Returned to him goods not up to sample	52	0	0
"	10	Sold goods to Charles Mitchell	367	15	0
Aug.	2.	Paid John Williamson (by cheque)	445	1	6
"	"	Discount allowed by him	23	8	6
"	13.	Sold Goods for cash	27	1	3
"	20.	Bought goods from John Williamson	631	2	6
Sept.	6.	Sold goods to Brown Bros.	191	5	0
"	"	Sold to Do. stable which was found not to be required	220	0	0
"	8.	J. Ball draw for private personal expenses (by cheque)	15	0	0
"	10.	Received Brown Bros. acceptance at 3/m/d.	411	5	0
"	"	Discounted same at Bank, yielding	406	2	0
"	30.	Paid wages for quarter (in cash)	49	5	0
"	"	Allow for interest due on Wm. Crawford's loan	30	0	0
"	"	Allow for depreciation of Premises and Furniture	31	5	0
"	"	Goods on hand at this date valued at	733	2	3

Record these transactions in:—

56. Cash Book ;
Invoice (or Goods Bought) Book ;
Returns Book ;
Day (or Goods Sold) Book ;
Journal.

Note.—Do not journalise any entries recorded in the other books.

54. Post from these books to a Ledger.

12. Frame a Profit and Loss Account for the three months ending 30th September, 1902.

Note.—The transfers to the Profit and Loss Account must be by Journal Entries.

12. Frame a Balance Sheet at 30th September 1902.

VALUE.

COMMERCIAL ARITHMETIC.—FIRST PAPER.

Thursday, 25th June.—2 P.M. to 2.30 P.M.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

Fill this in first { *Name of School* _____
 { *Name of Pupil* _____

1. Add—

16459
 3947
 70584
 679
 31886
 49375
 8705
 66993
 24388
 71690
 178
 62949
 20796
 384
 16097
 44968
 1475
 39587
 641
 83649
 30076
 8364
 92873
 15946

13.

VALUE. 2. Write down the values of—

5 per cent. of £364 10s.	...	...	...	_____
2½ „ £198 3s. 4d.	...	...	...	_____
15 „ £47	...	...	...	_____
4 „ £735	...	...	...	_____
1 dozen articles at 6¼d. each	...	...	...	_____
2 „ „ 1s. 1½d. each	...	...	...	_____
1 gross „ 4½d. each	...	...	...	_____
25 articles at 4s. 6d. each...	...	...	...	_____
150 „ 2s. 6d. „ ...	...	...	...	_____
240 „ 1s. 2½d. „ ...	...	...	...	_____
¾ + ⅝ - ⅞	...	...	...	_____
·05 - ·00005	...	...	...	_____
·05 × ·00005	...	...	...	_____
·05 ÷ ·00005	...	...	...	_____
·164 × 125	...	...	...	_____
·164 ÷ 125	...	...	...	_____
Express £4·725 in £ s. d.	...	...	...	_____
„ £16·1875 „	...	...	...	_____
„ 18s. 6d. as a decimal of £1	...	...	...	_____
„ 4s. 3d. as a vulgar fraction of £1	...	...	...	_____
„ 66 yds. „ „ „ 1 mile	...	...	...	_____
„ 1 quarter 12 lbs as a vulgar fraction of 1 ton	...	...	...	_____
„ 3·5 metres + 6·8 decimetres in centimetres	...	...	...	_____
„ 4 kilogrammes + 47 grammes in kilogrammes	...	...	...	_____

12.

COMMERCIAL ARITHMETIC.—SECOND PAPER.

Thursday, 25th June.—2.30 P.M. to 4 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

7. Additional marks will be given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

7. 1. How many men can be employed for £65,458 6s. if each is to receive £18 11s. 6d. ?

7. 2. If the 11th October be a Saturday, what day of the week will the following 28th February be ?

VALUE.

7. 3. Find the price of $4\frac{1}{2}$ per cent. stock when money invested in it brings in a return of $5\frac{1}{3}$ per cent. (Disregard brokerage.)
7. 4. An alloy of silver is mixed with an alloy of gold in the ratio of 7 to 9; the percentage of dross is $13\frac{1}{2}$ in the silver alloy and $17\frac{1}{4}$ in the gold alloy; find the percentage of dross in the mixture.
7. 5. If an article cost 13s. 9d., at what price should it be marked in order that it may be sold at 10 per cent. below the marked price and still bring in a profit of 20 per cent. on the outlay?
13. 6. A rectangular plot of ground is 85 feet long by 72 feet broad and is laid out as a lawn surrounded by a path 2 ft. 9 in. wide; find (1) the area of the path in square yards, (2) the cost to the nearest penny of covering it 3 inches deep with gravel at 10s. the cubic yard.
10. 7. How many silver half dollars can be coined from 10 bars of silver, each 55 centimetres long, 36 millimetres broad and 25 millimetres thick; if a half-dollar weigh 12.5 grammes, and silver be $10\frac{1}{2}$ times as heavy as water, a cubic centimetre of which weighs 1 gramme?
10. 8. Find, to the nearest penny, the amount to which £460 will increase in 4 years at 4 per cent. compound interest payable yearly.
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PART II. OF APPENDIX.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS AND
REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE I.—EXPENDITURE FROM EDUCATION GRANTS.

(A).—Classified according to Object of Grant.

	For Year ended 31 Dec. 1902.		Compared with Year ended 31 Dec. 1901.			
	£	s. d.	Increase.		Decrease.	
	£	s. d.	£	s. d.	£	s. d.
1. Annual Grants for Day and Evening Scholars { Day	754,379	17 5	37,169	7 11	—	—
{ Evening †	97	12 0	—	—	43,386	8 11
Grants for Blind and Deaf Mute Children	3,119	6 0	—	—	44	17 3
2. Grants to School Boards under Act 35 and 36 Vict. c. 62, s. 67, and 60 and 61 Vict. c. 62, s. 1	56,897	14 3	11,092	2 0	—	—
3. Fee Grants for Day Scholars	323,619	3 0	—	—	11,527	19 0
4. Aid Grant for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	12,408	10 9	245	18 0	—	—
5. Special Grants to Schools in Highlands and Islands	2,250	0 0	1,100	0 0	—	—
6. Grants for Training of Teachers	58,809	7 5	6,562	11 7	—	—
7. Pensions and Gratuities to Teachers	9,449	17 5	903	0 3	—	—
8. Grants for Agricultural Education	2,969	13 10	—	—	18	0 8
9. Grants for Science and Art * ‡	50,856	11 1	—	—	29,314	9 10
10. Grants under Code for Continuation Classes	55,843	7 0	55,843	7 0	—	—
11. Grants for Edinburgh Museum of Science and Art	13,843	2 5	4,205	16 4	—	—
12. Administration :—						
Office in London	17,075	2 9	—	—	—	—
Inspection	39,753	4 10	—	—	—	—
Office in Edinburgh	792	3 3	—	—	255	10 5
Total	1,402,164	13 5	117,122	8 1	80,547	6 1

(B).—Classified according to Denomination of Recipients.

	For Year ended 31 Dec. 1902.		Compared with Year ended 31 Dec. 1901.		From 1839 to 31 Dec. 1902.	
	£	s. d.	Increase	Decrease.	£	s. d.
	£	s. d.	£	s. d.	£	s. d.
On Public Schools	671,987	4 11	—	—	12,675,650	18 11
Church of Scotland Schools	27,627	9 10	1,882	7 4	—	—
United Free Church Schools	25,229	7 10	2,809	14 3	—	—
Undenominational Schools	20,627	4 3	363	15 6	3,726,731	0 5
Episcopal Schools	12,929	5 7	51	13 4	—	—
Roman Catholic Schools	67,455	7 10	1,613	9 10	—	—
Administration (as in Table A.)	57,620	10 10	—	—	255	10 5
Grants to School Boards under Acts 35 & 36 Vict. c. 62, s. 67, and 60 & 61 Vict. c. 62, s. 1	56,897	14 3	11,092	2 0	—	—
Special Grants to Schools in Highlands and Islands	2,250	0 0	1,100	0 0	—	—
Fee Grants for Day Scholars †	323,619	3 0	—	—	11,527	19 0
Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	12,408	10 9	245	18 0	—	—
Grants for Agricultural Education	2,969	13 10	—	—	18	0 8
Grants for Science and Art * ‡	50,856	11 1	—	—	29,314	9 10
Grants under Code for Continuation Classes	55,843	7 0	55,843	7 0	—	—
Grants for Edinburgh Museum of Science and Art	13,843	2 5	4,205	16 4	—	—
Expenses of Education Board under Act 35 & 36 Vict. c. 62	—	—	—	—	—	—
Total	1,402,164	13 5	70,208	3 7	51,633	6 7
					23,310,518	6 8

* Prior to 1898 such Grants were paid by the Department of Science and Art.

† These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

‡ In former years such grants were paid by the Department of Science and Art.

§ Grants for Science and Art and for Evening Instruction are now made under the Code for Continuation Classes.

TABLE 2.

TABLE showing Number of SCHOOL-HOUSES built, enlarged, or improved, with Aid from Parliamentary Grants; Total Amount granted; Total Amount raised; Total Amount raised by Promoters; Total Amount expended; and Number of CHILDREN for whom Accommodation has been provided;—Years 1839 to 1887, inclusive.

Denominations.	Number of School-houses* Built.										Total Amount awarded out of Parliamentary Grants.			Total Amount raised by Promoters. (Voluntary Contributions and Rates.)			Total Amount expended.			Number of Children for whom New Schools have been built. †						Number of Children for whom New Schools have been enlarged. ‡						Total Number of Children for whom Accommodation has been created. §					
	Institutions. †			Residences.			Enlarged or Improved.	£	s.	d.	£	s.	d.	£	s.	d.	Juvenile.			Total.			Juvenile.			Total.			Juvenile.			Total.					
	Boys.	Girls.	Mixed.	Infants.	Mixed.	Infants.											Boys.	Girls.	Mixed.	Infants.	Boys.	Girls.	Mixed.	Total.	Boys.	Girls.	Mixed.	Total.	Boys.	Girls.	Mixed.	Total.	Boys.	Girls.	Mixed.	Total.	Boys.
							No. of Depart-ments comprised in these Institutions. †	No. of Depart-ments comprised in these Residences.																													
Public Schools	98	77	95	88	76	370	577,955	7	11	2,097,883	7	8	2,675,838	15	7	13,627	1,394	15,426	37,864	21,972	53,339	4,277	31,584	5,411	4,661	18,956	18,919	18,986	4,397	26,634	4,004						
Church of Scotland Schools	235	56	83	141	90	127	63,761	16	2	135,575	1	7	199,336	17		8815	9978	15,113	1,660	35,566	13,871	959	1619	563	4,588	10,022	10,037	16,732	2,223	4,004							
Free Church Schools	167	47	49	113	12	101	36,615	14	0	75,322	5	7	111,937	19	7	5,480	5,127	1,308	698	24,390	6,211	546	677	177	2,021	6,101	5,673	13,762	875	26,411							
Episcopal Schools	8	4	5	1	1	7	3,915	12	10	6,662	0	2	10,377	13	0	546	746	211	96	1,999	-	88	331	36	455	546	834	542	132	20,544							
Roman Catholic Schools	12	5	5	4	9	3	5,118	0	1	12,563	7	5	17,681	6	1015	848	64	1019	3522	-	-	-	-	-	-	1015	848	640	1019	3522							
Total	1,408	180	227	1,146	327	1,004	687,866	11	0	2,928,008	2	6	3,016,572	18	6	29,488	30,641	18,334	41,887	29,480	78,471	5,670	34,211	61,617	58,615	268,800	266,111	217,566	47,624	858,421							

* Exclusive of Training Colleges.
 † In which separate head teachers are employed.
 ‡ The figures in this group of columns are confined to those cases in which the area of the schoolroom has been increased. The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided without any extension of area.
 § Held in separate buildings, and separately managed.
 § At the rate of 8 square feet of superficial area per child.

**LIST OF DAY SCHOOLS AIDED FROM PARLIAMENTARY
GRANT, WITH STATISTICS RELATING THERETO,
FOR 1901-2, AND SUPPLEMENTARY LISTS OF
SCHOOLS, ETC.**

TABLE 3.

LIST OF SCHOOLS (under Counties and School Board Districts) aided from Parliamentary Grant:

1. The particulars given in regard to each School relate to the School Year (Article II), ending during the twelve months from 1st September, 1901, to 31st August, 1902.
2. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872), are printed in italics.
3. A list of School Boards paid additional grants during the year ended 31st August, 1902, in terms of Section 67 of the Education (Scotland) Act, 1872, as amended by Section I of the Education (Scotland) Act, 1897, will be found in table No. 7. "§ 67" has been printed below against the names of School Boards which appear in that list.

NOTE.—P. denotes that the School is a Public School; H.G.P., that it is a Higher Grade Public School; C.S., that it is in connection with the Established Church of Scotland; F.C., with the United Free Church; E., with the Episcopal Church; R.C., with the Roman Catholic Church. The sign † denotes a fee-paying School, and further particulars as to such Schools will be found in Table No. 5. Where the new figures were not available when going to press, those for the previous year have been given and printed in italics.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-16) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				ADDITIONAL AVERAGE ATTENDANCE ALLOWED UNDER ART. 25 (D).			NUMBER OF TEACHERS.								INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.	£ s. d.
							Under 7.	Above 7 and under 10.	Obtained 10 who have not.	Above 10 who hold Merit Certificate.	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.							
ABERDEEN.																															
ABERDEEN (Burgh) § 67.																															
4640	Ashley Road	P.	12	29838	1233	1202	186	348	453	1045	25	1	9	3797	1348	660						523	1258					9	1906	8	6
2760	Broomhill	P.	10		1311	1067	101	340	437	948	4	4	6	2703	1157	797						890	64					54	1160	14	3
2865	Causewayend	P.	10		1377	1357	222	402	504	1218	24	1	6	3379	1466	975						804	134					9	1488	2	2
6298	Central	P.	10			495	396	12	35	370	14	1	4	2018	862	265						773	76					42	945	3	10
1301	Commerces Street	P.	12		676	654	124	216	243	583	16	2	4	1604	938	496						355	64					65	673	9	6
1570	Ferryhill	P.	11		1125	1136	305	342	429	976	16	2	4	2604	998	554						944	50					11	1163	18	2
2411	Fredrick Street	P.	11		713	668	100	220	281	601	16	1	4	1381	782	381						1481	86					11	704	17	2
4404	Hanover Street	P.	10		950	757	172	325	345	632	16	1	5	2414	522	308						771	36					8	1087	2	0
4425	Holburn Street	P.	11		877	991	171	392	395	879	19	0	0	2551	1033	087						1481	82					8	1087	2	0
6810	King Street	P.	11		1732	1766	396	673	673	1035	98	1	4	4017	1946	084						873	169					87	1066	15	9
2380	Kilgobrewater	P.	12		1020	1140	297	383	439	1018	20	0	9	3777	1909	553						873	169					8	884	15	6
3172	Marwell Street	P.	10		679	631	91	166	232	469	12	12	9	1702	960	352						696	66					8	884	15	6
3172	Middle	P.	10		1162	1078	177	315	494	926	18	18	12	2768	1107	731						831	94					8	1167	11	9
6890	Mill Path	P.	12		1158	1098	270	370	505	1033	25	25	9	3538	1663	601						830	103					..	68	137	11
6890	Mill Path	P.	12		1158	1098	270	370	505	1033	25	25	9	3538	1663	601						830	103					..	68	137	11

3888	Furzehill (now closed)	P.	10	619	24	147	300	486	10	1	4	1488	621	240	628	28	15	528	15	21
4456	Hubbald	P.	10	379	71	128	150	214	6	1	1	106	157	54	87	6	4	181	15	9
5066	St. Clement's Street	P.	12	184	248	255	345	554	18	3	6	1284	1070	670	116	48	4	401	12	7
4512	St. Paul's Street	P.	10	1033	1080	1360	868	900	18	3	8	2888	1870	848	678	88	6	1028	6	6
2981	St. Nicholas	P.	10	1667	1449	257	451	568	29	12	12	3637	1454	969	984	79	8	1407	15	1
1017	St. Nicholas	P.	11	59	688	150	289	704	16	1	4	2021	863	451	660	66	2	817	15	4
6006	Walker Road	P.	11	1571	1526	184	161	152	16	1	4	1396	497	296	660	66	2	817	15	4
3745	Woodfield	P.	11	1561	1526	304	192	188	24	1	7	3124	1442	881	551	52	28	1573	17	1
3890	Woodfield	P.	10	456	513	84	171	322	10	2	6	1890	495	356	406	42	8	553	13	5
2851	York Street	P.	12	1120	1127	280	368	572	16	2	9	2375	1073	611	740	50	1	1184	17	1
4680	Asylum for the Blind	P.	10	419	484	73	140	171	8	1	4	1077	456	308	391	32	..	463	8	7
4780	Asylum for the Blind	R.C.	1	366	174	27	60	61	8	1	..	544	106	66	15	19	..	161	4	9
2988	Deaf and Dumb Institution	R.C.	1	684	526	92	80	89	11	..	10	1300	680	287	72	94	..	204	6	3
3480	Northam	F.C.	1	1089	1040	168	361	397	18	6	9	2308	1190	568	143	462	..	889	11	3
6112	Queen's Cross	R.C.	1	123	185	98	143	113	2	6	3	513	97	62	16	60	..	123	19	6
2591	St. Andrew's	P.	11	454	497	83	147	188	2	6	4	1001	472	246	62	69	..	489	14	6
4290	St. Ann's	P.	11	280	289	40	52	86	2	2	7	486	259	126	81	52	..	289	19	6
4015	St. Joseph's	R.C.	1	249	297	60	60	107	6	3	2	437	186	97	38	24	..	207	13	6
4296	St. Margaret's Mission	P.	0	412	414	66	126	140	6	2	2	692	349	188	48	84	..	365	12	6
4296	St. Peter's	R.C.	1	223	112	..	28	70	1	..	1	268	101	43	16	72	..	114	6	0
ABERDOUR.																				
2768	Aberdour	P.	4	280	108	80	61	5	4	1	1	475	193	100	189	..	..	188	18	9
205	Auchmedden	P.	4	141	75	17	23	23	..	..	..	191	74	42	75	..	..	67	6	9
ABOYNE & GLEN-TANAR.																				
293	Aboyne	P.	3	272	293	41	69	74	4	1	1	442	193	107	100	..	16	268	1	6
821	Glen-Tanar	P.	3	113	72	9	22	26	1	1	..	189	81	38	70	..	..	77	13	9
ALFORD.																				
8671	Alford Village	P.	3	238	159	80	55	52	2	2	..	337	143	80	100	..	14	147	17	6
2583	Gallowhill	P.	3	168	125	10	36	45	1	2	..	297	120	60	75	..	..	121	14	6
ARDALLIE.																				
1559	Ardallie	P.	5	122	86	9	29	39	2	..	1	225	107	52	47	..	..	99	3	0
4101	Female	P.	5	60	67	14	17	26	1	..	1	114	59	33	23	..	..	61	15	1
AUCHINDOIR & KEARN.																				
688	Craig	P.	4	48	90	2	7	7	1	1	..	80	40	9	31	..	..	82	12	9
2810	Lumaden	P.	4	262	172	27	55	56	3	1	..	431	141	77	191	..	..	158	18	0

† For 1 year and 8 months.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at School Year 1900-1902.	£ s. d.									
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Employment.	Voluntary Contributions.	Rates.			School Fees and Books sold to children.	Grants for Secondary and Technical Education.	Other Sources.						
ABERDEEN—contd.																																	
AUCHTERLESS.																																	
3635	Badennoth	P.	6	164	135	10	45	52	6	113	..	2	..	1	242	180	69	..	..	..	..	..	..	..	..	..	..	..	180	18	9	
3458	Kirkcown	P.	6	246	166	14	57	63	3	137	..	2	..	1	396	153	77	..	..	..	..	..	..	..	..	..	..	..	158	18	6	
BELHELVIE.																																	
587	Balmadie	P.	5	160	140	23	45	49	4	121	..	2	..	..	325	180	71	..	..	..	..	..	..	..	..	..	..	..	182	0	3	
464	Craige	P.	5	80	46	11	14	15	..	40	..	1	..	..	93	41	23	..	..	..	..	..	..	..	..	..	..	..	43	15	3	
528	Menie	P.	5	80	40	7	11	11	..	31	..	1	..	..	90	33	18	..	..	..	..	..	..	..	..	..	..	..	33	11	3	
4269	Wester Hatton	P.	5	80	52	10	17	20	..	47	..	1	..	..	93	43	27	..	..	..	..	..	..	..	..	..	..	..	50	11	11	
BIRSE.																																	
2081	Balloch Female	P.	4	53	25	7	5	9	..	21	..	1	..	..	57	24	13	..	..	..	..	..	..	..	..	..	..	..	..	21	4	0
462	Birse	P.	4	71	51	6	15	20	1	44	..	1	..	..	123	41	27	..	..	..	..	..	..	..	..	..	..	..	..	45	6	0
448	Finzean	P.	4	130	72	9	25	29	..	68	..	2	..	..	210	63	38	..	..	..	..	..	..	..	..	..	..	..	..	69	8	3
641	Forest	P.	4	49	9	..	5	3	..	8	..	1	..	..	60	25	7	..	..	..	..	..	..	..	..	..	..	..	..	23	6	0
BOURTHIE.																																	
494	Bourthie	P.	2	67	32	2	11	14	1	28	1	1	..	..	109	40	16	..	..	..	..	..	..	..	..	..	..	..	..	42	12	6
CAIRNEY § 67.																																	
495	Alephoeshillock	P.	6	68	57	11	16	17	..	44	..	1	..	..	93	45	21	..	..	..	..	..	..	..	..	..	..	..	..	57	6	9
4422	Cairney	P.	6	146	63	10	16	27	..	57	..	1	247	70	37	68	0	0
4072	Rothven	P.	6	80	69	9	24	25	1	57	..	1	218	60	39	58	10	0
9559	Windyray	P.	6	67	67	9	18	20	2	49	..	1	214	79	33	75	9	0

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognized Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.								
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grants.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.					
ABERDEEN—contd.																															
DAVOT.																															
2728	Daviot	P.	8	122	150	119	18	41	43	1	103	2	..	301	111	60	18	112	112	10	6	
DRUMBLAID.																															
3190	Drumblaid	P.	6	204	200	149	20	85	62	13	180	2	2	353	157	75	29	69	28	166	0	0
DRUMOAK.																															
146	Drumoak Central.	P.	4	..	155	95	12	85	36	1	84	2	..	299	110	52	28	99	15	98	12	7	
590	Glasnmore	P.	4	..	44	31	10	9	8	..	27	1	..	80	21	13	..	46	26	16	0	
DYCE.																															
2728	Dyce Overtown	P.	1	..	103	78	15	25	26	1	67	1	1	114	64	43	23	3	114	63	16	6	
1587	Dyce Village.	P.	1	..	322	194	34	61	63	5	166	3	4	432	191	102	23	46	192	19	6	
ECHT.																															
2055	Chullerley	P.	5	..	70	44	7	12	18	..	37	1	..	81	41	23	..	17	40	11	6		
2304	Kirkton	P.	5	..	215	120	14	33	45	1	69	2	..	331	113	66	40	112	109	3	0	
3043	Winton	P.	5	..	102	67	15	23	21	..	61	1	..	118	78	46	57	1	9		
ELLOX.																															
203	Berefold.	P.	4	..	147	94	15	31	33	2	81	1	1	262	89	46	..	127	89	1	1		
1870	Drumwhinle	P.	4	..	100	56	12	26	26	3	77	1	1	303	79	44	..	81	84	1	3		
2708	Ellon	P.	4	..	639	413	86	130	146	16	378	7	2	1041	470	233	29	293	77	487	18	6		
100	Esleumont	P.	4	..	134	106	35	30	28	2	66	1	2	225	57	55	..	65	108	3	0		

FINTAY.																
4318	Dhialar	P.	5	86	86	5	13	12	80	80	15	88	87	15	36	48 14
4348	Hutton	P.	5	140	105	16	30	44	92	92	61	292	114	61	116	105 5
FORGUE § 67.																
3141	Forgue	P.	4	180	125	16	40	49	3	108	63	308	115	63	109	123 1 9
3770	Larne	P.	4	140	108	15	31	41	4	91	58	328	112	58	154	108 0 3
3835	Forgue	E.	4	78	37	8	13	14	..	35	19	91	34	..	..	85 12 0
FOVERAN § 67.																
961	Culterculen-	P.	2	210	115	12	46	54	4	116	77	351	141	77	128	185 19 6
820	Foveran	P.	2	204	121	16	41	45	3	105	71	380	128	71	104	182 8 6
3065	Newburgh Mathers	P.	2	247	194	38	53	68	10	169	112	461	218	112	181	201 18 6
FRASERBURGH.																
4440	Fraserburgh.	P.	5	960	722	20	204	386	6	610	532	1847	1042	532	188	720 5 2
6404	Fraserburgh, Infant	P.	5	540	544	276	156	6	..	488	144	622	..	..	478	885 16 9†
5294	Academy (Elementary															
8306	Department)			333	126	1	4	46	55	106	33	644	178	98	..	215 10 9
8517	Broadsea, G.A.	C.S.	5	211	195	45	53	67	..	170	108	214	168	..	..	158 18 6
8517	Fraserburgh, Female															
8143	Industrial.	C.S.	5	188	180	46	52	55	..	153	92	310	150	23	..	183 8 6
	St. Peter's	E.	5	304	338	39	128	107	..	274	168	563	336	48	..	310 2 7
FVIE.																
8146	Fvie.	P.	3	179	110	22	36	32	4	94	59	420	125	59	180	111 17 0
2657	Kyrie, Female	P.	3	123	66	8	16	22	5	51	28	143	51	..	..	57 0 0
3250	Metlicolia	P.	3	204	144	14	46	58	4	122	74	348	141	..	..	140 18 6
1158	Speanmuirhill	P.	3	162	50	4	17	17	1	39	..	129	50	..	..	43 5 0
8634	Woodhead	P.	3	162	91	17	23	26	2	73	49	230	93	..	..	81 16 3
2280	All Saints'	E.	3	62	34	10	6	10	..	26	..	72	31	..	..	27 6 6
4040	St. Katharine's, Female	C.S.	3	96	43	7	15	15	..	37	..	77	39	..	..	34 16 3
GARTLY.																
2527	Brnes	P.	3	47	36	6	12	12	..	30	16	77	86	..	19	47 11 0
3939	Centra.	P.	3	135	94	8	30	37	2	77	44	288	81	..	68	85 15 3
GLASS.																
1371	Bellorney	P.	2	100	80	6	15	11	1	33	19	112	45	..	47	35 15 6
509	Glass	P.	2	162	114	12	40	42	6	100	64	293	119	..	85	130 12 6

† For 9 months.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.
ABERDEEN—contd.																							
KINTORE & ST.																							
2637	Kintore	P.	1	603	383	320	38	90	111	12	251	4	2	669	288	145	49	186	186	299 19 3			
2173	Leyside	P.	1		86	77	12	25	28	1	65	1	1	181	35	35	47	47	172 18 6				
4561	Port Elphinstone	P.	1		218	188	42	65	55	1	163	2	4	368	171	96	101	101	181 18 6				
LEOCHEL CUSHNIE.																							
313	Cairncroft	P.	3	251	60	52	10	15	20	45	1	1	181	61	29	92	92	92	58 17 6				
350	Corse	P.	3		128	98	16	29	34	3	82	2	2	235	91	49	74	74	91 11 3				
3810	Crappanear	P.	3		140	88	11	20	32	70	2	2	274	79	43	158	158	158	80 3 0				
3888	Cushnie	P.	3		106	73	8	22	29	61	2	2	276	72	38	166	166	166	67 13 3				
LESLIE.																							
3284	Leslie	P.	1	106	108	95	10	33	33	76	1	1	271	74	43	47	107	107	78 6 0				
LOGIE-BUCHAN.																							
4008	Attroche	P.	4	145	100	58	5	20	24	49	1	1	168	52	31	75	75	75	50 18 0				
1486	Tipperary	P.	4		80	83	16	25	30	71	1	1	173	63	36	76	76	76	76 18 0				
LONGE-COLDSTONE.																							
8631	Loche-Coldstone	P.	3	169	155	81	7	24	38	4	73	2	2	253	90	46	98	98	87 4 6				
2196	Milvie	P.	3		53	28	8	12	9	24	1	1	68	28	16	33	33	33	36 5 9				
LONGHIDE & ST.																							
1410	Kilmarnock	P.	3	583	173	130	22	39	48	2	106	2	2	244	110	61	73	73	116 7 0				

School	Year	P.	F.	S.	U.	T.	A.	C.	H.	I.	U.	R.	C.	O.	U.	I.	S.	T.	P.	C.	O.
LONMAY § 67.																					
1481 Blackhills	1897	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1482 Lomay	1897	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
411 St. Combe	1897	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
LUMPHANAN.																					
3768 Lumphanan	1901	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MELDRUM § 67.																					
8277 Commercial Road	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1803 Kirk Street, Infant	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1600 Tulloch	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
METHLICK.																					
4294 Cairnrie	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
122 Methlick	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MIDMAR.																					
3800 Midmar and Corstineae Memorial	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MILBREX.																					
2607 Milbrey District, Female	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1908 Milbrey Male	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2977 Milbrey District	1900	C.S.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MONQUHITTER § 67.																					
4080 Garmond, Female	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1165 Gresnaw	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3837 Monquhitter	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MONYMUSK § 67.																					
24 Monymusk	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4708 Sir Arthur Grant's	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4632 Tillyfourie	1900	P.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Schools Aided by Parliamentary Grants.

NEW PIRALICO § 67.			NEW PIRALICO § 67.										NEW PIRALICO § 67.																	
1164	Glasgow	P.	70	46	4	12	10	1	47	1	110	60	52	..	28	..	34	..	..	..	..	..	..	..	..	..	..	51	6	6
3331	New Piralico	P.	464	304	67	35	105	11	287	..	470	301	160	..	80	..	80	..	..	..	..	..	..	..	..	..	..	288	14	4
3284	St. John's	R.	314	164	86	56	54	14	333	..	300	146	77	..	10	..	..	..	..	..	..	..	..	..	..	..	..	181	1	6
OLD DEER § 67.																														
3068	Bulwark	P.	62	34	13	14	4	..	31	1	80	28	16	..	..	..	36	..	..	..	..	..	..	..	..	..	..	31	10	0
3006	Clackan	P.	110	98	20	30	23	2	76	..	230	83	47	..	..	..	39	..	..	..	..	..	..	..	..	..	..	81	18	9
419	Kethmangus	P.	110	98	23	30	26	..	79	1	224	96	60	..	..	..	68	..	..	..	..	..	..	..	..	..	..	88	16	8
5371	Mead	P.	390	238	43	71	72	11	197	1	486	255	130	..	..	..	76	..	..	..	..	..	..	..	..	..	..	93	16	3
3424	Old Deer	P.	167	119	11	20	54	12	97	..	409	96	55	..	66	..	174	..	..	..	..	..	..	..	..	..	..	154	16	14
3785	Old Deer, Girls	P.	91	67	12	13	20	2	47	..	166	63	32	..	4	..	..	..	..	..	..	..	..	..	..	..	..	67	17	44
3976	Skenevas	P.	142	98	17	31	34	4	86	..	249	93	51	..	..	..	104	..	..	..	..	..	..	..	..	..	..	98	17	44
2473	Stuartfield, Girls	P.	140	113	26	39	29	..	94	1	296	131	71	..	..	..	92	..	..	..	..	..	..	..	..	..	..	99	15	3
OLD MACHAR.																														
5643	Bridges of Don	P.	159	91	20	37	24	..	81	2	253	92	54	..	..	..	100	..	..	..	..	..	..	..	..	..	..	86	5	6
3623	Demons	P.	101	68	14	24	20	..	58	1	142	54	27	..	..	..	57	..	..	..	..	..	..	..	..	..	..	62	3	0
1064	Whitestripes	P.	97	73	8	29	26	1	64	1	163	70	40	..	..	..	46	..	..	..	..	..	..	..	..	..	..	70	8	9
OYNE.																														
3676	Oyne	P.	164	124	16	39	46	4	106	2	364	123	69	..	..	..	115	..	..	..	..	..	..	..	..	..	..	130	19	0
PETERCULTER.																														
370	Countesswells	P.	84	65	16	20	18	..	54	1	153	57	34	..	..	..	62	..	..	..	..	..	..	..	..	..	..	57	5	6
468	Craigston	P.	456	312	58	103	104	3	268	5	738	291	162	..	..	..	291	..	..	..	..	..	..	..	..	..	..	301	13	9
145	Culls	P.	334	259	42	80	85	4	211	5	663	196	110	..	..	..	366	..	..	..	..	..	..	..	..	..	..	237	5	3
722	Kettleston	P.	89	61	6	18	26	2	52	1	173	69	32	..	..	..	72	..	..	..	..	..	..	..	..	..	..	68	0	0
PETERHEAD (Burgh) § 67.																														
4290	Acedemy	P.	546	373	..	..	202	111	313	6	1562	560	196	..	..	..	358	..	..	..	..	..	..	..	..	..	..	583	2	11
3709	Buchanven	P.	546	373	..	..	..	..	126	2	255	126	74	..	..	..	47	..	..	..	..	..	..	..	..	..	..	130	13	3
3827	Central	P.	992	812	104	300	320	..	724	12	1694	793	430	..	..	..	318	..	..	..	..	..	..	..	..	..	..	823	5	4
2171	Infant	P.	440	466	254	117	..	..	371	7	744	376	226	..	..	..	..	..	..	..	..	..	..	..	..	..	..	377	16	3
557	North	P.	668	361	..	94	200	..	294	6	781	294	149	..	..	..	337	..	..	..	..	..	..	..	..	..	..	344	14	2
4700	North Infant	P.	216	195	105	52	..	..	157	4	355	176	106	..	..	..	71	..	..	..	..	..	..	..	..	..	..	160	4	2
2247	St. Peter's	E.	339	356	73	124	126	..	323	4	698	347	193	43	..	..	..	..	..	..	..	..	..	..	..	..	..	364	15	10
PETERHEAD (Landward) § 67																														
3985	Blackhills	P.	130	113	21	41	38	1	101	1	234	112	62	..	..	..	58	..	..	..	..	..	..	..	..	..	..	111	9	6
104	Boilham	P.	480	290	43	86	102	2	238	3	661	294	156	..	..	..	208	..	..	..	..	..	..	..	..	..	..	294	3	0
2584	Burnhaven	P.	237	172	38	61	52	2	153	3	329	161	91	..	..	..	165	..	..	..	..	..	..	..	..	..	..	165	6	0
901	Tortorston	P.	101	104	24	38	32	..	94	1	190	88	49	..	..	..	47	..	..	..	..	..	..	..	..	..	..	100	9	0

40	ST. PEARCE	286	171	30	54	56	0	140	..	..	3	1	1	2	151	88	..	23	..	..	88	46	..	..	128 11 0 61 4 3
1347	Central- Northern	..	257 101	4 4	P. P.	..	..	56	24	28	..	..	..	..	128	20	..	..	..	..	..	..	..	..	..
1874	SAVOCH.	392	70	17	22	28	..	67	..	..	2	1	1	208	71	80	..	..	..	..	..	..	..	..	72 4 0 78 8 0 67 15 0
409	Armagh	..	121	..	..	..	..	..	..	..	..	..	..	204	80	44	..	..	..	..	..	..	..	..	..
3419	Brasside Savoeh, Girls	..	111 104	5 5	P. P.	..	..	66 61	24 22	26	..	..	..	164	02	84	..	..	..	..	..	..	..	..	..
2994	SIENE.	309	122	12	32	62	7	108	..	..	2	1	1	300	121	62	..	22	..	..	..	..	..	..	124 9 0 68 8 3 42 0 0
3811	Central.	..	160	..	..	..	..	..	..	..	..	..	..	143	56	30	..	..	..	..	..	..	..	..	..
6412	Garlogie	..	100	7	14	30	..	61	14	27	1	1	1	96	17	78	..	..	..	..	..	..	..	..	..
4337	Lyne Westhill	..	83 131	5 5	P. P.	..	..	59 69	18 24	35	..	1	2	179	84	46	..	..	..	..	..	..	..	..	..
1485	SLAINS.	210	74	16	17	18	3	46	..	..	1	1	1	109	50	29	..	21	..	..	..	..	..	..	48 2 3 76 18 0 29 5 6
3811	Collieston	..	100	8	26	28	3	66	..	..	1	1	1	228	30	42	..	10	..	..	..	..	..	..	..
3019	Slains The Bruce Hay, Girls	..	72	5	12	10	..	27	..	..	..	..	..	93	22	13	..	..	..	..	..	..	..	..	..
500	STRATHDON.	211	58	45	6	10	21	37	..	..	1	..	..	141	62	26	..	..	..	..	..	..	..	..	66 1 2 34 6 0 47 7 6 48 8 0 46 15 3
4050	Corgarff	..	50	37	3	10	14	30	..	..	1	1	1	100	31	16	..	..	..	..	..	..	..	..	..
3948	Forbeston, Female	..	48	40	7	11	12	30	..	..	..	..	..	97	46	17	..	46	..	..	..	..	..	..	..
3844	Knocklea	..	96	62	8	16	16	44	..	..	1	1	1	196	36	22	..	..	..	..	..	..	..	..	..
4042	Strathdon	..	74	38	5	11	12	28	1	..	..	..	..	108	47	17	..	..	..	..	..	..	..	..	..
4042	Tillyduke	..	74	38	5	11	12	28	1	..	..	..	..	108	47	17	..	..	..	..	..	..	..	..	..
3376	STRICHEN.	431	307	54	103	104	22	233	..	..	4	1	1	715	320	168	..	36	..	..	..	..	..	..	245 6 6 24 14 9 62 4 9
3012	Technuiry, 2nd	..	115	41	10	14	9	33	..	..	1	..	1	96	36	20	..	..	..	..	..	..	..	..	..
3607	All Saints	..	160	67	23	18	17	58	..	..	1	..	1	132	61	38	..	..	..	..	..	..	..	..	..
3890	TARLAND.	132	176	156	21	48	57	123	..	..	3	..	..	370	138	76	..	20	..	..	..	..	..	..	135 8 9
5664	TARVES.	469	86	16	29	28	..	74	..	..	1	..	..	129	68	86	..	..	..	..	..	..	..	..	69 16 5 71 1 7 88 13 6 134 2 3
620	Auchally	..	124	86	6	27	28	61	1	..	2	..	..	235	73	43	..	20	..	..	..	..	..	..	..
4321	Barthol Chapel	..	102	103	14	31	36	81	1	..	1	1	1	178	94	52	..	41	..	..	..	..	..	..	..
575	Craiglam, Female Tarras	..	233	161	26	42	4	120	2	..	3	1	1	425	139	76	..	..	..	..	..	..	..	..	..
575	Tarras	..	233	161	26	42	4	120	2	..	3	1	1	425	139	76	..	..	..	..	..	..	..	..	..

† For 3 months.

List of Schools aided from Parliamentary Grant—*Continue 1.*

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Registers during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (D).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902. £ s. d.				
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
ABERDEEN—contd.																											
TOUGH																											
4036	Tough	P.	3	139	150	135	22	46	49	2	119	2	2	1	279	121	64	19	74	1	1	180	7	3			
TOWIE																											
4096	Ardlair	P.	4	187	57	21	9	6	7	92	1	3	77	81	11	85	37	17	3	37	17	3	37	17	3		
3905	Towie	P.	4	149	149	107	13	36	39	4	92	3	325	90	49	132	106	14	3	106	14	3	106	14	3		
TULLYNESSLE & FORBES.																											
3395	Tullynessle and Forbes	P.	3	183	180	140	20	41	54	3	118	2	397	125	68	180	23	180	180	180	15	9	180	15	9		
TURRIFF & 67.																											
4199	Ardmiddle	P.	6	839	100	74	14	28	27	67	2	1	187	74	43	70	72	12	3	72	12	3	72	12	3		
1725	Birkenhills	P.	6	110	110	92	15	30	30	75	1	1	204	88	46	67	81	7	6	81	7	6	81	7	6		
2519	Fleethy	P.	6	147	147	126	17	39	52	108	2	1	245	115	63	66	113	19	6	113	19	6	113	19	6		
3396	Turriff	P.	6	805	805	601	90	167	241	85	583	2	4	1,648	610	321	52	327	634	4	3	634	4	3	634	4	3
TYRIE																											
3973	Tyrie	P.	2	156	156	74	12	27	25	64	2	2	253	62	34	109	48	60	10	60	10	3	60	10	3		
2541	Boynadle	E.	2	156	156	102	20	26	33	81	1	1	145	59	50	10	9	86	10	3	86	10	3	86	10	3	
UDNY.																											
277 B	Mincedlyer	P.	3	142	142	126	19	40	45	116	2	2	392	124	70	117	50	117	116	116	15	6	116	15	6		
3129	Udny Green	P.	3	146	146	70	18	19	30	62	1	1	346	68	37	116	50	116	116	116	17	3	116	17	3		

3140	YTHIAN WELLS.	328	180	49	18	18	13	1	45	..	1	..	1	114	40	96	..	..	119	67	..	..	10	..	..	47 13 6	106 3 0
2504	Corse Ythan Wells.	..	180	107	8	36	36	7	87	..	2	..	254	101	51	..	..	..	..	..	..	..	..	..	..	..	..
ARGYLL.																											
ACHARRACLE.																											
2911	Acharacle	7	90	55	3	12	32	..	47	..	1	..	1	162	36	26	..	..	..	..	..	..	..	..	..	82 2 11	25 15 0
1623	Elanahona	7	35	12	1	2	5	..	8	1	1	..	79	25	6	..	..	..	40	..	..	..	..	..	..	21 0 0	21 0 0
2085	Glenborrodale	7	56	18	2	1	2	..	6	..	1	..	64	23	4	..	..	..	38	..	..	..	..	..	..	29 4 0	59
1814	Kinlochmoidart	7	24	13	2	2	2	..	12	..	1	..	..	..	7	..	..	..	..	..	..	..	..	..	..	20 10 10	..
4623	Refollan	7	45	18	2	5	3	2	12	..	1	..	..	57	33	8	..	..	16	..	..	..	..	..	..	..	..
2068	Mingarry	7	60	50	..	12	31	..	43	..	1	..	..	97	54	19	6	..	..	..	30	..	..	..	..	58 6 3	..
ARDCHATTAN AND MUCK- AIEN.																											
707	Achnaveen	5	107	74	16	18	30	2	65	..	2	..	..	212	96	53	..	..	..	..	..	..	..	..	..	90 10 6	..
755	Ardochattan	5	50	39	4	14	16	1	34	..	1	..	..	224	62	23	..	..	..	..	..	..	..	..	..	59 18 0	..
1196	Glenelvie	5	25	15	1	6	4	1	12	..	1	..	..	74	18	7	..	..	..	..	..	..	..	..	..	29 10 0	..
4907	Letterwood	5	54	37	3	11	16	..	30	..	1	..	..	85	52	18	..	..	15	..	..	..	..	..	..	52 9 0	..
3960	Lochnell	5	85	44	8	10	15	..	33	..	1	..	..	209	57	16	..	..	136	..	..	..	..	..	..	63 5 0	..
2370	Tegynwiz	5	100	101	4	18	46	2	70	..	1	1	..	235	111	44	..	..	..	..	..	..	..	..	..	106 5 0	..
ARDGOU.																											
2466	Argou	6	60	26	1	9	15	..	25	..	1	..	..	82	47	16	..	..	..	..	..	..	..	..	..	48 7 9	..
3382	Dunisky	6	40	30	..	11	15	..	26	..	1	..	..	83	34	9	..	..	..	..	..	..	..	..	..	47 14 0	..
1866	Kingslirioch	6	36	11	1	3	4	..	8	..	1	..	..	86	32	7	..	..	..	..	..	..	..	..	..	25 11 6	..
398	Trialgaf	6	36	20	4	6	6	..	16	..	1	..	..	62	25	6	..	..	..	..	..	..	..	..	..	34 11 6	..
ARDNAMURCHAN § 67.																											
4028	Achnoich	7	67	30	1	8	12	3	24	..	1	..	..	138	47	15	..	..	..	..	..	..	..	..	..	47 0 3	..
788	Kilchoan	7	60	34	4	11	15	..	30	..	1	..	..	104	60	23	..	..	..	..	..	..	..	..	..	49 4 9	..
1186	Kilmory	7	51	22	1	7	10	2	20	..	1	..	..	63	34	8	..	..	..	..	..	..	..	..	..	40 2 0	..
CAMPBELLTOWN (Burgh).																											
3068	Dalintober	4	829	528	107	173	178	..	458	..	8	3	2	1255	646	253	..	..	336	..	..	..	..	..	..	614 17 6	..
2415	Grannur	4	914	617	77	106	197	179	559	..	13	4	2	2485	1031	364	..	..	400	..	300	..	..	..	..	1166 7 3	..
1892	Millknowe	4	840	684	106	215	247	..	568	..	11	3	8	1633	776	340	..	..	517	..	..	..	..	..	..	783 19 6	..
1862	S.L. Kierans	4	343	159	40	43	53	..	136	..	2	..	1	1357	160	79	..	..	..	..	72	..	..	..	..	179 3 9	..

KILPATTON.																		
3076	Arbeg.	P.	6	68	7	16	21	43	1	1	198	60	28	10	89	55	10	8
2990	Glenegdale.	P.	6	66	10	6	0	15	1	1	74	80	7	..	87	34	7	0
1211	Kintour.	P.	6	66	10	6	8	14	1	1	72	35	10	..	28	33	11	6
480	Os.	P.	6	72	11	3	5	8	1	1	84	29	6	..	6	24	19	3
3604	Port Ellen.	P.	6	308	38	69	74	17	4	1	666	818	113	56	79	818	18	2
KILFINAN.																		
4287	Ardmont.	P.	4	36	4	6	14	24	1	1	85	44	13	..	27	47	1	6
2776	Kilman.	P.	4	80	40	12	18	..	2	1	108	62	21	..	26	61	17	6
4341	Millhouse.	P.	4	186	94	29	42	2	2	2	274	180	56	..	90	124	7	10
94	Oter Ferry.	P.	4	37	13	3	6	4	1	1	70	31	7	..	32	82	17	9
2238	Tighnabruach.	P.	4	156	143	19	56	15	3	2	367	211	79	40	36	224	12	1
KILFINCHEN AND KILVICKEON.																		
6655	Archevaig.	P.	6	27	22	7	8	19	1	1	59	36	10	..	13	39	8	6
230	Bunessan.	P.	6	105	79	5	24	..	1	1	147	76	36	..	96	84	2	0
3847	Creich.	P.	6	124	61	2	18	2	1	1	134	69	27	..	39	63	9	0
6115	Errald.	P.	6	26	11	3	5	11	1	1	64	29	7	..	28	29	1	3
2727	Iona.	P.	6	115	53	9	15	54	1	1	158	31	32	32	12	51	3	2
1488	Pennyghael.	P.	6	60	28	7	13	27	1	1	164	68	27	..	30	73	9	0
KILBARROW AND KILMENY.																		
3469	Bownore.	P.	6	285	209	58	79	11	6	1	715	296	107	106	146	302	13	7
735	Bunababhain.	P.	6	53	23	7	9	1	1	1	67	49	17	..	17	39	14	0
645	Kiels.	P.	6	98	60	70	20	1	1	1	114	70	27	..	11	69	0	0
798	Kilmny.	P.	6	59	64	7	19	4	1	1	179	92	31	..	23	94	5	6
3906	Mulindry.	P.	6	61	36	5	12	12	1	1	64	52	17	..	..	49	15	6
4458	Newton of Kilmny.	P.	6	144	111	8	38	43	2	1	218	168	58	..	3	150	4	3
KILEAN & KILCHENZIE.																		
2345	Ballochlee.	P.	4	60	13	5	7	12	1	1	74	31	8	..	35	31	7	9
2963	Glenbar.	P.	4	76	39	11	19	33	1	1	146	72	24	..	60	53	13	9
4363	Kilchenzie.	P.	4	69	43	4	14	19	1	1	186	63	22	..	52	64	1	3
3214	Killeen.	P.	4	72	21	2	8	1	1	1	135	50	16	..	69	40	7	3
2245	Rhussaorine.	P.	4	78	48	12	17	1	1	1	153	74	28	..	53	67	4	3
KILMARTIN.																		
75	Kilmartin.	P.	5	160	101	18	37	3	2	1	350	118	54	..	173	116	1	0
KILMODAN.																		
4097	Kilmoran.	P.	4	62	19	3	9	1	1	1	122	39	7	..	87	26	18	9
3218	Stronafan.	P.	4	60	20	2	7	18	1	1	118	88	11	..	86	37	4	0

4300	North of Ayrin	P.	6	130	84	0	30	84	5	68	..	3	..	..	..	127	40	..	..	..	..	119	3	6
1908	Carnock	E.	0	81	62	11	14	23	..	48	..	1	..	..	..	160	76	34	9	..	..	59	9	3
4879	South Ballachulish, St. John's	E.	0	170	98	24	39	28	..	81	..	1	1	1	1	200	115	64	13	..	..	108	4	0
LOCHGILFHEAD.																								
1168	Aird	P.	5	60	34	7	9	13	1	30	..	1	..	..	..	80	52	17	..	..	..	53	12	0
2089	Ardrhaig	P.	5	278	221	30	66	86	14	196	..	3	1	..	..	5	87	194	..	..	..	30	328	10
2308	Lochgilfhead	P.	5	300	300	46	99	101	12	257	..	4	..	..	..	714	421	160	..	..	..	40	414	6
LOCHGILFHEAD AND KILMORICH.																								
2930	Kilmorich	P.	4	44	35	6	10	13	..	29	..	1	..	..	..	198	54	18	..	..	..	52	7	9
2503	Lochgilfhead	P.	4	72	31	3	10	12	2	37	..	1	..	..	..	275	82	30	..	..	..	74	11	3
MORVERN.																								
1764	Bunavullin	P.	7	55	90	4	11	12	..	37	..	1	..	..	..	82	49	20	..	..	..	50	1	6
1765	Chagan	P.	7	68	19	5	7	5	..	17	..	1	..	..	..	112	39	13	..	..	..	26	8	0
3972	Lochaline	P.	7	67	51	5	8	26	..	39	..	1	..	..	..	117	73	83	..	..	..	61	19	0
NORTH KNAPDALE § 67.																								
1177	Ashfield	P.	5	39	17	5	3	7	..	15	1	1	..	..	..	95	36	10	..	..	..	35	14	3
2335	Bellanoeh	P.	5	73	39	4	5	18	4	31	..	2	..	..	..	206	77	22	..	..	..	71	1	3
2533	Tayvallich	P.	5	100	54	5	15	24	..	44	2	1	..	..	..	212	95	32	..	..	..	100	13	0
OBAN (Burgh).																								
2638	High	P.	0	1529	735	119	233	311	..	663	..	14	2	4	2056	936	357	..	..	..	1056	7	7	
2638	High, H.G.	H.G.	6	480	113	..	..	..	103	103	..	2	1	..	1081	324	49	..	..	..	410	8	1	
206	Oban	P.	5	110	82	18	28	24	..	70	..	1	..	..	..	178	76	37	9	..	..	88	16	0
4225	St. John's	E.	5	106	93	19	26	36	2	83	..	2	..	..	..	222	98	44	11	..	..	112	4	0
SADDELL AND SKIPNESS.																								
2922	Garradale	P.	4	156	134	12	40	54	3	109	..	2	..	..	..	275	135	62	..	..	..	144	6	9
560	Sadell	P.	4	54	34	3	8	10	1	22	..	1	..	..	..	142	48	14	..	..	..	42	13	6
4621	Skipness	P.	4	54	20	2	7	7	..	17	..	1	..	..	..	96	32	12	..	..	..	37	4	6
4488	Spernaig	P.	4	30	18	2	4	8	1	15	..	1	..	..	..	115	37	10	..	..	..	35	3	3
SALEN.																								
703	Salen	P.	0	120	34	5	7	12	3	37	..	1	..	..	..	242	76	26	..	..	..	63	13	6

† For 14 months.

List of Schools aided from Parliamentary Grant—Continued.

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							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Fees.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.													
ARGYL—OUTH.																																							
SMALL ISLES (of Inverness-shire).																																							
182																																							
SOUTHEND.																																							
1926	Glenbreckie	P.	4	4	45	29	1	10	12	9	23	1	1	1	125	52	17	57	45	13	9							
2246	Southend	P.	4	4	150	93	13	28	34	9	34	..	1	1	201	122	47	31	152	6	6								
SOUTH KNAPDALE.																																							
104																																							
1441	Anchoish	P.	5	5	27	11	1	4	5	10	10	..	1	..	70	23	6	36	27	8	0					
717	Dunmore	P.	5	5	49	31	6	8	8	2	24	..	1	..	112	33	9	71	46	11	84				
1430	Invernil	P.	5	5	24	10	2	2	2	9	9	..	1	..	60	38	6	35	26	18	3			
4026	Kilberry	P.	5	5	63	31	7	6	12	..	26	..	1	..	102	42	13	48	51	3	41		
4004	Ormsary	P.	5	5	60	12	4	4	4	..	12	..	1	..	62	24	5	33	29	8	0		
STRALACHLAN AND STRACHUR.																																							
101																																							
3355	Poll	P.	4	4	72	14	2	7	8	..	12	..	1	..	65	32	8	25	29	13	9		
2987	Strachur	P.	4	4	50	65	5	18	24	3	50	..	2	..	270	73	31	154	78	6	0	
3502	Stralachlan	P.	4	4	76	21	4	3	10	..	17	..	1	..	164	34	10	120	37	8	6
FRONTIAN.																																							
92																																							
4126	Stronhlan	P.	6	..	139	90	8	19	28	6	66	..	2	..	239	105	38	68	104	23	3	
TARRANT & BT.																																							
463																																							
4610	Tarbert	P.	6	..	659	469	93	135	139	64	421	..	0	1	1310	730	233	54	702	5	0	

TORONAY.		94											95											96
899	Crofton	P. 6	27	18	6	2	4	11	1	1	61	87	9	54	28	2	0							
907	Kinlochpalve	P. 6	46	27	4	8	13	24	1	1	102	38	14	38	46	6	0							
407	Lochdonhead	P. 6	87	98	4	11	16	34	1	1	160	70	57	34	70	17	8							
TREES § 67.																								
1864	Ballmartin	P. 7	104	84	11	26	29	66	2	1	219	88	40	01	88	9	6							
2008	Cornalmore	P. 7	149	189	12	43	48	9	2	2	316	173	64	79	180	19	8							
8008	Hillpool	P. 7	120	108	7	28	42	18	2	2	311	189	46	76	180	16	7							
2847	Ruarik	P. 7	94	61	6	18	23	4	1	1	160	84	33	42	1									
1626	Searmish	P. 7	70	36	5	6	18	1	1	187	59	19		60	57	16	11							
A.Y.R.																								
ALLOWAY.																								
2249	Alloway	P. 2	285	216	30	71	82	2	3	1	584	201	112	18	207	14	0							
ARDROSSMAN.																								
2724	Academy	P. 6	254	252	13	69	136	218	7	1	960	271	109	251	349	267	7							
E.G.	H.G.	H.G.P.	195	106				89	2		1223	257	76	343	175	826	19							
1877	Edinton	P. 12	965	439	79	154	155	958	6	4	1833	409	233	673	14	4	12							
967	Saltcoats	P. 12	689	804	137	282	290	4	12	6	1732	745	444	502	66	901	11							
2032	Wilton	P. 12	497	449	81	156	156	382	8	2	1250	405	217	708	59	469	14							
4487	Saltcoats	R.C. 11	313	451	83	145	142	370	4	1	775	348	136	166	19	365	19							
AUCHINCLOSS § 67.																								
2769	Auchinleck	P. 10	465	487	119	162	134	414	5	2	891	415	235	250	450	10	0							
3773	Greenberry	P. 10	210	183	34	51	35	140	2	1	272	132	272	108	165	4	9							
2179	Paterson	P. 10	298	284	51	102	86	2	4	1	544	541	177	177	296	11	0							
1388	Glenmuir	P. 10	110	29	4	11	9	54	1	1	101	36	13	51	41	2	8							
2285	Lugar	P. 10	333	275	53	97	89	239	4	1	637	253	133	161	263	9	9							
1723	St. Patrick's	R.C. 5	275	206	49	75	51	175	2	1	365	170	98	66	187	11	0							
A.Y.R. (Burgh).																								
608	Granaray	P. 2	430	425	44	86	177	372	9	3	1255	406	315	83	526	15	1							
4077	Lady J. Hamilton's	P. 2	450	257	55	94	146	217	4	3	671	273	136	254	296	6	10							
3474	Newdonhead	P. 2	862	783	130	259	259	657	10	4	1367	688	372	465	785	10	4							

† For 13 months

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A.V.R.—contd.																							
A.V.R. (Burgh)—contd.																							
2108	Newton-on-Ayt, Academy	P.	2	483	588	82	178	182	487	6	2	4	1083	499	564	296	41	13	486	1	8		
4674	Russell Street	P.	1	1168	1088	151	398	402	989	16	5	3	2238	1122	572	411	125	7	1176	14	9		
2306	Smith's Institution	P.	2	550	363	70	181	184	335	6	2	4	964	374	191	250	13	28	383	10	11		
3716	Wallacetown	P.	2	484	476	91	146	150	387	6	2	3	1080	437	241	317	29	6	443	0	8		
3292	Ayt.	E.	2	297	308	56	103	96	255	3	1	4	590	271	145	..	62	..	277	3	6		
4051	St. Margaret's	E.C.	10	488	466	92	181	151	374	3	6	..	892	339	196	..	257	..	430	14	4		
BALLANTRAE.																							
506	Auchenflower	P.	3	60	28	3	9	8	21	1	86	48	16	27	88	1	3		
1184	Balchodowan	P.	3	48	20	1	4	9	14	2	1	..	100	80	9	61	80	17	9		
2743	Balantreas	P.	3	208	168	37	47	50	146	1	1	1	514	186	90	207	180	0	3		
3504	Glenapp	P.	3	42	9	2	4	3	9	1	78	19	2	37	24	2	0		
BARR.																							
2888	Barr	P.	3	125	63	8	18	20	56	2	306	64	32	370	72	8	6		
1111	Changuloch	P.	3	42	14	2	3	5	10	1	101	..	8	98	26	14	10		
7198	Rowantree	P.	3	32	12	3	3	3	9	1	97	28	7	68	24	0	0		
BERTH.																							
2080	Academy	P.	1	1924	1005	169	305	319	633	11	4	6	2308	1024	470	781	1071	0	11		
397	Greenhills	P.	1	200	207	23	61	65	149	2	1	1	158	166	87	235	174	0	1		
2577	Baths, Industrial (now closed)	C.M.	1	150	118	17	20	20	89	1	1	1	232	106	54	83	0	5			
									96	232	106	54	113	18	6			

School No.	School Name	P.	5	200	117	20	28	51	90	3	2	1	258	108	57	64	94	110 18 0
3760	Barhill	P.	5	200	117	20	28	51	90	3	2	1	258	108	57	64	94	110 18 0
3765	Colmason	P.	5	127	60	18	23	27	20	1	1	..	225	80	46	100	100	97 10 0
1708	Corwar	P.	5	60	27	8	8	1	20	..	..	..	225	46	..	..	..	28 2 0
2264	Leardalfoot	P.	5	48	26	3	16	12	21	..	..	..	117	22	..	..	..	49 3 0
2310	Pineberry	P.	5	60	68	14	22	28	62	..	..	..	154	20	..	..	..	68 4 2
COYLTON.																		
2400	Coyton	P.	1	224	94	55	100	60	215	..	3	1	475	125	125	128	..	225 5 0
1711	Littlemill	P.	1	216	183	46	59	44	148	..	3	..	278	104	..	..	..	157 1 6
GRAIGIE.																		
2683	Craigie	P.	5	117	48	7	17	16	40	..	1	..	126	25	..	..	..	50 18 0
CROSBIE.																		
2282	Crosbie	P.	1	275	195	26	54	77	160	..	2	2	220	25	..	..	..	213 19 8
2240	Kilkerran, Hill Side	P.	1	68	26	6	14	9	22	..	1	..	67	19	..	..	..	21 2 9
DAILLY.																		
2051	Dailly	P.	2	227	128	26	28	42	115	..	2	1	448	73	..	..	..	115 14 0
2274	Kilgrammie	P.	2	102	28	9	12	22	40	..	1	..	126	22	..	..	..	53 11 6
1608	Old Dailly	P.	2	28	47	6	16	16	22	..	1	..	114	24	..	..	..	50 0 0
4207	Walkestown Works	P.	11	122	22	21	27	24	75	..	1	..	164	40	10	..	..	77 12 2
DALMELLINGTON § 67.																		
650	Benwhat	P.	6	265	128	41	42	22	116	..	2	1	247	142	78	..	..	127 12 9
2232	Craigmark	P.	6	221	54	20	18	2	50	..	1	..	120	42	..	..	..	49 18 6
4274	Dalmellington	P.	6	482	406	69	121	121	256	..	4	2	804	414	211	..	..	20 23 0
4117	Lechan Hill	P.	6	404	220	62	70	60	198	..	2	2	550	211	112	..	..	209 19 9
2268	Water-side	P.	6	524	242	60	62	69	211	..	2	2	642	240	124	..	..	226 19 1
4654	Dalmellington	P.C.	6	124	92	11	22	22	60	..	1	..	142	26	44	..	..	62 16 0
DALRY.																		
2078	Blairmuirs	P.	4	100	26	7	14	9	20	..	1	1	105	23	19	..	..	29 10 5
2075	Female Industrial	P.	4	122	204	56	62	17	166	..	2	..	312	104	..	..	..	175 9 0
2274	Kerelaud Barony	P.	4	281	122	22	22	42	122	..	1	1	249	72	..	..	..	141 2 2
2477	Townend	P.	4	260	221	54	100	109	222	..	5	1	540	245	142	..	..	302 2 2
2074	West End	P.	4	625	606	114	124	241	564	..	2	2	1410	626	220	..	..	202 9 2
DALRYMPLE.																		
412	Delrympie	P.	2	212	152	22	24	22	127	..	2	..	247	148	77	..	..	142 2 6
2631	Hollybush, Infant	P.	2	62	22	14	12	2	22	..	1	..	62	20	19	..	..	22 19 0
2631	Kerse	P.	6	166	72	17	21	22	60	..	1	..	121	65	27	..	..	66 0 0

GIRVAN (TOWNS)		680	749	511	181	141	188	..	7	..	3	924	285	..	98	..	59	468	14	2
1569	Girvan	..	131	66	..	..	..	57	2	..	..	470	89	..	14	..	20	201	8	10
1407	do. H.G.	..	181	94	17	28	84	..	2	..	..	208	49	..	74	..	..	90	18	6
1889	Sacred Heart	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
GIRVAN (Landward).		344	50	45	6	15	18	2	1	..	..	131	58	..	40	..	..	60	15	6
1401	Assell	..	118	108	19	23	28	82	2	..	..	137	80	..	48	..	..	98	1	3
1407	Doune	..	201	270	40	74	85	6	3	1	..	518	242	..	149	..	..	224	5	7
2511	Girvan	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
IRVINE (Burgh) § 67.		2020	685	540	98	159	221	..	6	1	4	1032	987	..	168	..	..	531	2	5
1120	Bank Street	..	280	236	71	118	88	275	2	3	1	940	304	..	93	..	..	238	15	4
2513	East Road	..	117	212	63	102	10	140	3	1	..	825	148	..	24	..	..	123	10	10
2169	Fullarton	..	192	568	73	177	204	484	2	2	..	840	282	..	136	..	..	211	10	2
2189	Female Industrial	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1127	Irvine	..	228	148	81	47	41	119	2	..	..	259	66	..	50	..	..	128	8	6
IRVINE (Landward).		342	200	176	88	49	67	..	2	1	..	467	162	..	215	..	..	161	18	9
2258	Annick Lodge	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
KILBERNIE § 67.		1433	338	290	44	94	92	..	3	2	2	545	185	..	140	..	..	1090	8	3
2965	Bridgend	..	400	429	87	141	128	262	2	6	..	892	219	..	223	..	..	402	11	3
2428	Glengarnock	..	418	243	45	114	109	271	4	4	1	829	185	..	236	..	..	298	10	11
2894	Female Industrial	..	108	99	80	82	81	183	1	1	..	138	77	..	..	..	..	79	13	8
2286	St. Bridget's	..	226	245	42	76	82	200	4	..	..	517	119	..	..	..	..	221	8	0
KILMARNOCK (Burgh)		6820	492	461	67	145	213	..	10	1	4	1206	282	..	274	..	..	514	17	3
1352	Academy H.G.	..	396	270	..	..	..	280	11	..	..	2159	186	..	185	..	..	994	15	6
3870	Bentineck	..	964	900	182	345	288	..	13	4	4	1829	806	..	491	..	1	895	6	0
2722	Duntonald Road, Grammar	..	827	996	188	344	339	871	13	2	6	..	517	..	938	..	..	1090	5	8
304	Glencairn	..	540	637	117	224	198	549	9	1	4	..	445	..	292	..	..	613	15	3
2634	Hamilton	..	895	827	178	299	244	731	14	3	3	..	426	..	608	..	6	526	2	11
222	High Street	..	784	753	119	229	201	559	12	2	2	..	363	..	375	..	..	609	8	10
3668	St. Neltherton	..	821	492	47	147	122	329	7	1	..	..	198	..	310	..	..	371	11	3
4465	Kilmarnock	..	516	506	92	169	168	304	5	1	2	..	218	..	..	..	..	363	13	..

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.		INCOME OF SCHOOL DERIVED FROM									Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities & Secondary and Technical Education.		Other Sources.
AYR—contd.																								
KILMARNOCK (Landward)																								
877	Crooked Holm	P.	6	481	250	224	28	69	80	177	2	586	223	118	196	39	200	1	6					
9014	Grougar	P.	6	..	97	45	12	17	7	36	..	106	46	20	89	..	..	..	45		
1115	Rowallan	P.	6	..	127	102	15	29	33	87	..	232	109	60	83	..	..	..	98		
KILMAURS.																								
3051	Crosshouse	P.	11	1096	626	509	91	159	150	408	6	1087	483	244	409	46	380	1	488					
2232	Kilmaurs	P.	11	..	278	269	108	96	99	266	3	854	208	172	..	..	..	..	215	
4784	Crosshouse, St. Mary's	R.C.	4	..	116	45	6	17	12	35	1	92	37	22	..	..	..	..	37	
KILWINNING.																								
255	Auchentiber	P.	3	1848	110	82	12	29	26	67	1	289	73	28	129	..	..	..	74		
2515	Eglinton District	P.	1	..	431	387	78	126	113	312	1	854	359	104	290	..	..	..	243		
689	Fergushill	P.	3	..	398	290	48	84	89	321	2	581	250	186	..	..	..	..	246	
2376	Kilwinning	P.	1	..	923	925	143	300	276	786	6	1703	774	421	..	..	..	..	843	
KIRKMICHAEL.																								
485	Kirkmichael	P.	1	..	143	109	23	33	35	96	..	248	94	52	102	..	..	..	106		
KIRKOSWALD.																								
3243	Kirkoswald	P.	6	..	162	142	22	29	49	110	1	317	125	68	105	10	..	..	121			
4894	Maldens	P.	6	..	56	53	52	25	1	48	..	85	89	26	16	..	..	..	48		
3062	Townhead	P.	6	..	96	90	16	16	40	73	1	266	86	49	162	..	..	..	79		

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL, BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognized Accommodation.	AVERAGE NUMBER OF SCHOLARS.					Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			LEADER OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.				
						Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
AYB—contd.																											
OCHILTREE.																											
384	Ochiltree	P.	1	377	101	157	53	69	1	127	3	3	1	3	367	147	77	..	6	..	157	140 16 9
4300	Stinchlinton	P.	1	..	123	122	49	37	..	104	303	109	60	123	116 1 6
OLD CUMNOCK \$ 67.																											
462	Garran	P.	12	1072	150	168	61	70	..	153	3	3	..	445	182	143	..	..	13	..	99	..	..	..	..	168 10 0
51	Old Cumnock	P.	12	..	765	619	202	205	41	544	10	3	5	1690	688	319	..	..	..	..	311	..	..	..	..	677 3 0
6405	Slaves*	P.	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2063	Old Cumnock	R.C.	9	..	122	126	38	42	..	109	1	1	..	199	99	58	15	..	..	..	..	..	..	..	..	108 6 6
RICKLARTON.																											
2419	Cross Roads	P.	9	1122	104	65	12	19	..	83	1	1	..	175	59	33	..	..	..	..	62	..	..	..	..	59 16 9
4481	Hurford	P.	9	..	152	162	103	127	..	460	4	2	..	223	486	279	..	..	..	..	124	..	..	..	..	461 12 8
2823	Elccroft	P.	10	..	169	167	49	49	..	161	2	1	..	218	185	95	..	..	..	..	90	..	..	..	..	173 1 6
1718	Barleith	P.	3	..	117	111	59	22	1	92	1	1	..	518	80	57	14	..	..	..	..	..	..	..	..	82 19 9
156	Hurford, St. Paul's	R.C.	3	..	247	20	24	21	..	72	1	..	..	172	73	42	11	..	..	..	..	..	..	..	..	76 11 3
ST. QUIVOX (Landward) AND NEWTON-ON-AVR (Landward).																											
55	St. Quivox	P.	3	..	126	100	15	26	..	98	1	1	..	212	87	47	..	..	..	..	28	..	..	..	..	90 9 6
2514	Whitlata	P.	3	..	164	159	48	48	..	111	3	..	..	226	115	64	..	..	..	..	87	..	..	..	..	119 18 9
SKELMORLIE (See Memorable).																											

430	786	55	25	6	7	9	23	1	1	1	61	40	14	37	..	..	29 12 2
444	..	500	460	65	123	168	361	6	2	2	908	484	206	..	..	..	414 11 2
449	..	216	96	13	80	35	68	2	..	..	264	78	48	..	..	..	76 6 2
2348	254	191	203	41	75	64	180	3	1	1	488	306	109	154	19	..	192 1 4	
STEVENSTON § 67.																		
2351	..	471	443	54	120	137	341	6	1	2	768	377	205	..	..	..	271 2 2
2355	..	890	1011	170	302	344	835	13	1	7	1022	1071	548	..	..	..	944 2 2
2363	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
STEWARTON.																		
3749	687	91	44	5	16	30	41	1	2	2	144	61	35	52	..	..	60 9 0
2408	..	776	530	98	143	201	6	5	2	2	974	460	263	220	52	..	495 8 9	
STRAITHON.																		
2035	205	32	6	1	1	2	5	1	1	1	54	23	4	..	..	..	20 8 0
3922	..	180	157	40	45	45	122	2	1	1	226	186	77	..	..	..	142 1 6
2557	..	110	60	9	10	17	47	1	..	..	325	54	38	..	..	..	48 0 0
SYMINGTON																		
101	83	182	82	9	29	29	67	1	..	..	188	76	43	60	..	..	73 14 2
TARBOLTON.																		
4835	907	470	472	96	154	182	381	5	2	4	866	333	221	..	..	..	412 16 0
2296	..	800	247	39	98	81	213	2	1	4	554	243	122	251	1	..	239 11 2	
6137	..	141	96	20	33	43	96	1	1	..	239	96	54	..	..	..	98 2 2
WEST KILBRIDE																		
2161	545	507	367	59	114	136	307	5	2	2	990	379	190	242	8	..	24 15 4	

† New School—Grant to run from 1st January, 1902

* New School—Grant to run from 1st August, 1901.

BOTALPHINIE.																												
3006	Botalphine	P.	1	107	133	119	13	38	46	3	99	1	2	..	1	264	116	59	..	20	..	63	..	5	..	115	5	0
BOYDIE.																												
749	Badrmaid	P.	1	305	61	87	8	15	8	..	31	1	1	..	..	96	40	94	..	..	..	81	..	..	..	83	16	6
3030	Boynide	P.	1	..	133	54	4	13	24	..	46	..	..	..	..	257	53	29	..	..	..	123	..	..	..	53	11	6
3034	Whitabills	P.	1	..	305	305	76	83	109	2	209	..	4	3	..	495	264	173	..	..	..	60	..	..	..	264	14	4
CARRACH § 67.																												
3205	Lower	P.	4	132	90	63	7	20	23	..	50	1	1	..	..	208	65	29	..	..	..	94	..	..	..	67	14	0
1330	Upper	P.	4	..	110	71	7	20	36	7	60	1	1	..	..	243	88	37	..	..	..	75	..	..	..	68	13	6
CULLEN § 67.																												
3063	Cullen	P.	10	489	605	462	85	141	144	15	335	..	8	2	5	1033	452	324	..	25	..	312	..	12	3	453	12	7
DESKFORD.																												
3065	Deskford	P.	2	146	163	133	10	47	45	3	110	..	2	1	1	313	119	66	..	30	..	97	..	..	5	123	14	9
ENZIE § 67.																												
3429	Enzie	P.	2	489	309	165	22	49	66	4	141	..	2	1	2	329	140	74	..	19	..	60	..	..	32	160	17	0
4402	Port Gordon	P.	2	..	413	291	49	86	94	7	236	..	4	1	3	551	275	151	..	..	..	62	..	..	59	263	2	6
FORNICE § 67.																												
312	Bognuchals	P.	2	889	66	25	7	15	6	..	28	..	1	..	..	80	23	14	..	..	..	43	..	..	..	29	11	0
642	Brodiesord	P.	2	..	70	45	9	17	15	..	41	..	..	..	..	131	40	25	..	..	..	66	..	..	..	44	3	9
156	Fordyce Academy	P.	2	..	300	218	35	42	60	72	209	..	6	1	..	1083	259	113	..	146	..	250	..	..	..	249	6	6
4457	Portsoy	P.	10	..	734	509	94	149	166	33	442	..	8	1	4	1309	525	240	..	..	..	336	..	..	..	590	18	9
726	Sandend	P.	2	..	99	94	32	29	23	..	94	..	1	1	..	165	71	43	..	..	..	52	..	..	..	85	3	10
3243	Portsoy Female Industrial . . . . .	..	10	..	100	54	13	16	14	5	48	..	1	..	1	120	57	..	..	..	..	15	..	..	..	58	15	0
FORGLEN.																												
118	Forglen	P.	1	140	166	124	14	25	51	2	102	1	2	1	1	309	117	61	..	19	..	109	..	..	2	116	19	6

† For 9 mont's

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM									Annual Grant paid at end of School Year 1901-1902.						
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificates.	Above 10 who hold Merit Certificates.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Knowlment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.				
BANFF—contd.																														
GARRIE § 67.																														
1336	Braconden	-	4	1360	400	342	61	89	118	2	260	4	2	2	786	302	203	..	..	200	..	..	..	..	..	..	..	293	4	10
1392	Clenterty	-	4	..	159	71	16	83	1	57	2	2	..	..	186	72	37	..	..	75	..	..	..	..	..	..	..	68	17	6
2315	Longmanhill	-	4	..	103	78	12	25	32	1	70	2	1	..	317	40	40	..	..	102	..	..	..	..	..	..	..	76	17	8
3254	Macduff	-	1	..	310	796	119	218	268	55	655	1	1	9	1648	877	425	..	..	210	8	..	..	..	..	..	..	829	15	9
4352	Macduff Murray's	-	1	..	47	52	18	14	10	..	42	1	..	..	98	41	32	..	..	27	..	..	..	..	..	..	..	41	4	0
GLASS (see Aberdeenshire).																														
GLENKINNES § 67.																														
3176	Glenkinnes	-	3	76	102	73	8	17	33	5	63	1	1	..	399	102	40	..	..	52	..	..	..	..	..	..	..	95	17	0
GRANGE.																														
2304	Crossroads	-	12	..	168	120	12	32	48	2	94	1	..	1	210	107	54	..	..	48	..	..	..	..	..	..	..	108	13	3
2180	Grange	-	12	..	139	89	13	27	32	4	76	2	..	..	194	83	44	..	..	68	..	..	..	..	..	..	..	90	14	9
2468	Sillyearn	-	3	..	170	94	11	20	33	3	77	2	..	..	187	99	49	..	..	49	..	..	..	..	..	..	..	84	13	0
INVERAVON.																														
2926	Glenlivet	-	3	449	98	73	9	14	23	9	64	3	..	..	371	55	33	..	..	106	..	..	..	..	..	..	..	81	15	6
3021	Inveravon	-	3	..	148	119	16	33	37	10	96	3	1	..	260	118	55	..	..	131	..	..	..	..	..	..	..	132	18	6
1690	Morinish	-	3	..	60	61	6	23	20	..	49	2	..	..	163	64	30	..	..	98	..	..	..	..	..	..	..	66	0	6
3175	Tomayquillin	-	3	..	74	26	4	9	8	..	31	1	..	..	79	32	12	..	..	43	..	..	..	..	..	..	..	22	16	6
1446	Ballindaloch, Lady McPherson Grant's	-	3	..	73	40	6	16	18	..	35	1	..	..	123	60	35	6	..	..	..	..	..	..	..	..	..	63	0	9
2023	Chapelton (Glenlivet)	R.C.	3	..	138	97	16	24	23	..	73	1	..	..	198	94	46	..	..	..	..	..	..	..	..	..	..	106	7	9
4070	Tomhise, St. Mary	R.C.	3	..	144	61	4	22	19	..	43	1	..	..	97	64	33	..	..	..	..	..	..	..	..	..	..	66	17	9

INVENTORIES.																					
8078	Eastfield	100	55	12	19	15	36	44	55	1	2	08	232	48	65	25	54	25	50	92	102
8079	Kirktown	100	75	12	12	15	36	55	55	1	2	08	232	48	65	25	54	25	50	92	102
KEITH § 67																					
1133	Aberachrie	1522	35	4	11	15	..	30	30	1	1	74	115	41	17	17	76	16	..	16	..
913	Elfa-Kath, Infants'	..	121	45	45	..	..	174	174	..	..	178	102	115	76	..	..	..	..	..	..
2616	Keth	..	123	112	228	321	56	750	750	14	11	1333	937	937	623	..	..	..	..	..	..
2617	Near Hill	..	123	48	58	48	..	181	181	1	1	158	154	154	83	..	..	..	..	..	..
4320	Thorn Crofts	..	108	70	25	20	..	50	50	1	1	157	42	42	..	..	..	..	..	..	..
931	The Glen	..	98	70	6	19	30	54	54	1	1	144	13	13	..	..	..	..	..	..	..
2314	Keth	..	107	38	46	68	1	143	143	2	2	316	147	147	98	98	98	92	..	..	..
KIRKMICHAEL																					
2371	KirkMichael	318	31	8	7	9	..	24	24	1	2	78	22	22	19	19	19	19	..	..	..
2120	Tomintoul	..	140	92	26	32	9	74	74	..	..	253	77	43	42	..	..	..	..	..	..
2626	Tomintoul	..	146	105	26	42	..	86	86	2	2	300	107	56	56	..	..	..	..	..	..
MARNOCH § 67																					
4431	Aberchirder	687	446	60	98	78	25	255	255	5	1	671	222	158	158	..	..	..	..	..	..
4462	Blacdon	..	73	60	23	20	..	58	58	1	1	153	65	32	32	..	..	..	..	..	..
1734	Calvie	..	73	60	16	12	..	42	42	1	1	110	64	31	31	..	..	..	..	..	..
820	Marwick	..	126	106	16	22	42	1	96	2	2	235	101	74	74	..	..	..	..	..	..
1422	Netherdale	..	77	48	5	14	16	2	27	1	1	67	41	19	19	..	..	..	..	..	..
4162	Aberchirder	..	99	76	30	21	..	66	66	1	1	119	64	36	36	..	..	..	..	..	..
MORTLACH § 67																					
1411	Aluchindown	695	40	10	10	12	..	32	32	1	1	77	29	16	16	..	..	..	..	..	..
4568	Kinnisno	..	41	33	9	11	..	31	31	..	..	92	41	17	17	..	..	..	..	..	..
2323	Mortlach	..	523	519	97	145	36	426	426	8	1	1071	538	275	275	..	..	..	..	..	..
3077	Dufftown	..	133	48	15	16	..	42	42	1	1	101	33	20	20	..	..	..	..	..	..
ORDIQUEHILL																					
2337	Corahill	123	73	44	13	35	36	30	30	1	2	86	37	20	20	..	..	..	..	..	..
3315	Ordiquhill	..	170	106	12	36	3	86	86	..	..	961	107	65	65	..	..	..	..	..	..
RATHVEN (& BUCKLE) § 67.																					
2361	Arradon	3733	35	14	13	3	..	30	30	1	2	87	35	20	20	..	..	..	..	..	..
3622	Buckle	..	1196	928	190	241	27	44	44	13	2	1322	353	211	211	..	..	..	..	..	..
1144	Findochy	..	400	341	90	112	117	3	331	5	2	632	328	211	211	..	..	..	..	..	..
3310	Portmeadie	..	333	339	96	116	100	322	322	6	0	667	343	136	136	..	..	..	..	..	..

Schools Aided by Parliamentary Grants.

4804	Channakirk	P.	3	164	88	16	37	88	76	1	2	1	1	288	88	46	109	..	..	84 13 8
646	CHIRNSIDE.			377																240 16 0
	Chirnside	P.	5	378	359	40	69	97	6	218	3	1	3	613	264	140	174	34	..	138 1 04
3680	COCKBURNPATE.			178																..
6480	Cockburnpate	P.	5	184	162	22	47	68	1	122	2	1	..	408	186	96	169	..	..	..
	Ecclelaw	P.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2786	COLDINGHAM.			502																..
1806	Auchincrow	P.	3	104	29	7	8	10	..	25	1	..	..	161	43	19	37	1	..	26 6 0
803	Cairnbank	P.	5	32	28	3	10	8	..	21	2	..	..	92	37	18	42	..	..	86 10 0
4177	Coldingham	P.	5	349	148	24	43	61	1	129	1	..	..	846	120	70	161	..	..	132 16 0
2696	Benton	P.	3	125	74	15	30	25	..	60	1	..	..	319	60	35	132	..	..	62 2 0
3710	Benyon	P.	3	141	89	16	27	25	..	78	2	..	..	258	89	52	145	..	..	84 19 9
	St. Abbes	P.	5	133	85	21	21	23	..	76	2	..	..	186	77	45	73	..	..	77 2 0
44	COLDSTREAM.			364																..
874	Coldstream	P.	5	421	286	62	77	105	9	253	4	4	1	633	264	148	341	60	1	297 3 9
	Hirsel-Law	P.	3	120	68	5	21	30	..	56	1	1	..	270	65	39	112	..	..	74 5 9
3643	CRANSHAW.			46																..
	Cranshaw	P.	4	55	37	5	15	12	..	32	1	..	..	161	39	19	83	..	..	47 14 0
4427	DUNS.			512																..
3636	Duns	P.	5	635	361	70	117	120	..	317	4	3	3	762	343	188	223	18	..	365 1 4
	Millburn	P.	3	95	59	5	16	30	..	51	1	..	..	213	56	33	124	..	..	53 10 0
152	EARLSTON.			317																..
569	Earlston	P.	10	323	265	43	91	98	..	232	4	1	1	603	267	138	302	..	..	255 1 0
	Mellerdain	P.	6	52	11	3	3	4	..	10	1	..	..	66	23	8	..	..	..	20 2 0
468	ECCLES.			279																..
88	Bingham	P.	1	86	64	15	19	20	1	55	1	..	..	206	53	33	112	..	..	58 17 3
866	Eccles	P.	1	120	89	18	26	33	..	77	1	1	..	258	75	43	168	..	..	78 10 0
	Leithelm	P.	1	143	125	23	40	44	2	109	2	..	..	347	110	64	171	..	..	111 6 0

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during Year.					ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902. £ s. d.					
						Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.	Additional Average Attendance allowed under Art. 28 (b).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.								
BERRICK—contd.																																
EDBROM.																																
2949	Allenton	P.	3	332	115	70	11	23	23	1	58	1	1	1	1	1	1	1	1	270	76	42	63 2 6
2487	Edrom	P.	3	..	172	71	13	21	23	..	57	254	62	37	61 11 0
1169	Sinclair's Hill	P.	3	..	100	50	7	14	16	..	37	173	32	25	46 3 1	
EYEMOUTH § 67.																																
3002	Eyemouth	P.	5	..	604	576	156	165	158	8	437	..	3	7	6	3	7	6	919	493	269	141	475 1 2
FUGO.																																
60	Fogo	P.	3	..	95	78	13	26	26	..	65	..	1	1	..	1	1	223	78	40	105	76 6 0	
FOULDEN.																																
3348	Foulden	P.	3	..	72	60	10	20	23	..	53	..	1	1	..	154	59	32	68	55 16 3	
GORDON.																																
662	Gordon	P.	3	..	194	146	26	46	56	1	129	..	3	3	..	343	151	80	109	144 8 3	
GREENLAW.																																
131	Greenlaw	P.	5	..	292	163	30	48	61	..	134	..	2	3	1	2	3	368	165	84	116	130 14 7 1/2	
HUME AND STITCHBELL.																																
434	Hume	P.	1	..	97	50	8	14	16	..	38	..	1	1	..	163	60	24	107	51 6 0	
693	Stitchell	P.	1	..	140	59	16	19	14	..	49	..	1	1	..	192	66	20	97	59 16 0	

365	HAYDON.	P.	8	183	70	11	25	24	61	1	1	305	76	48	86	76	6
366	HAYDON.	P.	8	84	58	11	20	16	47	1	1	180	68	37	136	80	8
	LADYRINK.		50														
366	LADYRINK.	P.	3	110	47	0	15	18	80	1	1	311	60	37	187	40	4
	LANGTON.		66														
367	LANGTON.	P.	3	139	68	13	33	34	50	1	1	390	73	41	140	63	0
	LAUNDRY.		246														
369	CLACKHILL.	P.	3	70	24	6	10	7	23	1	1	94	37	13	44	23	0
370	LAUNDRY.	P.	5	496	204	51	56	84	134	4	3	688	214	108	238	234	8
	LEGERWOOD.		90														
678	LEGERWOOD.	P.	3	103	70	19	31	24	64	1	1	165	73	37	55	78	0
	LONGFORMACUS.		29														
380	LONGFORMACUS.	P.	4	66	24	1	9	9	19	1	1	126	36	13	88	24	0
	MEEFOWN.		106														
396	MEEFOWN.	P.	1	159	84	12	37	31	70	1	1	194	74	47	61	81	0
	MORDINGTON.		49														
468	MORDINGTON.	P.	3	57	51	8	13	23	43	1	1	122	47	20	85	61	6
	NENTHORN.		101														
1068	NENTHORN.	P.	1	105	73	11	22	25	58	1	1	182	66	33	68	69	0
	POLWARTH.		47														
580	POLWARTH.	P.	3	50	47	6	15	17	38	1	1	135	57	23	71	48	0
	SWINTON.		146														
366	SWINTON.	P.	3	221	133	33	50	45	128	2	1	353	119	71	142	128	0

† For 11 months.

Schools Aided by Parliamentary Grants.

Official Number.	NAME OF SCHOOL, BOARD AND SCHOOL.	Demomstrator.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).		Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authority for Secondary and Technical Education.	Other Sources.
BERWICK—contd.																								
WESTRUTHER.																								
6872	Galeade	P.	3	97	56	26	6	10	7	22	3	1	1	107	107	36	70	203	203	107	96	107	96	46 10 01
4940	Westruther	P.	3	..	133	70	8	23	27	57	3	1	1	203	203	36	70	203	203	107	96	107	96	74 17 9
WHITBOME.																								
53	Whiteome	P.	3	33	150	37	12	23	39	73	..	3	3	308	308	45	77	308	308	184	184	308	184	79 9 11
BUTE.																								
CUMBRÆ.																								
3681	Cumbræ	P.	4	296	202	205	30	63	04	191	..	4	1	616	616	119	230	616	616	268	268	616	268	212 11 0
KILBRIDE.																								
3000	Brodick	P.	4	..	153	76	7	21	30	53	..	2	2	232	232	40	73	232	232	119	107	232	119	64 10 0
3036	Corrie	P.	4	..	101	67	9	16	26	48	..	2	1	192	192	30	55	192	192	107	107	192	107	52 12 3
2506	Lamnah	P.	4	..	173	113	16	31	43	96	..	2	2	296	296	56	104	296	296	108	108	296	108	107 19 3
1198	Whittingbay	P.	4	..	106	73	2	16	23	61	..	2	2	150	150	37	59	150	150	53	53	150	53	70 1 3
KILMOREY.																								
4323	Dougartie	P.	4	..	63	37	1	9	13	26	..	1	1	183	183	14	42	183	183	52	52	183	52	43 7 9
4377	Kilmory	P.	4	..	76	65	6	26	33	71	..	2	2	196	196	30	32	196	196	66	66	196	66	91 6 9
1171	Little Mill	P.	4	..	90	54	6	16	20	44	..	1	1	115	115	59	37	115	115	24	24	115	24	53 10 0
4376	Locharross	P.	4	..	109	46	5	12	14	36	..	1	1	159	159	46	21	159	159	63	63	159	63	46 14 0
569	Parripoch	P.	4	..	60	49	5	13	22	43	..	1	1	94	94	23	25	94	94	15	15	94	15	53 6 0
4443	Shikline	P.	4	..	123	87	4	23	23	73	..	2	2	317	317	50	49	317	317	73	73	317	73	55 19 0
3791	Spilberry	P.	4	..	64	35	1	4	7	13	..	1	1	168	168	11	35	168	168	53	53	168	53	35 16 6

KINGARTEH.		204	18	1	1	100	20	9	61	23 10 4
359	Birskdale . . . P.	50	18	1	1	212	30	9	168	48 4 0
612	Kerryroy . . . P.	56	43	1	1	232	33	18	98	86 17 9
625	Kerryroy . . . P.	130	75	1	1	252	96	53	4	..
628	Mount Stewart* . . R.G.	..	..	..	..	..	..	..	..	..
NORTH BUTE.		224	90	1	1	131	48	20	68	48 10 6
4325	Bullinlay . . . P.	74	30	1	1	65	37	12	16	24 12 3
1089	Kildarynnan . . . P.	45	13	1	1	275	108	60	107	103 9 3
140	North Bute . . . P.	124	96	2	1	..	..	..	..	..
ROTHESAY (Burbh).		1033	229	8	1	969	377	303	119	273 18 10
3686	T. Academy and Thom. son's Institution . . . P.	513	229	8	1	969	377	303	119	273 18 10
3696	T. Academy and Thom. son's Institution . . . HGP	461	53	3	..	1145	323	57	207	8 191 13 10
4186	H.G. (Connalutokth.H.G.)	1166	827	14	6	2110	965	485	670	939 18 0
4190	Rotheway . . . P.	260	172	2	1	472	139	101	..	195 6 10
..	St. Andrews . . . R.G.	..	..	..	..	..	..	..	..	..
OAITNESS.		300	74	1	1	209	111	44	54	109 13 3
BOWER § 67.		..	..	..	..	..	..	..	..	..
2980	Berrow . . . P.	96	74	1	1	155	96	41	18	92 17 9
337	Bower . . . P.	125	63	1	1	83	41	14	23	31 15 3
4765	Gilbeck . . . P.	39	17	1	1	141	53	19	69	65 10 3
562	Stanzil . . . P.	70	40	1	1	150	77	39	44	73 13 9
278	Stemster . . . P.	113	46	1	1	..	..	..	..	..
CANISBAY § 67.		354	56	1	1	160	66	34	60	63 12 9
318	Canisbay . . . P.	142	3	1	1	141	56	21	65	54 13 0
3144	Freswick . . . P.	90	35	1	1	169	62	37	90	61 9 6
2533	John O'Groats . . . P.	110	45	1	1	258	79	33	141	73 11 6
766	Mey . . . P.	105	61	1	1	133	70	31	82	65 4 9
4122	Stroms . . . P.	108	51	1	1	..	..	..	..	..
DUNNET § 67.		224	84	3	1	313	130	51	133	127 12 3
1863	Cross Roads . . . P.	135	7	1	1	189	60	29	100	58 2 3
734	Dunnet . . . P.	154	4	1	1	101	47	14	40	43 14 8
2862	Greenland . . . P.	68	..	..	..	..	..	..	..	..

* New School—Grant to run from 1st April 1902.

† For 1 year and 3 months.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.						NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.						
							Above 7 and under 10.		Obtained Merit Certificate.		Above 10 who hold Merit Certificate.		Additional Average Attendance allowed under Art. 23 (b).		Certificated.		Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grants in Relief of Fees.	Aid Grant.	Endowment.		Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
							Under 7.	Total.	Above 10 who have not Merit Certificate.	Total.	1	2	1	2	1	2	1	2	1	2	1	2	1		2	1	2	1	2	1	2
CAITHNESS—contd.																														
HALKIRK.																														
5505	Banniskirk	P.	12	474	54	28	7	9	23	1	1	1	66	26	13	18	18									87	1	9		
1222	Cadder	P.	12	..	120	34	6	13	26			1	130	51	17	62	62									48	15	6		
2222	Halkirk	P.	12	..	283	163	18	45	61	22	136		568	209	75	146	146									229	16	9		
919	Harpdale	P.	12	..	63	18	5	5	13			1	68	25	4	56	56										28	9	5	
3588	Lewry	P.	12	..	126	107	18	34	35	3	37		1	202	109	40	47										128	1	6	
3586	Spittal	P.	12	..	133	72	13	17	21	1	57		1	142	86	57	19										84	0	0	
742	Westerdale	P.	12	..	56	42	7	11	16		34		106	53	30	32											57	8	10	
KEISS § 67.																														
891	Ankengill	P.	1	240	80	62	8	32	51		61		1	148	65	33	37									64	14	3		
3205	Keiss	P.	1	..	213	177	32	47	47	16	142		1	464	27	87	19									22	61	235	8	3
LATHERON.																														
1236	Achavanich	P.	11	964	60	19	4	9	18	7	13		61	28	9	20											81	8	10	
4913	Berrisdale	P.	11	..	36	35	4	13	40		30		82	42	10	7											39	9	3	
284	Bt.ryue	P.	11	..	160	24	4	8	12	1	19		167	26	10	115											27	10	0	
1176	Bramore	P.	11	..	60	16	2	6	13		13		125	40	7	35											21	6	0	
667	Bruan	P.	11	..	160	72	12	21	26	3	46		1	143	87	17	25										71	1	0	
652	Dunbeath	P.	11	..	150	152	14	43	55	6	117		2	243	175	65	80											178	1	0
1458	Houstry	P.	11	..	81	59	2	10	13	6	25		348	146	16	74												179	19	0
2488	Latheron	P.	11	..	160	98	12	20	33	6	75		238	108	40	54												114	18	0
1322	St. Andrew's	P.	11	..	850	182	26	50	55	17	143		1	531	261	84	31											304	13	8
3362	St. Andrew's of Clyth	P.	11	..	167	104	12	25	35	1	48		1	233	137	52	46											107	13	6
326	St. Andrew's of Clyth	P.	11	..	187	104	12	25	35	1	48		1	233	137	52	46											107	13	6
1741	Wharist	P.	11	..	120	86	6	12	15	4	36		1	230	102	37	59											80	7	9

208	OLRHU § 67.	295	18	67	90	214	2 0
4641	Castletown	8	1	1	1	2	2 0
540	Durran	3	1	1	1	2	2 0
549	Murray	3	1	1	1	2	2 0
809	Tran District	3	1	1	1	2	2 0
2211	Obrig Female	3	1	1	1	2	2 0
4090	REAY.	188	1	1	1	2	2 0
1320	Brawlin	3	1	1	1	2	2 0
1322	Brabster	3	1	1	1	2	2 0
1015	Donurey	3	1	1	1	2	2 0
4099	Reay	3	1	1	1	2	2 0
1114	Shebster	3	1	1	1	2	2 0
2924	THURSO § 67	1084	1	1	1	2	2 0
4135	Fores	1	1	1	1	2	2 0
4136	Janetown Dist.	1	1	1	1	2	2 0
4862	Miller Institution	12	1	1	1	2	2 0
4863	West	12	1	1	1	2	2 0
731	Weydale Dist.	1	1	1	1	2	2 0
2185	WATTEN	238	1	1	1	2	2 0
4372	Gorsa	2	1	1	1	2	2 0
2649	Leanderill	2	1	1	1	2	2 0
	West Watten	2	1	1	1	2	2 0
2388	WICK (Burgh) § 67	1663	1	1	1	2	2 0
1584	Pulteneytown Academy	10	1	1	1	2	2 0
3590	West Banks	10	1	1	1	2	2 0
4000	Wick North	10	1	1	1	2	2 0
	Wick South	10	1	1	1	2	2 0
4002	WICK (Landward)	714	1	1	1	2	2 0
1454	Bilbster	1	1	1	1	2	2 0
2678	Killinister	1	1	1	1	2	2 0
1068	Skaxigoe	1	1	1	1	2	2 0
4140	Tannach	1	1	1	1	2	2 0
	Thrumster	1	1	1	1	2	2 0
1366	Whaligoe	1	1	1	1	2	2 0

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School or Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.				
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certified.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Employment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
CLACKMANNAN.																											
ALLOA (TOWN) § 67																											
202	Academy	P.	5	2,292	367	469	58	90	181	73	402	11	1	3	5	2331	666	243	666	461	656	11	284	11	641	16	1
86	Alloa Burgh	P.	5	..	500	502	108	162	167	437	3	3	3	3	1121	533	370	308	11	308	11	..	..	..	532	11	10
2180	Ludgate	P.	5	..	423	217	36	57	79	172	1	1	1	1	4	673	108	104	6	365	6	..	..	..	209	16	8
5282	Sunnyside	P.	5	..	809	792	158	251	301	710	11	3	3	3	1979	810	406	729	27	729	27	..	..	..	841	0	0
2252	Alloa	E.	10	..	392	310	61	102	91	254	2	2	2	2	627	261	147	92	..	92	..	..	..	..	279	12	8
1729	St. Munago's	R.C.	11	..	275	270	38	64	67	169	4	1	1	1	376	184	104	65	..	65	..	..	..	..	187	7	0
ALLOA (Landward)																											
637	Alloa Parish	P.	10	..	462	438	109	140	136	385	4	4	2	2	822	415	224	167	12	167	12	..	..	..	424	1	10
2036	Saachie	P.	10	..	380	263	56	88	84	230	2	3	1	1	550	248	135	163	4	163	4	..	..	..	255	13	4
2362	Tullibody	P.	7	..	205	207	39	77	69	136	2	2	2	2	475	319	120	131	6	131	6	..	..	..	215	19	11
ALVA § 67.																											
2425	Menstrie	P.	3	..	250	202	42	57	74	173	3	2	1	1	521	201	109	192	4	192	4	..	..	..	190	4	6
2314	Park Place	P.	7	..	1020	834	148	350	287	53	720	12	1	10	2098	947	461	572	..	572	..	..	..	..	862	4	9
4405	Alva, Infant	..	10	..	230	86	52	17	..	69	1	1	1	115	58	22	..	..	..	..	..	..	..	..	61	17	3
CLACKMANNAN § 67																											
18	Clackmannan	P.	6	..	401	403	98	122	139	359	6	3	3	3	899	416	230	243	..	243	..	..	..	..	392	18	3
3123	Forestmill	P.	6	..	94	29	8	11	6	25	1	1	1	..	59	39	15	37	..	37	..	..	..	..	40	19	0
3209	Kenneth	P.	6	..	121	35	17	15	..	32	1	1	1	..	110	34	20	56	..	56	..	..	..	..	81	3	9
DOLLAR																											
4620	Dollar	P.	4	..	414	215	62	86	52	200	3	3	3	3	458	225	115	110	..	110	..	..	..	..	217	7	0

TILLCOUNTRY § 67	990																
3168 Coelnaughton	292	85	74	931	2	4	4	4	138	4	108	54	245	1	0	0	0
3228 Tillcountry	694	219	293	506	2	9	4	4	211	10	..	187	704	19	3	3	3
DUMBARTON.																	
ARROCHAR.																	
1160 Ardul	80	7	5	13	2	1	..	..	49	..	..	..	31	6	9	0	0
2262 Arrochar	80	11	22	43	..	1	..	..	173	..	..	..	57	10	0	0	0
BONHILL § 67.																	
3400 Alexandria Main Street	716	121	252	572	3	8	6	6	1267	639	361	1	646	19	8	5	5
506 Alexandria North	802	117	241	605	..	11	4	4	1577	733	847	..	787	8	5	2	2
4144 Bonhill	465	89	131	379	..	5	3	3	882	432	228	..	425	3	9	9	9
2448 South Jamestown	563	170	156	408	3	5	3	4	1024	465	249	..	467	12	7	7	7
4250 Alexandria, St. Mary's, R.C.	411	125	157	363	5	3	3	3	786	381	226	..	402	6	6	6	6
CARDROSS § 67.																	
4500 Cardross	257	51	58	148	..	4	2	2	616	160	86	..	165	11	3	3	3
2198 Renton	932	760	133	948	11	9	5	5	1478	749	392	..	725	16	1	1	1
6860 Renton St. Martin's, R.C.	300	279	54	87	..	2	..	..	633	271	121	..	245	10	0	0	0
CUMBERNAULD.																	
2432 Cumbernauld	334	70	127	313	..	5	4	4	732	337	187	..	362	15	6	6	6
4198 Dremglass	186	51	68	195	..	2	2	2	491	217	133	..	214	19	0	0	0
2002 Southern District	122	75	39	65	..	1	1	1	169	75	43	..	69	5	0	0	0
3905 South Muirhead, Arms	50	30	5	21	..	1	..	..	60	33	12	..	37	15	0	0	0
DUMBARTON (Burgh) § 67.																	
3813 } Academy	362	294	41	98	120	..	8	3	4	965	322	157	..	233	274	7	7
3813 } Academy H.G.	364	107	..	97	..	3	..	..	1061	359	62	..	172	83	6	6	6
423 } College Street	1033	1099	166	996	..	16	2	2	2111	1060	545	..	1048	19	3	3	3
4575 } Knoxland	1193	900	178	276	341	..	3	3	2073	881	458	..	915	13	11	11	11
2692 } West Bridgeend	826	582	124	198	250	..	4	4	1476	630	329	..	665	0	7	7	7
2197 } Dumbarton	931	1019	213	806	323	..	10	5	1582	837	471	..	797	0	5	5	5
KILMARNOCK.																	
1427 } Arloch Bridge	89	62	8	21	29	..	1	..	183	57	34	..	64	18	9	9	9
4133 } Kilmarnock	82	33	3	8	14	..	1	..	195	39	22	..	29	2	3	3	3

1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315	1315
1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874	1874
1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875
1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876	1876
1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877	1877
1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878	1878
1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879	1879
1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880	1880
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1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884	1884
1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885	1885
1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886	1886
1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887	1887
1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888	1888
1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889	1889
1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890	1890
1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891	1891
1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892	1892
1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893	1893
1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894	1894
1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895	1895
1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896	1896
1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897	1897
1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898	1898
1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899	1899
1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900

OLD OF WEST KILPATRICK

Clydebank

Dalnuffar

Elgin Street

Gavinburn

Millon

Radnor Park

Clydebank, Our Holy Redeemer's.

Dunrobin, St. Mary's.

ROSENEATH.

Kilcreggan

Peston

Koeseath

ROW.

Garelochhead

Glenfruin

Helensburgh, Grnat & James Street

Helensburgh, Hermilage

Helensburgh, Hermilage H.G.

Row

Shandon

Helensburgh St. Joseph's

Helensburgh Trinity

DUMFRIES.

ANNAN.

Academy

Annan

Breconheds

Annan, St. Columba's

APPEGARTH AND SIBBALDIE.

Sandyholm

Sibbaldie

DALTON.																														
4188	Dalton	P.	5	181	66	18	19	27	59	..	..	..	1	1	1	182	72	84	..	..	..	..	..	70	18	3				
4209	Heland (now closed)	P.	9	36	10	3	3	3	8	..	..	..	1	..	..	53	28	7	..	..	..	..	..	..	..	..	..
DORNOCK.																														
915	Dornock	P.	10	180	148	24	43	60	117	..	..	..	2	..	1	308	122	68	..	..	..	..	..	131	7	4				
DRYFSDALE.																														
238	Dryfsdale	P.	5	720	645	98	171	221	39	576	..	..	12	..	6	1811	790	387	..	..	..	..	..	276	2	836	0	8		
DUMFRIES (Borough).																														
2487																														
2703	George Street	P.	4	602	407	91	115	136	..	342	..	..	6	2	2	1038	361	108	..	..	..	..	..	..	..	..	..	398	5	2
824	Lavergh Street	P.	4	624	530	118	144	221	18	501	..	..	8	4	3	1828	627	312	..	..	..	..	..	..	..	..	..	630	11	6
3770	St. Michael's Street	P.	4	807	638	132	170	215	..	617	..	..	7	2	5	1254	312	..	..	..	..	..	..	..	..	..	..	537	7	9
2549	St. Andrew's	P.C.	4	874	614	126	160	148	3	438	..	..	3	7	2	1065	489	264	..	..	..	..	..	..	..	..	..	491	15	4
2576	St. John's	K.	1	344	312	60	89	101	2	262	..	..	3	1	3	541	279	146	..	..	..	..	..	..	..	..	..	280	18	8
DUMFRIES (Landward) 867																														
898																														
82	Brownhall	P.	11	160	108	21	36	30	1	97	..	..	2	..	1	280	110	59	..	..	..	..	..	..	..	..	..	110	0	6
2660	Catharinefield	P.	11	159	120	23	38	40	..	101	..	..	2	..	1	270	104	67	..	..	..	..	..	..	..	..	..	109	1	0
1067	Noblehill	P.	11	638	542	111	166	181	7	465	..	..	8	1	7	1172	506	270	..	..	..	..	..	..	..	..	..	528	3	0
DUNSCORE.																														
178																														
381	Burnhead	P.	12	96	54	10	14	18	1	48	..	..	1	..	1	134	51	30	..	..	..	..	..	..	..	..	..	46	12	3
388	Dunscore Village	P.	12	90	72	..	20	34	1	65	1	..	1	..	..	176	69	34	..	..	..	..	..	..	..	..	..	64	5	0
921	Dunscore Village, Infant and Female	P.	12	58	24	10	12	9	..	23	..	..	1	..	..	65	21	13	..	..	..	..	..	..	..	..	..	21	10	0
424	Glensalin	P.	12	69	82	7	8	9	1	25	..	..	1	..	..	117	42	13	..	..	..	..	..	..	..	..	..	40	6	0
DURRIBDEER.																														
230																														
115	Birleyhill	P.	6	106	80	14	23	34	1	72	..	..	1	..	1	187	88	43	..	..	..	..	..	..	..	..	..	90	17	9
149	Durrifleteer	P.	6	103	74	9	21	26	..	56	..	..	1	..	1	183	57	33	..	..	..	..	..	..	..	..	..	42	11	0
631	Enterkinfoot	P.	4	47	16	4	7	6	..	17	..	..	1	..	..	86	36	11	..	..	..	..	..	..	..	..	..	83	5	0
KERDALEMUIR.																														
83																														
417	Davinton	P.	10	53	45	2	10	13	1	31	1	..	1	..	..	118	52	21	..	..	..	..	..	..	..	..	..	48	12	0
4276	Kakdalemuir	P.	10	100	23	3	11	7	..	21	2	..	1	..	..	124	41	14	..	..	..	..	..	..	..	..	..	38	10	0

Schools Aided by Parliamentary Grants.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.			Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					Additional Average Attendance allowed under Art. 28 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM										Annual Grant paid at end of School Year 1901-1902.	£ s. d.													
				Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.			Above 10 who hold Merit Certificate.	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Rent.	Aid Grant.	Endowment.	Voluntary Contributions.	Kates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.																		
DUMFRIES—contd.																																										
EWES.																																										
19	Ewes	P.	10	..	46	..	60	40	5	15	14	1	86	..	1	172	45	19	108	51	0	0
GLENGAIRN.																																										
3707	Craigpuite	P.	6	..	309	..	40	16	3	2	7	..	12	..	1	69	97	7	96	28	3	3	
3988	Crossford	P.	6	78	72	7	25	30	66	1	181	81	80	41	78	16	0	
3905	Moniaive	P.	6	280	174	16	51	71	2	140	..	3	..	1	481	186	90	194	164	13	3	
GREENA.																																										
168	Gretna	P.	10	..	263	..	155	127	23	35	38	1	97	..	2	261	108	69	97	104	12	9
81	Mount Pleasant	P.	10	160	116	17	34	41	..	92	..	1	1	1	287	108	68	122	106	8	3	
HALFMORTON.																																										
93	Halfmorton	P.	10	..	46	..	149	67	6	14	24	..	43	..	1	254	66	24	173	58	1	0	
HODDAM.																																										
4469	Hoddam	P.	10	..	282	..	294	265	43	68	98	3	212	..	3	1	2	583	236	118	174	242	11	9	
HOLYWOOD.																																										
3139	Holywood	P.	11	..	166	..	168	111	18	33	39	..	90	..	2	..	1	376	107	68	211	99	16	9	
3099	Speldoch	P.	11	82	21	8	6	7	..	16	..	1	110	54	18	76	59	10	0	
4099	Stellaton	P.	11	68	58	7	18	32	..	6	..	1	202	54	21	130	58	15	0	

467	Curtis	P.	13	190	56	5	17	30	1	48	2	1	1	328	78	29	165	71	14	6
468	Hutton	P.	13	97	84	13	30	31	1	76	..	2	..	263	94	43	116	94	11	6
JOHNSTONE.																				
586	Cogrieburn	P.	10	69	31	4	9	14	..	37	..	1	..	84	47	20	16	44	13	9
3620	Goodhope	P.	10	73	49	10	14	17	1	43	..	1	..	169	59	37	78	55	8	6
65	Johnstone	P.	10	110	66	10	19	37	..	56	..	1	1	210	60	32	117	61	9	9
KEIL.																				
5702	Lower	P.	6	86	29	7	7	9	..	28	..	1	..	111	31	13	67	34	13	9
3163	Upper	P.	6	100	27	8	5	8	..	21	..	1	..	118	25	15	77	31	0	0
KIRKCONNEL.																				
1937	Cairns Combination	P.	6	44	21	1	5	12	..	18	..	1	..	59	41	15	33	34	2	0
4349	Kirkconnel	P.	6	230	230	41	63	75	..	179	..	3	..	515	193	100	230	197	3	9
KIRKMAHOE.																				
4189	Dalswinton	P.	12	102	60	12	18	22	1	63	..	2	..	193	60	33	106	57	9	3
189	Duncow	P.	12	189	123	32	38	37	1	108	..	2	..	290	100	59	129	108	12	0
KIRKMICHAEL.																				
404	Gairiel	P.	5	90	47	12	13	14	2	41	..	1	..	141	56	26	60	53	15	6
171	Nethermill	P.	5	129	103	19	31	37	3	90	..	1	..	308	84	54	171	98	14	0
KIRKPATRICK-FLEMING.																				
172	Gair	P.	10	80	56	10	19	18	1	48	..	1	..	179	50	19	109	51	19	9
4328	Kirkpatrick-Fleming	P.	10	186	188	34	55	63	3	155	..	2	1	343	156	55	129	168	2	0
KIRKPATRICK-JUNTA.																				
3692	Dumgree	P.	5	59	30	3	9	9	2	23	..	1	..	106	36	12	57	45	12	9
3877	Kirkpatrick-Junta	P.	5	148	107	27	26	42	1	96	..	2	..	275	93	52	180	108	6	3
LANGHOLM § 67.																				
2478	Langholm Academy	P.	6	842	621	100	165	185	..	450	..	8	..	1248	622	295	278	505	2	11
H.G.	Langholm Academy	H.G.	6	160	65	..	..	..	56	56	..	1	1	503	244	34	14	198	16	7
1701	Wauchope	P.	7	40	11	2	4	5	..	11	..	1	..	86	32	8	47	27	0	9

† For 11 months.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL, BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM							Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).		Pupil Teachers.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.
4633	Castle Hill	P.	10	1008	928	122	289	359	770	15	1	6	2825	883	440	1502	1	1616	890	17	3		
1439	Causewayside	P.	12	949	748	95	186	290	571	13	5	9	2962	699	355	1616	11	1969	667	6	0		
1646	Dairy	P.	9	1821	1894	296	694	688	1611	30	12	12	4914	1881	959	1969	4	1876	12	4	0		
663	Davie Street	P.	9	588	563	58	232	201	491	10	4	4	1907	596	311	1100	2	562	15	5	4		
2439	Dean	P.	5	618	448	86	146	183	385	2	2	2	825	571	295	1117	1	1100	430	12	9		
499	Duddingston	P.	1	120	108	28	27	31	86	9	8	9	325	76	47	202	..	302	86	6	0		
6407	Flora Stevenson	P.	4	1492	812	133	332	365	782	14	14	14	1956	1639	641	1042	6	1042	559	11	84		
4157	Gorgie	P.	11	1630	1699	314	686	532	1432	27	3	3	4447	1639	641	164	..	164	108	0	0		
161	Granton	P.	6	800	273	50	99	85	1324	7	0	0	592	296	163	2197	3	2197	1698	15	4		
4498	Leith Walk	P.	2	1603	1516	178	491	648	1354	93	1	0	4705	1699	806	2311	8	1969	15	4	0		
4643	London Street	P.	2	1459	1560	225	508	665	1840	24	1	0	4727	1615	797	2197	3	1556	18	3	0		
1954	Lothian Road	P.	6	989	906	159	298	367	812	10	3	3	3167	961	484	1731	1	1666	967	11	5		
4602	Milton House	P.	1	1174	1104	154	343	439	898	10	1	0	3450	1190	594	1666	1	1666	1187	6	7		
3119	North Canongate	P.	3	1484	1190	319	383	431	1083	27	1	0	3560	908	472	2118	3	2074	1191	0	8		
1883	North Merchiston	P.	8	1701	1782	339	688	598	1321	23	1	13	4578	1682	850	2074	2	2074	1775	13	6		
6406	Parsons Green*	P.	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
882	Portobello	P.	2	1390	134	262	311	41	748	11	3	6	3196	819	410	715	118	380	12	0	6		
1512	Portobello Tower Bank	P.	12	414	432	86	123	140	254	11	2	4	1040	411	224	381	45	380	12	0	0		
3751	Preston Street	P.	11	894	888	157	285	299	741	15	1	4	3243	649	431	1571	1	1663	881	2	9		
6008	Regent Road	P.	9	944	1066	117	333	458	950	13	2	7	3148	1195	566	1663	1	1663	1150	11	5		
2098	Roseburn	P.	11	921	702	105	220	295	577	13	2	9	3936	632	323	1163	5	1764	694	1	0		
1654	St. Bernard's	P.	9	1210	1206	177	396	457	1086	19	0	0	3470	1058	561	1764	2	1940	1203	17	0		
2481	St. Leonard's	P.	3	1631	1103	327	841	397	1966	17	1	0	4321	1698	756	2483	4	1815	1086	12	3		
4816	Sciences	P.	2	1623	1431	329	421	652	1272	26	1	8	3894	1390	698	2483	3	1815	1808	18	11		
3030	South Bridge	P.	12	1969	1246	147	456	503	1109	30	1	12	3914	1871	432	870	4	1607	870	4	1		
4813	South Morningside	P.	5	1342	843	151	251	300	712	17	1	3	2814	481	228	1948	1	1948	838	18	6		
1440	Stockbridge	P.	6	941	812	144	301	377	712	15	0	6	2814	1080	520	1948	3	1640	1002	1	5		
4094	Tronpichan Street	P.	10	698	694	137	377	377	822	15	0	7	3070	963	496	1640	2	1640	949	1	5		
1297	Warrander Park	P.	4	912	811	137	317	318	719	14	0	7	2768	944	569	1643	1	1643	741	5	3		
1298	West Youngs	P.	5	1059	785	149	390	395	654	14	0	8	3112	1119	180	1643	1	1643	741	5	3		
..	..	P.	8	1059	785	149	390	395	1194	14	1	8	3000	589	289	1643	1	1643	741	5	3		

List of Schools aided from Parliamentary Grant—Continued.

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							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.		Other Sources.									
EDINBURGH—contd.																																			
KIRKNEWTON AND EAST CALDER.																																			
4482	East Calder	P.	1	735	272	200	40	70	112	11	242	2	2	656	318	152	108	292	7	4
3878	Kirknewton	P.	1	..	135	89	21	20	50	..	77	1	..	254	76	44	..	..	..	..	131	..	..	..	..	..	..	..	..	..	..	82	0	6
1844	Oakbank	P.	1	..	245	183	51	57	24	..	151	2	2	301	76	69	..	..	..	..	144	..	..	..	..	..	..	..	..	..	..	134	16	2
1086	Whymetide	P.	1	..	182	95	13	14	24	..	119	1	..	84	19	10	..	..	..	..	63	..	..	..	..	..	..	..	..	..	..	20	18	3
2482	Wharriton	P.	1	..	130	64	12	18	19	..	55	1	..	307	76	38	..	..	..	..	194	..	..	..	..	..	..	..	..	..	..	61	9	6
3574	East Calder	R.C.	1	..	300	174	38	54	67	5	164	2	..	410	202	103	29	..	..	..	..	..	57	..	..	..	..	..	..	..	..	179	15	0
LASSWADE.																																			
2996	Lasswade	P.	5	1974	516	383	48	90	147	46	331	6	3	1100	419	188	..	..	..	..	301	..	..	..	..	..	..	..	..	..	..	468	15	0
3271	Lothweid	P.	5	..	651	404	110	167	184	..	471	2	1	1063	602	229	..	..	..	..	329	..	..	..	..	..	..	..	..	..	..	495	1	3
3083	Pentlands	P.	5	..	592	193	32	63	48	..	272	2	1	509	133	71	..	..	..	..	303	..	..	..	..	..	..	..	..	..	..	332	4	3
3359	Rosewell	P.	6	..	392	275	52	65	90	2	242	2	5	544	232	141	..	..	..	..	101	..	..	..	..	..	..	..	..	..	..	303	2	6
2315	Roslin	P.	6	..	394	311	69	102	110	..	281	3	4	707	306	166	..	..	..	..	236	..	..	..	..	..	..	..	..	..	..	300	15	0
4792	Lothweid	R.C.	5	..	316	114	27	40	31	..	98	1	1	976	100	56	14	..	..	..	..	301	..	..	..	..	..	..	..	..	..	108	12	3
5482	Rosewell, St. Margaret's, R.C.	R.C.	6	..	110	116	35	31	32	..	98	1	..	214	110	63	15	..	..	..	..	40	..	..	..	..	..	..	..	..	..	108	6	6
LEITH (Burgh) § 67.																																			
4685	Academy H.G.	P.	6	14786	1187	678	132	212	249	2	585	12	1	2377	653	336	..	..	..	..	891	..	..	..	..	..	..	..	..	..	..	730	2	1
4686	Academy H.G.	H.G.	6	..	181	162	..	..	..	144	144	6	..	1533	330	98	..	..	..	..	610	..	..	..	..	..	..	..	..	..	..	562	1	0
4181	Bonnington Road H.G.	P.	11	..	967	964	159	303	337	..	789	10	3	2436	699	490	..	..	..	..	982	..	..	..	..	..	..	..	..	..	..	940	9	9
4745	Couper Street	P.	9	..	1878	1716	252	507	664	..	1353	36	7	3368	1845	809	..	..	..	..	1230	..	..	..	..	..	..	..	..	..	..	1685	18	6
4687	Great Junction Street	P.	9	..	1070	986	150	250	312	..	792	15	3	2068	942	532	..	..	..	..	960	..	..	..	..	..	..	..	..	..	..	917	1	9
3095	Linton Road	P.	10	..	1619	1346	200	413	535	..	1140	23	4	3516	1271	745	..	..	..	..	1370	..	..	..	..	..	..	..	..	..	..	1849	10	10
3292	Lothweid	P.	10	..	1358	1080	210	323	393	..	1007	16	2	2504	915	587	..	..	..	..	1375	..	..	..	..	..	..	..	..	..	..	1070	15	11
1331	Lorne Street	P.	11	..	792	690	128	186	237	..	643	7	4	1848	669	288	..	..	..	..	921	..	..	..	..	..	..	..	..	..	..	1070	15	10
1778	Newhaven, Victoria	P.	15	..	1292	1050	198	186	257	..	643	7	4	1848	669	288	..	..	..	..	921	..	..	..	..	..	..	..	..	..	..	1070	15	10

Table with multiple columns: School Name, Address, County, Sex, Age, and various numerical columns (likely grants, pupils, etc.). Includes sections for LIBERTON, MID-CALDER, MUSSELBURGH, NEWBATTLE, and NEWTON.

List of Schools aided from Parliamentary Grant—Continued.

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EDINBURGH—contd.																											
PENICUIK—contd.																											
48	Penicuk	E.	1	..	254	166	41	38	53	..	132	3	1	369	83	23	10	142	14	9
1266	Penicuk	R.C.	1	..	107	82	18	26	22	..	66	1	..	174	33	10	4	70	5	6
RATHO.																											
368	Ratho	P.	4	..	303	221	29	56	83	1	179	2	3	684	110	4	187	0	0
3072	Dalmahoy, St. Mary's	E.	4	..	119	103	15	31	41	1	88	1	1	248	48	12	96	14	0
STOBHILL § 67.																											
3365	Stobhill	P.	12	..	712	711	115	229	241	4	589	12	1	1253	362	9	687	3	3
STOW.																											
440	Castles	P.	7	..	50	25	7	12	6	..	25	1	..	89	16	39	18	0
608	Fountainhall	P.	7	..	120	90	14	23	39	1	77	1	1	166	44	89	12	0
197	Stow	P.	7	..	226	135	17	41	52	1	111	2	..	239	73	115	9	0
TEMPLE.																											
4277	Temple	P.	4	..	124	61	9	13	19	1	47	1	1	237	30	51	8	6
4085	Toxide	..	4	..	47	31	3	11	14	..	28	106	21	5	46	8	0
WEST CALDER § 67																											
3680	Adelweil	P.	5	..	515	488	96	164	125	..	387	6	3	944	240	1	424	15	5
323	Chibshaw	P.	6	..	160	127	32	36	49	..	109	3	1	304	112	158	10	6
4345	Clypeide	P.	5	..	280	195	42	64	61	..	157	3	2	475	94	171	17	2

5370	11 Albion	P.	6	..	22	1	1	133	84	10	..	64	..	..	..	20	4	6
1319	Levenport	P.	5	..	84	3	1	807	90	51	..	166	..	..	..	92	0	3
2855	West Calder	P.	6	..	540	..	4	1500	623	817	..	488	..	..	..	615	5	0
1132	Woodmuir	P.	5	..	71	..	1	125	51	30	..	43	..	..	..	73	12	0
50	West Calder	P.C.	6	..	254	..	3	575	231	164	..	..	..	..	..	278	16	0
MELGIL.																			
4105	Alves	P.	2	..	157	..	2	387	189	104	..	60	..	..	..	174	14	3
3462	Belle	P.	3	..	108	..	3	487	148	77	..	184	..	..	..	122	12	1
2324	Fochobers Milnes' Inst.	P.	10	..	251	..	6	1410	339	169	..	..	..	..	..	319	10	2
2296	Birnie	P.	2	..	65	..	2	249	87	38	..	72	..	..	..	86	4	0
CROMDALE § 67																			
928	Achanarow	P.	3	..	29	1	1	116	47	19	..	51	..	..	..	45	14	0
3741	Alvie	P.	3	..	37	..	..	131	58	22	..	36	..	..	..	54	17	6
605	Cromdale	P.	3	..	84	..	1	323	135	52	..	163	..	..	..	102	12	9
1580	Derra	P.	3	..	24	..	1	68	37	15	..	..	..	..	..	40	14	0
3462	Grantlawa	P.	12	..	325	1	6	1185	435	197	..	..	..	..	..	417	10	3
4139	Dallas § 67	P.	3	..	84	2	2	288	106	74	..	69	..	..	..	58	17	3
1213	Kilias	P.	3	..	29	..	1	78	38	19	..	22	..	..	..	44	8	0
3990	Drainie	P.	2	..	46	..	..	325	58	24	..	151	..	..	..	61	6	0
2595	Lossiemouth	P.	11	..	719	..	11	1290	700	368	..	193	..	..	..	674	18	9
3880	Burghhead	P.	12	..	224	..	7	791	372	194	..	928	..	..	..	373	8	1
2835	Druffis	P.	1	..	131	..	2	483	170	84	..	198	..	..	..	178	13	0
4449	Hopeman	P.	12	..	307	..	6	731	374	180	..	168	..	..	..	300	18	10
147	Rossville	P.	1	..	28	..	1	83	40	13	..	31	..	..	..	38	18	6

835 8332	2 2	161 137	106 121	24 28	80 82	45 46	5 5	99 106	3 3	241 315	131 108	67 62	.. ..	22 ..	54 114	.. ..	.. ..	109 15 8 118 6 3
KINLOSS.																		
KNOCKKANDO.																		
3709	3	150	50	8	12	9	..	80	1	208	60	29	4	..	113	1	..	50 2 0
1082	3	69	36	2	10	16	..	29	1	63	38	17	2	..	6	2	..	36 7 6
3223	3	235	124	12	35	54	2	103	2	339	117	63	..	32	111	16	..	118 14 6
3268	3	121	66	13	29	28	..	83	1	188	92	53	13	..	..	2	..	91 0 6
NEW SPYNE.																		
3761	2	108	65	6	21	15	..	42	2	190	54	33	..	..	102	2	..	43 13 0
RAFFORD.																		
2087	2	52	53	11	11	22	..	44	1	120	44	26	..	..	50	..	..	48 8 0
192	1	139	98	12	29	26	2	79	2	235	93	47	..	25	119	2	..	87 3 0
ROTHES § 67.																		
691	1	108	87	13	24	32	..	60	1	198	94	47	..	..	53	..	..	85 10 0
2325	1	592	437	74	122	160	3	364	3	1102	412	230	..	82	307	19	..	455 6 2
ST. ANDREW'S LHAN-BEYDE.																		
1065	2	100	45	5	15	19	..	39	1	183	62	32	..	..	119	..	..	53 3 9
2063	2	217	148	17	46	61	4	123	2	578	168	79	..	38	266	16	..	160 19 6
SPEYMOUTh.																		
4412	1	230	165	32	54	53	3	142	3	358	146	64	..	..	124	4	..	133 7 0
3730	1	173	92	17	28	35	..	60	2	251	93	49	..	..	106	4	..	66 19 3
URQUHART.																		
3898	1	242	99	17	22	43	3	24	2	335	92	49	..	..	191	8	..	97 16 8
747	2	34	26	4	9	7	..	26	1	54	37	14	3	5	..	..	..	66 11 9

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognized Accommodation.	Average Number of Scholars on Registers during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.									
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FIFE.																																
84	ADDIE.	P.	3	115	162	54	11	17	17	45	1	1	1	198	53	31	..	114	40	8	9
ABERDOUR.																																
2190	Aberlour.	P.	4	..	195	150	30	48	60	198	..	1	322	127	76	..	119	148	17	0	
2143	Donfriskie Colliery.	P.	12	..	167	162	23	56	58	137	..	1	356	151	87	..	117	152	7	6	
ANSTRUTHER, EASTER.																																
4244	Anstruther, Easter.	P.	5	..	330	261	73	70	72	217	..	4	539	241	127	..	162	238	13	2	
ANSTRUTHER, WESTER.																																
4264	Anstruther, Wester.	P.	5	..	141	68	20	15	23	58	..	1	235	68	38	..	120	61	8	9	
AUCHTERDERRAN 1867.																																
4175	Auchterlerra.	P.	2	..	401	398	82	116	125	325	..	7	835	389	191	..	304	333	8	3	
6273	Cardenica.	P.	2	..	198	215	53	76	54	188	..	4	605	..	121	..	484	264	12	11	
AUCHTERMUCHTY.																																
2181	Auchtermuchty.	P.	3	..	297	274	43	64	60	224	..	4	543	255	131	..	156	365	19	0	
944	Dunabalt.	P.	3	..	81	35	13	19	1	39	..	1	64	38	33	29	10	3	

271	AUCHTERTOOL. Auchtertool.	P.	4	164	181	22	30	40	..	98	..	3	1	..	205	108	58	..	..	103	..	..	..	106	0	0
298	FALLINGRY. Ballingry	P.	12	250	336	64	101	88	..	253	..	3	3	1	538	234	129	..	..	175	..	..	1	270	18	6
294	BALMERINO. Balmerino	P.	4	144	71	18	18	27	1	64	..	2	..	..	206	88	49	..	..	130	..	..	..	69	10	0
3698	BEATH § 67. Cowdenbeath. Fountainford Hill of Beath Hely. Lassodie	P.	1	974	1109	242	369	354	11	906	..	17	4	4	2266	1039	568	..	..	658	..	..	..	1121	15	10
5979		P.	1	728	807	153	325	218	..	696	..	13	1	4	1812	524	358	..	..	480	..	..	..	769	16	4
4799		P.	1	400	343	76	130	92	1	289	..	6	2	1	646	309	173	..	..	161	..	..	..	309	1	11
538		P.	12	1236	1118	243	396	365	1	1006	..	17	1	5	1910	864	572	..	..	473	..	..	..	1129	4	6
8630		P.	1	331	232	61	103	85	..	249	..	4	2	1	678	276	147	..	..	256	..	..	..	260	18	9
2764	BURNISLAND (Burgh and Landward). Burntisland.	P.	6	1000	757	111	219	248	28	606	..	10	2	7	3044	769	859	..	..	764	..	..	4	774	14	2
2326		E.	4	242	244	62	77	68	..	207	..	3	2	..	339	216	140	36	14	..	..	..	1	322	16	0
2760	CAMERON. Cameron	P.	6	68	62	10	16	16	..	42	..	1	..	..	170	52	23	..	..	94	..	..	..	55	4	0
3547		P.	6	67	43	12	14	11	..	37	..	1	..	..	113	29	17	..	..	67	..	..	..	38	18	3
647		P.	6	101	59	16	19	16	..	51	..	1	1	..	161	45	26	..	..	90	..	..	..	49	14	6
2839	CARNEE. Arncroch	P.	6	138	80	16	27	23	1	66	..	1	1	..	232	61	37	..	..	123	..	..	1	66	2	6
3052		P.	6	139	35	7	9	10	1	27	..	1	..	..	238	26	15	..	..	135	..	..	..	29	0	9
644	CARNOCK § 67. Cairney Hill. Carnock. Oakley, St. Margaret's	P.	1	139	83	19	22	25	1	67	..	1	1	..	242	65	37	..	..	140	..	..	..	70	19	6
3782		P.	1	154	124	39	33	51	..	123	..	2	1	..	337	112	74	..	..	171	..	..	..	122	18	6
5297		R.C.	1	146	166	40	56	54	..	160	..	1	2	1	366	149	78	..	..	..	..	..	..	106	11	6

† For 17 months.

FORGAN.															
8196	Foran	P.	5	180	114	31	26	45	1	101	60	1	124	2	110 17 0
8311	Newport	P.	5	515	301	88	78	123	25	259	158	4	537	13	223 15 1
8590	Wormit	P.	5	281	189	33	53	64	16	165	96	4	319	..	207 7 6
INVERKEITHING.															
951	Inverkeithing	P.	12	537	459	79	134	100	4	595	231	6	261	..	426 10 9
578	North Queensferry	P.	12	191	157	33	50	52	1	136	68	2	119	..	146 7 9
KEMBACH.															
254	Kembach	P.	4	188	62	10	31	23	..	54	30	1	72	..	55 6 0
KENNOWAY § 67.															
2370	Kennoway	P.	3	318	256	50	72	92	3	217	130	2	91	..	241 3 0
3173	Siar	P.	3	110	70	15	23	32	..	60	33	1	54	..	74 13 0
KETTLE.															
2638	Kettle	P.	3	400	184	29	50	76	2	157	103	2	163	..	130 6 0
6401	Middlefield	P.	3	42	29	8	11	4	..	23	9	1	50	..	19 14 0†
KILCONQUHAR.															
2625	Colmaburgh	P.	3	125	74	20	23	16	..	59	49	1	107	..	58 4 0
3212	Kilconquhar	P.	3	164	94	30	39	31	..	80	47	2	104	..	80 6 6
KILMANY.															
3655	Kilmany	P.	4	64	36	9	15	8	1	33	14	1	92	..	23 0 0
4359	Kilmayo, Female	P.	4	68	33	7	8	12	..	27	13	1	46	..	27 10 0
KILRENNY § 67.															
2416	Cellardyke	P.	5	632	567	144	171	153	10	478	295	6	191	..	512 15 3
259	Kilrenny, Upper	P.	5	147	93	20	22	37	..	79	49	2	104	..	85 11 9
KINGHORN.															
677	Kinghorn	P.	4	409	222	..	63	134	1	203	129	4	290	..	241 9 11
4672	Kinghorn, Infant-	P.	4	243	147	76	46	..	..	132	77	2	72	..	123 7 2

† For 7 months.

‡ For 14 months.

List of Schools aided from Parliamentary Grant—Continued.

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							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificates.	Above 10 who hold Merit Certificates.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.					
<i>FIVE—contd.</i>																															
KINGLISSIE.																															
291	Kinglissie	P.	6	298	248	168	29	54	55	2	140	2	1	1	372	135	75	..	162	..	..	..	..	..	..	..	..	..	163	16	9
KINGSBARN.																															
233	0 Kingsbarns	P.	5	..	216	111	25	34	40	2	101	2	..	1	330	117	64	..	140	..	..	..	..	..	..	..	..	115	1	10	
KIRKCALDY (Burgh) § 67.																															
4764	Abbotshill	P.	9	..	1076	723	127	241	222	2	592	14	3	1685	651	335	..	644	..	..	..	..	..	..	..	..	..	4	677	14	8
2790	Dunnikier	P.	10	..	1044	802	176	290	220	19	705	13	4	1790	784	303	..	580	..	..	..	..	..	..	..	..	..	25	857	15	4
127	East	P.	10	..	819	945	163	277	313	17	770	..	2	1916	800	447	..	578	..	..	..	..	..	..	..	..	..	..	889	15	1
5649	*High (Elemy. Dept).	P.	6	..	250	193	47	63	56	..	160	4	1	682	187	90	..	143	..	..	..	..	..	..	..	..	..	..	184	13	2
126	West	P.	10	..	930	906	157	313	325	11	811	15	5	1973	909	461	..	603	..	..	..	..	..	..	..	..	..	..	927	16	2
KIRKCALDY AND DYSART (Landward).																															
3959	Boreland	P.	4	..	87	87	11	36	32	..	79	1	..	242	94	50	..	98	..	..	..	..	..	..	..	..	..	..	89	8	6
2156	Chapel	P.	6	..	149	142	26	45	45	..	116	2	..	300	129	77	..	94	..	..	..	..	..	..	..	..	..	..	125	4	2
4826	Strathore	P.	3	..	97	101	20	26	25	..	71	1	..	166	85	48	..	19	..	..	..	..	..	..	..	..	..	..	69	15	6
LARGO.																															
2152	Durham	P.	2	..	143	64	30	21	2	..	53	1	..	145	52	31	..	62	..	..	..	..	..	..	..	..	..	..	49	19	0
292	Kirkton	P.	2	..	150	116	10	50	43	4	98	..	..	298	112	56	..	135	..	..	..	..	..	..	..	..	..	..	115	19	0
2913	Lochrie Mill	P.	3	..	178	125	23	20	50	2	104	..	1	265	100	67	..	97	..	..	..	..	..	..	..	..	..	..	119	19	0

LARGOARD.		175											176											
484	Largoard	P. 6	164	113	13	25	47	21	698	1	11	9	1840	798	432	60	78	83	96	148	811	2	9	
5715	New Gilton	P. 6	90	63	12	18	21	51	51	1	1	172	60	29	61	18	0
LESLIE.		768																						
3018	Lealie	P. 11	943	882	172	284	251	21	698	1	11	9	1840	798	432	60	78	83	96	148	811	2	9	
LEUCHARS.		621																						
4191	Balmullo	P. 5	132	89	15	26	31	72	72	1	1	190	67	38	..	..	..	..	..	..	78	5	3
4649	Grantbridge	P. 5	230	205	51	62	76	..	189	3	1	395	186	104	..	..	..	..	..	..	204	14	0
3286	Leuchars	P. 5	232	195	57	57	55	2	171	3	..	517	181	101	..	..	..	..	..	..	181	18	9
LOCHGELLY § 67.		1967																						
2359	Lochgelly	P. 1	1347	1394	291	445	402	9	1147	18	1	9	2979	1943	700	..	..	..	..	..	1298	12	..
4915	Lumphinnans	P. 1	246	276	98	113	9	..	215	3	3	411	210	133	..	..	..	..	..	..	327	2	..
4786	Lumphinnans, St. Patrick's	R.C. 1	105	133	27	40	36	..	103	1	..	198	90	55	17	..	..	..	..	..	43	9	0
LOGIE.		46																						
455	Logie	P. 4	72	42	9	11	13	..	33	1	..	199	57	25	..	..	..	..	..	..	45	1	3
MARKINCH. § 67		1339																						
535	Balcurvie	P. 3	292	244	59	79	76	2	216	4	3	547	232	128	..	..	..	..	..	..	239	0	0
896	Coalton	P. 3	200	210	45	69	61	2	177	2	3	477	191	103	..	..	..	..	..	..	191	19	9
4108	Kirkforthor Fen	P. 3	77	59	9	13	3	..	25	1	..	84	24	14	..	..	..	..	..	..	23	12	9
382	Markinch	P. 3	444	344	51	98	123	19	296	7	2	955	367	179	..	..	..	..	..	..	374	19	6
116	Milnora	P. 3	104	103	26	19	30	1	76	2	1	239	85	47	..	..	..	..	..	..	86	12	9
1406	Preston	P. 3	163	118	34	31	44	..	109	2	1	325	110	59	..	..	..	..	..	..	118	18	0
4118	Thornton	P. 3	275	268	61	75	76	2	214	4	3	627	214	119	..	..	..	..	..	..	231	4	0
MONMIAL.		134																						
4170	Easter Fernie	P. 4	54	20	2	6	9	..	17	1	..	53	14	8	..	..	..	..	..	..	13	18	9
2502	Letham	P. 4	104	83	13	25	31	..	69	1	1	281	77	43	..	..	..	..	..	..	75	7	9
MOONZIE.		29																						
504	Moonsie	P. 4	53	30	3	9	13	..	25	1	..	109	41	15	..	..	..	..	..	..	41	0	0
NEWBURGH § 67		347																						
4423	Newburgh	P. 3	464	164	84	107	110	18	319	5	1	821	361	195	..	..	..	..	..	..	374	9	0

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL, BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBERS OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.										
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certified.	Assistant Teachers (Art. 70).	Full Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Bales.		School Fees and Books sold to children.	Grants from Local Authori- ties for Secondary and Technical Education.	Other Sources.							
<i>FIFE—contd.</i>																																	
NEWBURN																																	
781	Newburn	P.	2	49	90	37	10	13	12	1	36	1	1	..	134	57	19	..	70	28	8	3	
PITKETHVEN & ST.																																	
28	East	P.	5	400	321	237	..	67	125	10	202	..	4	1	554	220	126	..	133	..	..	..	..	..	..	..	..	..	257	6	11
3384	South, Infants	P.	6	..	230	166	101	47	..	..	148	..	2	3	223	100	91	..	..	..	..	..	..	..	..	..	..	..	133	13	3
ST. ANDREW'S (BURGH)																																	
4681	Burgh	P.	6	1248	688	527	..	110	336	5	601	10	..	..	1392	536	292	..	390	..	..	..	..	..	..	..	..	..	604	4	7
2221	East End, Infant	P.	6	..	230	208	113	62	..	..	194	4	..	..	403	183	111	..	70	..	..	..	..	..	..	..	..	..	201	8	0
4426	Infant	P.	6	..	339	300	123	150	..	..	278	6	..	..	539	253	163	..	66	..	..	..	..	..	..	..	..	..	291	13	6
ST. ANDREW'S (LANDWARD)																																	
531	Beachills	P.	6	323	117	53	12	17	20	..	49	1	..	..	311	53	21	..	137	..	..	..	..	..	..	..	..	..	62	16	6
4474	Strathkinness	P.	6	..	208	133	32	33	39	..	100	2	..	..	360	119	43	..	196	..	..	..	..	..	..	..	..	..	115	19	3
ST. MONACE & ST.																																	
3674	St. Monace	P.	2	..	500	418	90	106	123	1	331	..	4	3	771	350	136	..	236	..	..	..	..	..	..	..	..	..	300	2	6
HALIFAX																																	
463	Halifax	P.	12	..	300	193	35	64	59	3	160	..	3	..	431	147	59	..	131	15	..	103	13	0

SCHOOL	NO. OF PUPILS	NO. OF TEACHERS	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN	NO. OF CHILDRN
2827 Leven	1128	216	324	423	40	1046	7	2413	1312	670	523	96	3	1295	2	0			
3006 Springfield	282	149	28	47	..	124	..	319	134	78	110	..	..	134	19	9			
3905 Gateside	107	32	26	3	77	..	..	231	86	47	88	4	..	88	3	3			
3940 Strathmiglo	364	206	31	79	3	174	..	626	206	109	207	12	80	12	196	15	9		
3972 Torryburn	240	137	35	64	5	166	..	368	181	99	88	..	..	181	4	9			
46 Tulliallan and Kincardine	528	371	90	120	13	335	..	986	388	192	205	37	96	64	402	17	5		
2827 Buckhaven	1208	1061	226	323	35	883	14	2144	1016	531	502	..	96	1047	7	1			
4176 Chalmers	391	104	50	73	61	194	3	561	186	110	256	..	..	208	0	3			
1112 Kirkland Crossroads	538	332	87	138	23	458	3	946	507	279	168	..	..	497	12	4			
4003 Methil	479	233	131	243	106	529	3	1008	432	266	314	..	..	570	9	3			
3946 Wemyss	629	453	114	154	110	387	4	865	369	232	384	..	..	419	3	3			
1013 West Wemyss, Dorothy	450	332	67	64	64	196	..	562	208	108	251	..	..	208	9	0			
FORFAR.																			
ABERLENO.																			
3903 Aberlemno	162	65	8	21	24	53	3	338	58	31	249	..	..	61	14	6			
3485 Pitkenney	67	45	6	13	18	77	..	120	37	21	63	..	..	40	15	0			
AIRLIE.																			
3626 Airlie	96	83	16	24	29	60	..	208	78	43	87	..	..	75	0	9			
ARBIBLOT.																			
410 Arbiblot	149	92	19	28	32	81	..	343	94	52	190	..	2	10	..	88	1	0	

BRECHIN (Landward).																					
3150	Aldbar	P.	3	73	61	11	13	93	62	..	1	1	..	330	65	31	..	133	..	..	66 11 3
1163	Little Brechin	P.	3	100	80	11	23	83	68	..	2	1	..	233	81	44	..	129	..	..	76 13 6
1862	Armt.	P.	3	53	46	11	13	19	43	..	1	..	..	84	49	37	..	8	..	..	40 15 8
BROUGHTY FERRY (Town) § 67.																					
2662	Eastern	P.	12	600	522	103	157	166	428	..	5	3	1	973	467	252	..	253	..	..	432 10 4
4632	Grove Academy	P.	4	611	506	42	98	194	436	102	11	2	1	1978	669	296	..	163	..	293	705 13 9
4033	Southern	P.	12	676	451	103	136	146	390	..	5	5	..	906	436	245	..	224	..	..	443 6 6
2176	Western	P.	12	343	371	69	119	125	314	1	3	4	1	724	316	168	..	240	..	..	341 12 1
CARESTON.																					
4032	Carleton	P.	2	65	67	16	15	17	48	..	1	..	..	214	60	30	..	124	..	..	60 14 3
CARMYLIE.																					
231	East	P.	6	152	148	29	53	43	123	3	2	1	..	234	124	68	..	89	..	4	137 14 0
3010	West	P.	6	195	104	19	36	33	93	..	2	..	1	259	99	53	..	107	..	..	103 5 0
CORTACHY AND CLOVA.																					
4313	Cortachy	P.	4	149	63	8	23	19	63	2	1	1	..	230	53	31	..	133	..	7	55 17 3
3091	Glova	P.	4	60	14	1	4	6	11	1	1	..	113	29	8	..	75	..	..	27 10 0	
305	Glenprosen	P.	4	50	37	7	9	14	30	..	1	..	149	48	13	..	53	..	..	47 12 0	
2533	Waterak	P.	4	39	17	2	5	6	13	..	1	..	167	30	8	..	139	..	..	29 6 0	
COURPAR ANGUS (See Perthshire).																					
CRAIG § 67.																					
3042	Craig	P.	2	166	100	17	28	33	53	..	2	..	..	258	96	57	..	101	..	4	86 4 6
1137	Ferryden, Senior	P.	2	254	170	..	55	81	136	..	4	..	411	142	73	..	196	..	..	155 6 3	
3555	Ferryden, Infants'	P.	2	253	155	107	34	..	141	..	1	2	..	292	133	84	..	44	..	..	139 3 6
4215	Westerton	P.	3	42	33	9	11	6	26	..	1	..	72	43	17	..	12	..	..	40 18 6	
DUN.																					
2530	Dun	P.	2	171	106	13	30	37	86	..	3	..	..	290	94	51	..	114	..	..	62 7 9

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.																		
							Under 7.	Above 7 and under 10.	Obtained Merit Certificate.	Above 10 who have not obtained Merit Certificate.		Above 10 who hold Merit Certificate.	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.		Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.														
FORFAR—contd.																																									
DUNDEE (Burgh) § 67.																																									
2623	Ancrum Road	P.	10	2067	777	782	188	252	215	655	16	1068	789	397	790	62	790	1141	1207	10	7	719	11	9																	
2481	Ann Street	P.	1		1290	1290	277	453	245	1075	21	2901	1158	642	1141	26	1141	1207	10	7	1207	10	7																		
2482	Balfour Street	P.	12		908	822	190	292	265	717	21	2170	705	402	979	4	979	1418	11	11	1418	11	11																		
4676	Blackness	P.	2		1253	1425	944	492	492	1231	13	3068	1431	786	17	3068	1431	1418	14	8	1418	14	8																		
2319	Brown Street	P.	2		660	691	77	157	226	460	13	1442	384	206	832	28	832	459	3	0	459	3	0																		
2405	Butterburg	P.	11		1089	681	188	251	228	667	17	3072	690	384	1011	7	1011	747	11	3	747	11	3																		
4865	Cleppington	P.	9		1161	1166	265	380	260	945	21	2381	909	515	1149	9	1149	1025	1	0	1025	1	0																		
4677	Cowgate	P.	12		915	801	125	187	264	576	13	1882	606	303	894	79	894	588	10	6	588	10	6																		
4738	Deaf and Dumb	P.	9																																						
2459	Dunblane	P.	1		858	758	139	253	250	645	15	1974	715	379	886	44	886	119	17	6	119	17	6																		
2467	Guthrie	P.	1		1275	1248	284	516	411	1191	23	3063	1350	790	1323	15	1323	752	16	5	752	16	5																		
689	Harris Academy	P.	4		1290	917	457	244	265	810	27	4580	1407	659	1867	1326	1867	1544	3	4	1544	3	4																		
2328	Hawthill	P.	2		1865	1452	288	509	436	1234	23	3238	1416	765	1119	39	1119	1392	16	10	1392	16	10																		
1053	Hill Street	P.	11		964	993	907	375	298	980	19	2490	1005	513	951	82	951	996	14	10	996	14	10																		
2374	Lochee Lift Road	P.	11		921	905	180	297	290	774	8	2515	948	453	972	69	972	921	6	9	921	6	9																		
1990	Lochee South Road	P.	11		394	467	64	104	131	310	14	1063	340	168	860	23	860	714	8	9	714	8	9																		
2305	Mitchell Street	P.	12		692	965	156	219	311	696	10	3026	754	393	850	23	850	1714	8	9	1714	8	9																		
4675	Morgan Academy	P.	4		973	765	78	158	259	676	16	2068	590	690	1453	1219	1453	1225	3	4	1225	3	4																		
2929	Rosebank	P.	2		1310	1278	288	445	350	1087	23	3961	1259	656	773	80	773	811	15	9	811	15	9																		
2926	St. Andrew's	P.	9		823	805	135	211	220	574	15	1144	377	154	1086	16	1086	652	19	4	652	19	4																		
2363	St. Andrew's	P.	1		853	824	154	231	253	688	18	3268	680	325	1114	16	1114	783	4	6	783	4	6																		
2427	St. Louis Road	P.	2		1089	1072	192	340	316	874	19	3906	1001	588	1286	40	1286	974	13	4	974	13	4																		
2174	Wallace Town	P.	1		200	156	39	41	36	116	2	248	115	70	18	18	183	1	0	183	1	0																			
2593	Lochee	P.	10		201	189	68	70	61	189	3	345	165	101	26	26	139	10	9	139	10	9																			
2791	St. Paul's	P.	10		482	473	93	163	110	375	7	747	403	232	67	67	358	8	8	358	8	8																			
2511	St. H. Paul's	P.	10		858	842	190	289	233	632	7	1462	736	405	125	125	789	19	8	789	19	8																			
2571	Lochee, St. Mary	R.C.	11		803	645	175	125	169	469	3	1009	477	275	166	166	101	108	14	0	101	108	14	0																	
4327	St. Andrew's, Boys	R.C.	10		476	315	12	107	135	216	1	670	268	148	88	88	487	16	0	487	16	0																			
4343	St. Andrew's, (G) Is	R.C.	10		584	898	154	107	135	816	4	791	341	168	47	47	248	14	0	248	14	0																			
4968	St. Joseph's	R.C.	10		881	592	101	175	157	538	4	1101	648	309	75	75	322	47	0	322	47	0																			
3136	St. Mary's	R.C.	10		1506	1341	285	380	333	941	6	3064	998	595	181	181	880	13	6	880	13	6																			
3180	St. Paul's	R.C.	9		525	576	189	161	118	432	8	849	350	230	55	55	498	19	9	498	19	9																			

NO.	NAME	CLASS	NO. OF CH.	NO. OF SCH.	NO. OF PUP.	NO. OF TEACH.	NO. OF SERV.	NO. OF BENCH.	NO. OF SEAT.	NO. OF DESK.	NO. OF LIB.	NO. OF INSTR.	NO. OF APP.	NO. OF FURN.	NO. OF OTHER.	NO. OF TOTAL.	NO. OF COST.	NO. OF VALUE.
4055	Dunlop Bank Deaf and Dumb Institution	P.	9	..	375	..	..	..	..	..	..	..	..	..	..	..	..	..
4740	Institution for the Blind	P.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1088	Setfield's Works, Half Time	P.	9	..	181	111	..	..	..	..	..	..	..	..	..	..	..	..
4288	Ward Mills	P.	6	..	314	256	..	..	..	..	..	..	..	..	..	..	..	..
4164	DUNDEE (Landward). Drumgeth	P.	4	..	202	208	44	63	78	..	184	..	..	..	..	..	144	..
3108	DUNNICHEN § 67. Creiche	P.	5	..	100	62	13	28	15	..	56	..	..	..	..	..	91	4
2745	Lotham, Mixed	P.	5	..	243	163	35	51	54	2	142	..	..	..	..	..	97	4
545	FASSIE AND NEVAY. Essie and Nevay	P.	6	..	127	83	13	27	24	1	65	..	..	..	..	..	122	..
154	EDZELL. Edzell	P.	2	..	155	155	20	54	53	..	127	..	..	..	..	..	111	..
187	Wateride	P.	4	..	60	10	..	8	6	..	9	..	..	..	..	..	42	..
4203	FARNELL. Farnell	P.	2	..	130	114	18	37	36	1	92	3	..	..	..	..	113	..
3126	FERN. Fern	P.	3	..	78	62	4	18	24	..	46	..	..	..	..	..	71	..
4502	FORFAR (Burgh). Academy	P.	3	..	360	133	15	38	63	..	116	..	..	..	..	..	36	134
3560	East	P.	3	..	423	424	115	164	123	..	402	..	..	..	..	..	61	11
3730	South	P.	3	..	240	267	67	108	60	..	235	..	..	..	..	..	147	6
1738	North	P.	3	..	400	368	86	146	102	..	334	..	..	..	..	..	136	6
2451	Wellbrahead	P.	3	..	250	306	90	106	82	..	278	..	..	..	..	..	68	5
	West	P.	3	..	607	561	107	157	239	..	503	..	..	..	..	..	108	10

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM										Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not Obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.		Other Sources.
FORFAR—contd.																									
LINTRATHEN.																									
3835	Backwater	P.	4	130	30	14	6	5	2	12	1	1	59	22	5	82	82	5	26	14	0				
2998	Braes of Coull	P.	4	..	63	26	4	13	14	52	1	..	130	55	82	49	..	8	48	2	0				
3809	Lintrathen	P.	4	..	101	66	13	16	29	58	2	..	203	66	32	102	..	..	74	15	9		
LOCHLE.																									
2545	Lochlee	P.	4	..	91	47	4	13	19	36	1	1	166	59	26	89	..	..	56	16	0		
LOGIE-PRET.																									
3417	Craino	P.	2	208	133	119	19	36	41	96	2	1	270	103	61	106	..	..	105	13	6		
3230	Logie-Pret	P.	2	..	112	64	8	21	19	48	1	..	194	53	30	111	..	..	56	16	0		
LUNAN.																									
3915	Lunan	P.	2	..	82	52	10	17	20	47	1	..	134	50	24	59	..	2	51	0	6				
LUNDIE.																									
778	Lundie	P.	6	..	108	52	11	18	14	44	1	..	158	48	23	88	..	..	66	13	0		
MAINS AND STRATH-MARTINE.																									
3778	Downfield	P.	6	..	227	282	45	72	82	190	3	1	522	260	130	131	..	..	217	10	0		
4477	Mains	P.	6	..	232	118	25	30	30	91	2	..	384	104	58	117	..	..	103	1	3		
3660	Strathmartine	P.	6	..	150	115	19	32	48	94	2	1	273	115	62	90	..	..	102	7	0		

Lists of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.
FORFAR—contd.																							
PANBRIDE.																							
132	Muir Drum	P.	3	357	50	21	11	8	19	1	..	70	15	10	..	46	..	..	..	18 5 0
4064	Panbride	P.	3	..	309	261	32	82	213	4	..	503	256	130	..	72	..	45	..	249 19 3			
RESCOBIE.																							
3529	Rescobie	P.	3	110	61	29	5	9	24	1	..	300	37	16	..	141	..	..	..	36 1 0
RUTHVEN.																							
182	Ruthven	P.	3	..	64	51	14	11	43	1	..	157	53	22	..	74	..	..	..	60 16 0
ST. VIGAN'S AND ST. BROADH (Lanward).																							
2730	Colliston	P.	2	478	170	112	19	39	97	3	..	273	93	53	..	126	..	..	..	105 6 9
2639	St. Vigan's	P.	3	..	188	114	20	40	103	2	1	315	113	62	..	133	..	5	1	113 11 3			
STRACATHRO.																							
2151	Stracathro	P.	2	..	145	90	13	30	76	1	..	302	79	42	..	81	..	..	..	83 0 6
TANNADICE.																							
2639	Burnside of Inshewan.	P.	3	..	67	51	8	17	37	1	..	185	55	35	..	40	3	..	..	51 19 9	
2632	Burnside	P.	2	..	75	49	9	17	43	1	..	209	60	26	..	44	6	..	..	62 12 9	
2636	Tannadice	P.	3	..	152	99	13	29	76	2	..	263	74	33	..	144	7	..	..	83 14 3	

878	Tealing	P.	6	188	127	17	30	50	106	..	1	1	..	264	101	56	..	107	..	..	118	16	6
HADDINGTON.																							
ABERLADY.																							
2168	Aberlady	P.	4	206	146	37	42	47	136	..	2	..	..	278	138	77	..	68	..	..	135	3	9
ATHELSTANFORD.																							
968	Athelstanford	P.	3	164	124	21	31	45	97	..	2	..	..	305	90	53	..	152	..	..	105	13	3
BOLTON.																							
211	Bolton	P.	3	68	34	10	10	11	31	..	1	..	..	144	38	16	..	90	..	..	42	16	3
DIBLETON.																							
295	Dribton	P.	4	142	110	17	30	43	99	..	2	1	..	223	190	65	..	138	..	..	110	15	3
164	Gillane	P.	4	145	137	33	39	45	117	..	2	1	..	409	107	59	..	243	..	..	125	1	3
2787	Kingston	P.	4	130	90	8	23	33	74	..	2	..	..	233	79	44	..	170	..	..	81	17	3
DUNBAR (Burgh)																							
2430	Dunbar (Burgh)	P.	4	688	695	117	183	208	531	..	8	3	1	1350	696	331	..	168	10	136	654	4	1
DUNBAR (Landward)																							
3367	East Barns	P.	2	106	99	19	28	36	63	..	1	1	..	207	67	40	..	99	..	..	39	19	0
240	West Barns	P.	2	239	218	52	75	67	196	..	3	1	..	465	211	124	..	130	..	..	209	9	6
GARYALD.																							
3719	Garvald	P.	3	125	94	22	21	26	70	..	2	..	..	245	66	37	..	143	..	..	74	8	9
GLADSMUTH.																							
2266	Longniddy	P.	4	144	130	17	42	43	102	..	2	..	..	276	122	67	..	87	..	..	111	10	3
3441	Macmerry	P.	4	140	132	30	33	37	100	..	2	1	..	331	105	69	..	167	..	..	106	5	3
3791	Samuelston	P.	4	61	47	16	12	11	39	..	1	..	..	106	53	24	..	84	..	..	50	7	3
HADDINGTON (Burgh).																							
923	Primery	P.	3	704	686	116	176	217	511	..	9	..	3	1363	537	227	..	437	..	..	567	6	10
4107	Roman Catholic	R.C.	3	165	137	20	42	64	127	..	1	1	1	275	135	74	18	..	..	..	140	6	9

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School or District.	Recognised Accommodation.	Average Number of Scholars on Registers during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.	£ s. d.									
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).		Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Employment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.			Grants from Local Authorities for Secondary and Technical Education.	Other Sources.							
HADDINGTON—contd.																																		
HUMBLE.																																		
594	Humble	P.	3	190	101	54	6	16	18	38	1	1	142	47	27	68	39	6	0
INSERWICK.																																		
1086	Inserwick	P.	2	153	126	125	15	43	49	108	2	..	296	108	68	119	..	..	..	..	..	..	..	..	..	..	..	..	..	..	120	11	0
MORHAM.																																		
2682	Morham	P.	3	40	60	40	6	11	13	31	1	..	134	50	19	66	..	..	..	..	..	..	..	..	..	..	..	..	..	..	51	2	3
NORTH BERWICK.																																		
4076	Halfland Burns	P.	9	500	68	59	7	11	7	25	1	..	78	26	15	37	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26	8	9
5222	High (Elem. Dept.)	P.	9	..	60	62	8	49	57	57	3	..	378	71	81	118	..	..	..	..	..	..	..	..	..	..	..	..	..	..	80	18	5
2776	North Berwick	P.	9	..	515	280	99	124	121	344	4	2	941	371	194	361	..	..	..	..	..	..	..	..	..	..	..	..	..	15	411	5	9
OLDHAMSTOCKS.																																		
597	Oldhamstocks	P.	2	96	120	78	14	22	25	71	2	..	220	80	41	71	..	..	..	..	..	..	..	..	..	..	..	..	..	..	83	2	0
ORRISTON.																																		
2973	Crossroads	P.	3	268	153	86	18	28	31	65	1	..	214	81	44	90	..	..	..	..	..	..	..	..	..	..	..	..	..	..	74	8	8
4071	Orriamston	P.	4	..	337	167	34	57	58	149	2	..	208	103	90	311	..	..	..	..	..	..	..	..	..	..	..	..	..	..	194	14	0

3004	PERCATHLAND. Perccathland	P.	3	103	108	19	29	33	80	2	2	5	2	567	85	45	15	131	..	..	88	6	6
2750	PRESTONKIRK. East Linton	P.	4	404	239	34	55	103	168	2	2	5	2	720	225	119	5	362	9	..	219	18	6
4577	PRESTONPANS § 67. Prestonpans	P.	1	631	755	146	228	226	610	9	3	3	3	1282	643	349	140	100	25	..	685	6	7
2544	SALTON. Salton	P.	2	139	83	11	21	35	67	1	1	1	1	245	87	42	6	109	..	1	86	6	0
3681	SPOTT. Spott	P.	3	120	55	10	14	25	47	2	2	2	2	236	55	31	1	139	..	..	61	7	3
3841	STENTON. Stenton	P.	3	150	100	15	27	38	80	2	1	1	1	318	97	53	6	162	..	1	87	13	0
2873	TRANENT § 67. Cockenzie	P.	1	429	849	68	80	119	237	4	2	1	1	623	300	174	..	148	..	1	310	13	3
3437	Elphinstone	P.	1	252	186	43	59	49	151	2	1	1	1	362	172	94	..	98	..	..	103	7	9
3388	Tranent	P.	1	942	868	148	235	271	672	10	2	7	1	1384	727	366	..	146	..	88	742	8	6
733	WHITEKIRK AND TYNINGHAME. Tynninghame	P.	4	122	74	15	22	25	62	1	2	2	2	173	59	32	1	86	..	..	67	4	3
732	Whitekirk	P.	4	137	85	14	25	34	73	1	1	1	1	203	73	40	..	90	..	..	79	17	0
4890	WHITTINGHAME. Kilgraid Combination	P.	3	24	14	1	3	8	12	1	1	1	1	63	27	7	..	29	..	..	28	12	6
538	Whittinghame	P.	3	90	43	5	5	27	37	1	1	1	1	189	59	26	..	114	..	..	51	13	9
2882	YESTER. Longyester	P.	3	60	46	9	12	17	38	1	1	1	1	114	47	22	..	46	..	..	48	16	0
2967	Yester	P.	3	174	109	23	27	36	86	2	2	2	2	231	92	50	..	89	..	..	92	9	6

Schools Aided by Parliamentary Grants.

BARRA & 67.															
600	Castletay	-	-	-	-	-	1	164	74	73	1	221	97	100	247
868	Crailston	-	-	-	-	-	1	84	23	43	1	200	85	100	112
1333	Limulby	-	-	-	-	-	1	94	5	15	1	69	27	118	45
1066	Northbay	-	-	-	-	-	1	101	86	52	1	208	141	68	127
BOLESKINE AND ABER-TARFF.															
604	Boleskine	-	-	-	-	-	3	71	23	41	1	221	97	80	90
2575	Fort Augustus	-	-	-	-	-	3	64	20	34	1	200	85	27	88
6287	Foyers	-	-	-	-	-	3	29	16	2	1	94	31	9	19
1704	Knoctchothum	-	-	-	-	-	3	27	9	6	1	71	31	5	44
4707	Fort Augustus	-	-	-	-	-	3	17	6	13	1	77	33	16	37
1074	Whitebridge	-	-	-	-	-	3	9	2	5	1	53	27	5	56
BRACADALE.															
9667	Carboet	-	-	-	-	-	5	41	11	22	3	151	59	26	67
1901	Saxy	-	-	-	-	-	5	6	3	2	1	62	22	4	21
137	Strauan	-	-	-	-	-	5	47	20	26	1	156	76	33	21
GROY AND DALCROSS.															
4746	Bakeroy	-	-	-	-	-	12	27	11	14	1	64	20	17	80
210	Clava	-	-	-	-	-	12	43	13	21	1	162	76	24	77
2918	Croy	-	-	-	-	-	12	79	23	36	1	252	122	43	107
DAVIOT AND DUNLICHTY.															
4704	Brin	-	-	-	-	-	1	23	12	11	1	123	48	12	49
1190	Davidot	-	-	-	-	-	1	89	7	16	1	93	68	27	66
1394	Dunnaglass	-	-	-	-	-	1	22	8	10	1	96	41	11	43
2233	Farr	-	-	-	-	-	1	21	3	8	1	118	44	13	43
DORES.															
3824	Aldourie	-	-	-	-	-	1	112	19	21	2	158	58	22	79
5667	Bunachton	-	-	-	-	-	1	12	9	9	1	48	26	6	26
4187	Buncharbin	-	-	-	-	-	1	22	11	8	1	74	37	11	44
3371	Stratherrick	-	-	-	-	-	1	53	19	32	1	162	91	36	17

HARRIS § 67.		1008	22	18	3	19	3	15	1	1	1	44	6	38	71	21	16	74
6415	Amblesmith	P.	53	98	26	84	8	80	1	1	215	98	48	88	71	105	8	0
1804	Berrera	P.	116	66	7	22	31	60	1	1	182	82	84	67	60	80	14	0
1061	Drinabader	P.	62	40	1	8	24	33	1	1	151	70	31	60	60	99	17	0
1800	Finlay	P.	82	9	21	35	1	66	1	1	162	96	40	25	25	86	12	0
1807	Kyle's Scalpa	P.	125	90	8	31	30	69	1	1	204	90	48	71	71	91	11	0
1807	Kyle's Stocknah	P.	95	87	5	38	3	72	1	1	905	109	85	52	52	101	18	8
8883	Manlah	P.	65	68	9	8	33	85	1	1	183	93	25	65	65	107	9	0
1860	Obbe	P.	125	130	10	40	43	98	1	1	248	184	60	58	58	111	2	8
1846	Scalpa	P.	39	33	12	6	9	98	1	1	111	60	14	38	38	51	2	3
1808	Scarp	P.	43	16	1	4	6	11	1	1	64	33	5	28	28	88	4	0
1090	Scarata	P.	170	125	16	34	48	104	2	2	363	166	64	130	130	192	5	6
809	Tarbert, Sir E. Scot's	P.	88	23	3	9	7	19	1	1	158	44	11	68	68	44	18	3
INSH.		52																
INVERNESS (Burb.)		3360																
2812	Central.	P.	1449	724	139	253	312	604	10	4	1461	662	389	460	460	709	12	1
4298	Clachabarry	P.	150	73	23	30	21	63	1	1	135	67	35	32	32	68	13	11
2118	Farraline Park	P.	928	649	124	200	217	541	10	1	1699	808	305	692	692	643	18	6
2106	High (Elementary Deps.)	P.	1008	964	164	265	402	881	15	4	2188	931	472	785	785	1008	7	5
3916	High (Secondary Dep.)	P.	949	139	122	221	285	111	5	5	988	347	54	605	605	296	1	0
4086	Merkinch	P.	150	99	11	37	36	74	1	1	209	79	47	10	10	748	18	11
4217	Cathedral, Boys	E.	150	99	11	37	36	74	1	1	209	79	47	10	10	748	18	11
6118	Northern Counties Institution for the Blind	R.C.	1	5	1	5	5	6	1	2	309	143	83	21	21	85	0	2
4276	Roman Catholic	R.C.	235	171	37	37	65	142	2	1	364	186	113	84	84	168	16	6
3890	The Bishop's	E.	200	139	62	57	37	156	2	1	364	186	113	84	84	170	2	5
INVERNESS (Landward).		975																
986	Abrachan	P.	100	62	8	17	23	53	1	1	202	76	29	96	96	87	6	7
998	Catcaock	P.	130	70	13	30	24	67	2	1	231	72	33	126	126	78	8	6
2991	Calduel	P.	122	107	10	37	44	85	2	1	250	109	53	86	86	118	1	10
2206	Calloden	P.	136	104	11	36	39	96	2	1	250	96	44	109	109	112	7	9
4914	Docharroch	P.	122	58	5	24	23	52	1	1	198	80	32	85	85	81	10	6
2920	Leachkin	P.	92	84	16	36	20	69	2	1	226	90	38	99	99	90	14	3
5480	Nairnside	P.	89	64	12	19	15	46	1	1	153	90	32	70	70	61	7	6
5480	The Highland Orphanage		100	59	10	19	23	57	1	1	117	77	37	9	9	71	12	6

† For 8 months.

List of Schools aided from Parliamentary Grant.—Continued.

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							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	
INVERNESS—contd.																							
KILMALLIE.																							
4210	Banavie	P.	1	679	124	74	6	20	38	2	65	2	2	282	185	56	90	1	123	13	8		
3317	Fort William	P.	1	290	271	242	36	66	103	37	242	6	2	934	430	162	231	5	424	7	5		
1599	Kinlochell March.	P.	1	40	13	1	2	7	10	1	40	1	1	62	23	4	30	1	27	17	3		
4127	Onich	P.	1	70	45	10	18	11	1	1	40	1	1	143	45	24	37	1	56	1	0		
3596	North Ballechulish St. Bride's	E.	1	60	23	3	4	10	17	1	17	2	1	111	39	12	..	5	36	8	6		
4233	Fort William	R.C.	1	123	99	23	32	26	1	1	37	2	1	180	96	46	99	7	9		
KILMONIVAIG																							
2692	Kilmonivaig	P.	1	219	90	55	2	22	18	4	46	1	1	218	107	37	73	..	104	17	3		
4124	Loy Bridge	P.	1	92	64	11	16	23	50	1	2	254	88	36	130	..	86	6	9		
6005	Tulloch.	P.	1	27	16	3	4	7	14	1	..	100	44	14	42	..	33	2	3		
KILMORACK																							
2917	Beauly	P.	11	260	180	22	56	69	13	150	1	3	1	690	255	91	227	12	244	9	8		
661	Struy	P.	3	66	35	6	11	11	28	..	28	1	..	135	62	17	65	33	77	11	9		
1578	Tensale	P.	3	110	98	4	30	47	1	82	..	1	1	175	114	53	8	..	110	9	0		
2961	Beauly	R.C.	11	90	50	5	15	20	40	..	40	1	..	115	52	24	55	15	0		
399	Marydale	R.C.	3	63	19	1	3	11	..	15	..	1	..	63	39	11	35	3	9		
KILMUIR § 67																							
908	Kilmauing	P.	6	185	70	32	32	32	..	52	1	1	1	141	66	17	33	..	70	11	0		

KILTARLITY.																
3617	Culbriale	3	90	70	14	15	41	3	73	1	1	303	90	41	72	96 6 3
3679	Gleannvinnh	P.	81	72	14	20	26	..	60	1	157	64	37	56	93 19 6	
374	Gulachan	P.	200	60	6	16	21	..	43	1	147	64	24	59	71 2 9	
3902	Tonnacross	P.	159	122	12	37	57	5	111	1	299	124	71	76	149 15 9	
3132	Eskdale	R.C.	84	41	2	13	20	..	35	1	120	60	22	..	62 13 3	
KINROSSIE.																
1568	Dalwhinnie	P.	40	23	4	5	14	1	24	1	84	46	15	25	44 18 0	
3605	Kingussie	P.	413	238	26	57	63	48	203	2	825	269	120	172	390 7 4	
3859	Newtownmore	P.	159	99	18	28	51	..	77	1	249	90	45	114	94 13 3	
KIRKHIll.																
296	Inchmore	P.	163	95	17	26	32	1	75	1	267	92	37	123	95 11 8	
1873	Kirkton	P.	60	62	10	22	23	1	56	1	162	57	31	44	87 7 0	
322	K'weebairn	P.	76	66	8	17	29	1	55	1	184	74	28	73	78 5 6	
LAGGAN.																
16	Gergaak	P.	117	67	4	20	29	2	55	2	224	88	33	203	90 12 9	
16	Glenrilm	P.	26	30	6	8	12	2	28	1	145	40	11	94	54 2 0	
1744	Lochlaggan	P.	40	27	4	6	12	..	32	1	183	40	13	80	29 9 8	
MOY AND DALROSSIE.																
1518	Dalarossie	P.	50	17	1	4	6	1	12	1	101	35	8	58	20 6 3	
6653	Moy	P.	50	27	4	14	14	1	33	1	113	63	21	34	68 8 3	
683	Ballbeg	P.	90	76	8	23	35	2	68	1	180	96	45	53	100 4 9	
NORTH UIST § 67.																
1077	Balaahare	P.	98	46	6	13	16	..	24	1	193	55	22	31	47 12 0	
2006	Borery	P.	36	22	6	8	8	..	19	1	69	39	12	18	37 12 6	
4892	Carinish	P.	106	77	8	23	31	1	63	1	185	100	43	52	84 2 0	
1290	Ciaddach Kirkibost	P.	91	41	14	18	1	1	36	1	101	64	24	13	56 4 6	
3798	Dunakellar	P.	90	57	9	16	21	46	..	1	96	67	27	..	60 16 3	
5653	Glaic	P.	26	20	4	7	5	..	16	1	65	29	7	..	31 2 0	
1851	Grimiasy	P.	70	61	8	12	27	..	47	1	196	67	28	..	69 17 0	
4694	Heisker	P.	25	30	6	8	18	..	37	1	103	41	13	..	47 8 6	
532	Locheport	P.	62	39	3	10	18	..	31	1	103	59	20	..	54 9 6	
1545	Lochmadly	P.	39	36	4	13	13	..	20	1	94	57	30	..	51 3 0	
1270	Falbie	P.	180	164	17	46	72	3	188	1	334	209	81	..	209 17 0	
767	Tignary	P.	123	120	14	26	51	1	92	2	221	107	52	..	113 10 0	
1245	Tramlegary	P.	26	13	8	6	6	1	15	1	73	30	7	..	32 13 6	

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Annual Grant, 1900-1901.	INCOME OF SCHOOL DERIVED FROM							Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).		Pupil Teachers.	Expenditure on Maintenance of School.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.
INVERNESS—contd.																							
PETTY.																							
1160	East	P.	12	257	163	132	14	39	52	106	1	1	1	271	142	61	67	84	1	144	14	9	
686	West	P.	12	..	160	81	14	24	34	72	1	1	235	96	44	..	..	..	..	80	8	9
FORRESE § 67.																							
8718	Braes	P.	5	566	162	132	7	42	53	102	1	1	2	244	149	67	27	..	..	131	0	6
1446	Glenn	P.	5	..	30	21	4	4	12	30	1	1	..	88	42	12	34	..	..	42	10	9
3872	Penzance	P.	5	..	29	13	4	6	10	10	1	1	..	55	34	13	13	..	..	27	12	9
4552	Portree	P.	5	..	872	238	20	66	93	292	1	1	1	698	335	124	79	100	349	3	6
1687	Rossay	P.	5	..	97	43	4	6	24	35	1	1	1	148	70	25	54	..	..	61	14	9
1444	Ross	P.	5	..	52	23	4	3	13	20	1	1	..	121	49	17	..	..	..	53	1	0
1974	Scones	P.	5	..	50	32	7	11	11	25	1	1	..	108	48	18	..	..	..	44	3	0
1715	Torrish	P.	5	..	60	48	2	14	19	35	1	1	..	115	29	14	63	..	..	60	6	2
SLAAT § 67.																							
1901	Aird	P.	5	327	68	62	6	21	26	56	1	1	..	135	88	24	11	..	..	83	12	3
1704	Ardrroer	P.	5	..	61	29	2	12	18	34	..	..	..	139	69	23	57	..	..	55	5	0
4756	Drumton	P.	5	..	20	23	8	10	11	24	1	1	..	67	41	13	13	..	..	46	6	3
1446	Drumtoch	P.	5	..	116	48	5	11	22	39	1	1	..	126	57	22	47	..	..	60	9	3
1687	Portnac	P.	5	..	90	57	5	16	26	48	1	1	..	96	66	27	3	1	..	73	16	9	
1743	Kyreness	P.	5	..	37	11	..	3	6	9	1	1	..	57	27	6	23	..	..	26	8	0
1692	Tharabhalg	P.	5	..	80	53	2	14	27	43	1	1	..	117	67	26	22	..	..	70	8	0
SMALL ISLES																							
1886	Caenna	P.	7	91	32	14	3	4	5	13	1	1	..	68	39	9	80	..	..	90	18	0
1046	Elgar	P.	7	..	60	26	4	11	11	23	..	..	..	111	67	30	26	..	..	..	..	..
4706	Euin	P.	7	..	51	..	..	..	4	6	..	..	..	66	25	7	22	..	..	..	..	..

SQUOINT § 67.		SOUTH UIST § 67.		STENSCHOLL § 67.		STRATH § 67.		URQUHART AND GLENMORISTON.													
3649	Bernisdale	6	P.	180	98	10	84	32	1	67	1	187	97	43	47	..	..	..	94	0	9
83	Carboost Macclarmid	6	P.	64	80	4	16	21	3	44	1	165	66	26	74	..	..	..	66	14	0
3261	Kensaleyre	6	P.	76	44	11	10	12	2	35	1	96	60	21	14	..	..	..	60	11	6
3713	Uig	6	P.	166	118	6	96	42	5	89	1	334	144	58	123	..	..	..	144	12	6
3890	Ballvanich	4	P.	96	79	16	18	27	8	61	1	203	95	48	59	..	..	..	78	0	3
3379	Carman	4	P.	38	30	5	11	8	..	24	1	103	43	14	47	..	..	..	44	17	3
4154	Daliburgh	4	P.	140	144	19	96	68	4	117	2	314	188	74	83	..	..	..	181	5	6
11	Eriskay	4	P.	116	103	11	24	42	..	77	1	297	110	52	154	..	..	..	90	10	9
1815	Garrynamoile	4	P.	183	189	8	40	65	..	113	1	293	164	74	25	..	..	..	149	15	9
884	Howmore	4	P.	88	70	5	23	27	3	58	2	159	79	37	42	..	..	..	76	9	0
4089	Jochadar	4	P.	146	125	14	41	59	..	114	1	331	145	67	119	..	..	..	162	0	9
4628	Killarvagh	4	P.	75	56	6	18	23	47	23	1	153	80	29	49	..	..	..	76	11	9
6395	Kyles Floidda	4	P.	98	55	3	6	15	16	..	1	98	..	..	98	..	..	..	37	18	24
1845	Stoneybridge	4	P.	98	55	3	6	15	16	..	1	98	..	..	98	..	..	..	72	7	5
4201	Torlum	4	P.	195	92	15	32	30	2	79	2	228	103	49	71	..	..	..	101	14	0
5263	Digg	6	P.	34	34	12	16	..	..	23	1	61	28	14	19	..	..	..	33	8	0
345	Stafin	6	P.	150	163	18	37	68	13	186	1	405	217	79	73	..	..	..	229	5	9
1947	Valtos	6	P.	90	67	11	22	24	2	52	..	175	80	32	62	..	..	..	96	4	6
748	Breakish	5	P.	113	100	15	34	32	3	84	1	192	116	53	13	..	..	..	102	16	0
4200	Breadford	5	P.	177	115	12	28	44	10	100	2	333	191	64	66	..	..	..	173	9	0
1621	Dunan	5	P.	63	45	1	11	21	..	33	1	145	58	22	53	..	..	..	53	6	0
1583	Elgol	5	P.	49	36	3	15	13	..	31	1	128	58	25	46	..	..	..	54	17	3
937	Heast	5	P.	22	12	1	6	3	..	10	1	53	29	7	17	..	..	..	28	1	3
2123	Kyleskin	5	P.	89	49	6	13	19	6	44	1	154	81	28	36	..	..	..	69	10	9
1625	Torrin	5	P.	51	26	4	9	6	..	19	..	89	35	10	44	..	..	..	38	5	0
517	Balmaln	3	P.	97	51	11	18	12	..	41	2	151	62	24	61	..	..	..	62	0	9
427	Bunloit	3	P.	60	26	2	7	12	..	21	..	98	38	11	47	..	..	..	42	15	6
2372	Corrinnay	3	P.	32	14	2	4	7	..	13	1	106	41	11	32	..	..	..	32	0	3
1602	Dalchreichart	3	P.	63	17	..	..	..	..	14	..	68	35	10	41	..	..	..	33	12	9
435	Glen Urquhart	3	P.	227	173	19	40	71	13	143	3	659	251	89	283	..	..	..	289	12	3
435	Invermoriston	3	P.	55	52	6	16	23	1	46	..	171	71	23	66	..	..	..	70	6	0

† For 10 months.

List of Schools aided from Parliamentary Grant—Continued.

Omnia Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	Certificated.	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School year 1901-1902.							
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.			Total.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.		Grants from Local Authorities for Secondary and Technical Education.	Other Sources.					
KINCARDINE.																															
ARBUTHNOT.																															
2773	Arbuthnot	P.	11	162	174	114	24	40	34	..	96	1	2	..	1	368	106	54	..	208	117	17	6
BANCHORY-DEVENICK.																															
2569	Banchory-Devenick	P.	1	235	155	181	22	34	41	..	97	1	2	1	302	109	56	..	7	216	..	..	..	..	..	..	..	107	10	9
2841	Forthliethen	P.	1	..	226	211	37	53	86	7	132	..	3	1	427	217	106	106	14	73	..	..	..	..	..	..	..	208	14	3
BANCHORY-TERNAN.																															
3867	Central	P.	2	..	308	212	28	56	89	14	187	..	4	..	745	226	107	107	..	379	..	..	..	..	..	..	..	233	5	11
2651	Craighes	P.	2	..	130	112	20	37	37	12	96	..	2	..	268	119	60	60	..	74	118	12	106	..	..	..	..	118	9	9
3750	Inchmarlo	P.	2	..	120	77	10	19	32	3	64	..	2	..	238	79	26	26	..	108	12	2	..	..	..	..	..	80	19	9
6410	Raemoir	P.	2	..	80	70	12	25	26	1	64	..	1	..	96	34	13	..	..	96	3	..	..	..	..	..	..	84	17	47
227	Tilquahille	P.	2	..	61	15	4	4	5	..	13	..	1	..	90	34	..	..	..	42	1	..	..	..	..	..	..	23	16	9
1840	Reid and Burnett Endowed Female	..	2	..	112	125	39	45	38	..	112	..	2	..	230	119	76	15	18	..	5	..	..	..	..	..	..	126	8	0
BENHOLM § 67.																															
406	Benholm	P.	11	..	99	71	10	23	26	..	59	..	1	..	132	73	39	..	..	51	..	..	..	..	..	..	..	67	2	0
2599	Johnshaven	P.	11	..	503	322	66	67	70	1	204	..	3	2	419	222	124	124	..	72	..	..	..	..	..	..	..	209	6	2
BERVIE § 67.																															
447	Bervie	P.	11	..	209	189	29	56	33	1	169	..	4	..	446	197	103	..	..	148	..	..	..	..	..	..	..	186	1	0
4399	Gourdon	P.	11	..	322	205	63	80	81	1	235	..	6	1	524	245	126	..	..	148	..	..	..	..	..	..	..	240	1	6
5136	Gordon's Female	C.B.	11	..	121	715	74	27	25	..	98	..	1	..	272	84	68	..	..	..	..	..	..	..	..	..	..	21	16	0

DUNNOTAR. § 67											
465	Bracknairhill	..	..	..	..	..	..	..	..	..	98 10 0
2462	Dunnotar	..	..	..	..	..	..	..	..	..	387 5 0
5720	Stonehaven	..	..	..	..	..	..	..	..	..	187 7 1
DURRIS.											
122	Crossroads	..	..	..	..	..	..	..	..	..	74 10 9
4113	Woodlands	..	..	..	..	..	..	..	..	..	81 8 9
FETTERCAIRN.											
2208	Fettercairn	..	..	..	..	..	..	..	..	..	151 19 0
3122	Inch	..	..	..	..	..	..	..	..	..	39 18 0
2228	Fasque	..	..	..	..	..	..	..	..	..	53 0 0
FETTERESSO AND RICKARTON.											
3566	Colnhill	..	..	..	..	..	..	..	..	..	106 17 3
3080	Cookney	..	..	..	..	..	..	..	..	..	90 14 3
4081	Muchalls	..	..	..	..	..	..	..	..	..	31 2 6
942	Netherley	..	..	..	..	..	..	..	..	..	36 16 9
249	Rickarton	..	..	..	..	..	..	..	..	..	121 13 0
2723	Stonehaven	..	..	..	..	..	..	..	..	..	445 13 9
941	Teet	..	..	..	..	..	..	..	..	..	61 8 3
FORDOUN.											
4822	Cockeity	..	..	..	..	..	..	..	..	..	27 14 3
415	Fordoun	..	..	..	..	..	..	..	..	..	186 1 3
1617	Lealand	..	..	..	..	..	..	..	..	..	79 17 9
3689	Tipperary	..	..	..	..	..	..	..	..	..	32 1 0
GARYOCK.											
2522	Garrock	..	..	..	..	..	..	..	..	..	52 15 3
GLENBERVIE.											
1204	Brae	..	..	..	..	..	..	..	..	..	53 19 9
432	Glenberrie	..	..	..	..	..	..	..	..	..	132 13 9

† For 6 months.

ST. CYRUS.	268	241	81	68	99	4	202	2	3	1	1	533	235	119	..	..	..	179	..	..	283	0	9
St. Cyrus	..	268	81	68	99	4	202	2	3	1	1	533	235	119	..	..	..	179	..	..	283	0	9
STRACHAN.																							
Glendye	..	48	24	4	9	..	21	..	1	..	..	66	35	12	..	..	..	10	..	..	35	9	0
Strachan	..	145	96	12	23	45	32	..	2	..	..	272	94	51	..	..	..	98	..	..	91	6	9
KINROSS																							
CLERISH.																							
Clash	..	98	73	15	24	21	60	2	1	1	..	226	75	32	..	..	..	118	..	..	81	18	6
FOSROWAY & TULLIBOLE.																							
Carrbo	..	88	23	7	14	8	29	..	1	..	..	79	39	17	..	..	..	24	..	..	44	5	0
Fosroway	..	170	99	22	24	37	37	..	2	..	..	304	90	49	..	..	..	163	..	..	96	15	9
KINROSS.																							
Kinross	..	564	404	66	159	118	3	346	5	2	2	379	379	205	..	..	..	296	..	..	371	6	3
ORWELL.																							
Orwell	..	190	110	23	34	33	90	..	2	1	..	402	38	50	..	..	..	264	..	..	98	2	3
Milnathort, Reid Memorial	..	178	260	40	61	63	164	..	2	2	..	354	176	92	24	67	..	..	..	..	176	7	9
PORTHOAK.																							
Portnoak	..	163	106	21	33	37	91	..	2	..	1	313	39	51	..	..	..	173	..	..	100	6	3
KIRKCOUBRIGHT.																							
ARWORTH.																							
Fleeside	..	175	97	16	26	35	37	..	2	..	2	396	102	49	..	..	..	192	..	..	98	9	3
Skyreburn	..	94	23	5	9	9	24	..	1	..	..	138	41	15	..	..	..	32	..	..	41	1	0
BALMACALLAN.																							
Endowed Free	..	144	25	10	10	8	29	..	1	..	..	169	45	23	..	..	..	58	..	..	40	14	3
Ironmaccannie	..	60	30	3	4	10	17	..	1	..	..	72	37	12	..	..	..	23	..	..	33	19	6
Monybuie	..	30	15	..	5	8	13	..	1	..	..	32	36	12	..	..	..	35	..	..	29	17	6

List of Schools aided from Parliamentary Grants—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Beholders on Registers during year.	ACTUAL AVERAGE AT TEND-ANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).											Pupil Teachers.	Expenditure on Maintenance of School.
KIRKCUDBRIGHT—contd.																								
320	BALMAGHIE.	P.	3	158	74	60	15	19	14	2	1	1	1	240	49	28	164	55	
87	Glenloch Leinfeston	P.	3	..	120	68	13	16	22	1	1	1	208	67	31	..	..	106	..	..	..	66
4106	BARGKENNAN.	P.	3	60	60	44	7	14	17	1	1	1	181	59	24	..	..	48	..	..	..	57
806	Bairgrrnan Knoxe	P.	3	..	51	20	1	4	11	..	..	..	110	32	10	..	..	68	..	..	..	34
4378	BORGUN.	P.	3	210	310	227	23	62	73	2	4	1	634	196	106	..	96	228	..	..	..	217
2379	Borgue	P.	1	192	111	26	7	9	12	1	1	..	155	48	20	..	2	86	..	..	..	48
4362	BUTTLE. High Palmacke	P.	1	..	124	77	11	21	22	..	1	1	247	51	45	..	..	121	..	..	..	73
201	CARPENTHAIRE. Carpentairn	P.	6	55	75	26	4	11	14	..	1	..	191	61	23	..	13	96	..	..	..	56
2721	COLVED & BOUTHWICK. Bairbarrock Colved	P.	1	221	83	61	10	22	18	..	1	1	164	54	26	..	..	74	..	..	..	60
444	Colved	P.	1	..	81	22	6	16	16	..	1	1	145	40	19	..	..	80	..	..	..	42
445	Colved	P.	1	..	221	112	14	20	46	..	1	1	208	114	57	..	..	97	..	..	..	111

CORBOOTH.																							
2206	Concock	P.	6	51	110	74	9	80	53	4	68	..	2	..	283	78	87	..	15	108	..	..	86 14 9
CROSSMICHAEL.																							
1146	Clarebrand	P.	2	240	140	99	14	24	43	6	87	2	2	1	3	300	190	54	6	120	..	..	121 17 7
1149	Crossmichael	P.	2	..	200	78	14	93	59	..	66	1	2	..	..	257	87	47	5	118	..	..	73 15 9
DALRY.																							
218	Corrieglass	P.	6	176	86	14	..	2	3	..	6	..	1	..	71	28	6	..	..	26	..	..	21 6 0
4373	Dally	P.	6	..	125	136	24	37	62	12	125	..	2	1	..	256	176	70	..	20	..	..	165 19 0
233	Strona/ryeggs	P.	6	..	99	18	1	4	11	..	16	..	1	..	56	87	9	..	..	29	..	..	83 5 3
GIRTHON.																							
2101	Girthon	P.	2	255	188	144	24	33	63	4	114	2	2	..	2	267	184	72	..	161	..	..	136 18 6
2209	Gally, English	M.	3	..	139	77	18	19	26	1	64	..	2	..	1	256	67	86	..	..	..	..	72 2 3
IRONGRAY.																							
2348	Roughtree	P.	12	188	62	60	9	16	17	1	43	..	1	..	..	217	68	28	..	125	..	..	61 13 6
3199	Shawhead	P.	12	..	121	71	11	23	24	..	68	..	1	1	..	166	64	28	..	64	..	..	59 6 0
KELLS.																							
6002	Dee	P.	6	183	25	25	..	8	12	..	20	..	1	..	66	44	13	..	..	9	..	..	26 4 0
8692	Kells	P.	6	..	190	109	17	82	47	3	99	..	2	..	211	159	59	..	..	106	..	..	116 1 0
1953	Mosdale	P.	6	..	73	23	4	10	8	..	22	..	1	..	122	53	18	..	..	61	..	..	37 8 0
4780	Pollharrow	P.	6	..	40	17	1	7	10	..	18	..	1	..	64	86	9	..	..	19	..	..	33 18 0
KELTON & ST.																							
3760	Castle Douglas	P.	6	714	632	570	91	161	213	43	507	..	10	1	5	1428	844	290	9	124	..	..	637 0 9
4764	Celston	P.	1	..	103	83	12	22	29	..	63	..	1	1	..	227	79	43	..	105	..	..	76 14 0
106	Rhonehouse	P.	1	..	164	139	26	47	47	..	130	..	1	2	..	281	127	62	..	90	..	..	130 16 3
4022	Castle Douglas	R.C.	9	..	120	64	8	13	31	..	62	..	1	..	126	57	35	..	..	..	..	..	55 19 9
KIRKBEAN.																							
4589	Kirkbean	P.	4	..	166	117	22	32	46	4	104	..	2	..	1	267	97	52	..	151	..	..	117 6 6
4383	Preston	P.	4	..	62	29	7	14	10	..	31	..	1	..	..	136	42	18	..	76	..	..	43 4 6

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					Additional Average Attendance allowed under Art. 28 (b).	NUMBER OF TEACHERS.			Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM								Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	Annual Grant paid out of rate in 1901-1902.
					Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Verified.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.											Other Sources.
LANARK.																																
AIRDRIE (Burgh) § 67.																																
2392	Academy	P.	6	4815	688	801	133	908	346	..	687	9	5	1	1555	1107	502	163	163	64	812	10	2		
2392	Academy H.G.	H.G.	6	..	355	129	107	107	107	6	1597	612	90	163	163	518	306	13	5		
85	Albert	P.	12	..	610	702	135	242	204	..	581	5	7	3	1899	604	327	..	15	8	389	123	327	..	..	24	645	10	2	
426	Chapelside	P.	12	..	522	583	128	206	171	..	505	6	4	..	1235	515	282	..	..	14	8	252	115	..	..	19	553	6	0
6418	Reochulloch*	P.	12	..	967	1053	240	369	292	..	901	10	7	3	2080	941	539	..	..	18	13	336	213	..	..	30	996	19	2
207	Victoria	P.	12	..	672	589	115	197	160	..	472	4	5	1	934	475	258	..	..	..	..	163	..	13	..	..	507	5	6
2137	St. Margaret's	B.C.	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
AYONDALE.																																
3390	Fall Green	P.	1	990	302	324	47	130	89	..	256	4	2	1	647	302	161	22	22	3	279	9	9		
857	Barnock	P.	1	..	83	17	4	6	4	2	16	1	..	..	83	32	11	..	..	..	..	..	..	..	..	..	32	11	6
3390	Crosshill	P.	1	..	421	357	50	98	105	40	293	2	6	1	946	301	172	..	..	..	..	..	..	..	..	10	405	7	10
795	Drumlog	P.	1	..	59	19	1	5	9	..	15	1	..	..	95	37	12	..	..	..	..	..	..	..	..	..	32	6	9
4292	Gilmoreton	P.	1	..	83	71	8	23	28	..	59	1	1	..	207	68	31	..	..	..	..	..	..	..	..	..	72	2	0
6119	Strathaven, St. Patrick's B.C.	B.C.	1	..	74	71	17	26	13	..	56	1	1	..	163	60	37	9	..	..	..	..	..	..	..	..	58	7	3
BIGGAR § 67.																																
4401	High	P.	6	368	726	356	46	97	117	56	316	7	3	2	1267	438	182	..	80	327	9	484	11	2		
BLANTYRE.																																
6271	Aschnaith	P.	10	..	650	342	101	123	86	..	309	4	4	1	1003	New School	199	..	..	..	..	..	..	..	..	..	418	3	51
9091	Blach	P.	10	..	617	655	116	353	318	1	568	10	8	..	1485	532	345	..	..	..	..	..	..	..	..	..	600	15	7

	P.	R.-G.	R.-C.	707	12	4	1	1901	579	494	456	60	3	794 16 1
2551	Low													
2753	Aachenbaber (now closed)			88			2	285	167	68		8		115 2 81
1589	St. Joseph's			713	1	7	4	1069	773	438		66		787 19 6
BOTHWELL § 67.														
3513	Bellshill	P.		604	9	3	3	1672	669	382	576	70		668 15 3
6114	Bellshill Academy	P.		67	15	2	2	2322	773	395	901	122	6	883 14 4
577	Bothwell	P.		408	7	2	2	886	401	219	265		7	461 2 8
2905	Carlin	P.		175	3	1	1	607	198	104	302		1	183 10 6
3036	Carriacree	P.		186	2	1	1	861	174	90	97		7	166 6 2
3606	Chapelhall	P.		336	6	1	4	827	363	205	259		1	366 8 9
4911	Hamilton Fabrics	P.		173	2	2	2	937	165	90	30	35	1	177 0 0
212	Holytown	P.		286	4	2	2	747	314	169	254	30	3	827 1 0
2479	Mossend	P.		573	11	1	2	1607	614	268	503	35	1	634 15 6
6196	Mutriege	P.		355	6	2	2	1210	385	208	571	33	12	293 0 4
1286	Newarthill	P.		447	8	1	4	1098	468	253	272	56	101	467 6 1
2946	New Stevenston	P.		446	5	4	2	1115	543	390	340	56	6	494 12 9
4391	Tranochside	P.		580	11	2	4	1200	512	298	369	96	4	637 6 6
728	Uddingston Grammar	P.		674	13	2	5	2009	786	408	717	96	2	295 18 0
	Uddingston Grammar (H.G.)	H.G.		82	4	4	..	911	299	51	2	38	2	401 2 3
3028	Carlin	R.-C.		375	2	6	1	608	366	204	164	10	..	246 2 3
4483	Chapelhall	R.-C.		529	5	5	4	609	235	135	110	31	..	604 17 9
3683	Mossend	R.-C.		454	4	6	4	1237	661	288	328	31	..	488 6 3
139	Uddingston, St. John Baptist	R.-C.			4	6	4	1056	380	190	425	31	..	
CADDIE § 67.														
3284				298	2	3	2	640	329	122	179	..	9	226 15 3
2917	Auchinairn	P.		100	2	1	..	367	117	64	179	..	4	110 4 0
1262	Balnloch	P.		340	4	4	..	969	364	197	407	1	90	379 5 1
2983	Bishopbriggs	P.		83	2	..	..	259	102	53	180	..	4	109 2 7
1198	Cadder	P.		337	5	6	2	908	364	190	360	..	13	399 15 1
1175	Christon	P.		161	2	2	1	529	169	94	259	..	3	176 7 3
1886	Cartonhall	P.		75	1	1	..	179	75	43	68	..	3	82 6 9
114	Lochnaird	P.		64	1	1	..	171	64	37	64	..	5	66 9 6
4642	Stepps Road	P.												
CALDERHEAD § 67.														
2657	Almonston	P.		110	2	1	..	315	96	54	166	..	..	116 2 2
4146	Calderhead	P.		488	7	2	3	1051	467	282	232	..	41	549 17 6
3498	Dykehead	P.		472	7	1	4	964	449	276	198	..	41	518 11 3
3890	Shotts, St. Patrick's	R.-C.		258	2	2	2	664	373	165	..	35	..	286 16 9

* New School—Grant to run as from 1st January, 1902. † For 15 months. ‡ For 16 months.

2240 3000	Yieldshelm Carlisle.	P. E.C.	5 5	100 115	60 97	14 16	19 34	20 31	20 31	49 51	1 3	1 1	168 174	44 55	25 40	11	20 20	50 50	98 98	6 6	90 90	15 19	6 9
3711	Carmichael.	P.	4	91	77	8	23	37	43	68	1	1	303	91	40	..	..	..	72	..	90	19	6
1203	CARMUNNOCK.	P.	4	164	114	20	31	43	..	98	2	1	242	100	53	..	..	..	176	18	109	5	10
CARNWATH.																							
2679	Auchengray.	P.	3	132	73	10	27	26	2	65	1	1	219	78	37	..	..	..	109	5	84	18	0
2713	Braehead.	P.	3	198	98	18	32	36	2	86	1	1	208	100	52	..	..	..	108	8	97	4	0
3011	Carnwath.	P.	3	263	173	34	58	56	9	151	3	1	408	164	88	..	..	..	143	12	165	5	6
2988	Forth.	P.	3	250	208	53	64	64	..	181	2	1	341	188	102	..	..	..	40	11	178	13	4
180	Haywood.	P.	3	270	188	21	37	44	..	102	2	1	303	176	98	..	..	..	30	9	108	18	0
3068	Newbigging.	P.	3	67	34	4	8	15	..	27	1	1	101	35	13	..	..	..	40	3	40	0	3
3019	Tharbrax.	P.	3	274	201	39	61	57	..	157	2	1	364	188	96	..	..	..	108	15	168	7	3
2944	Wilsontown.	P.	3	269	162	41	50	74	..	165	2	1	370	182	97	..	..	..	82	9	188	11	0
CARSTAIRS.																							
4188	Carstairs.	P.	5	191	144	24	43	58	..	125	2	1	352	147	80	..	..	..	135	..	136	14	0
2359	Caledonian Ry. Co.'s.	E.C.	5	246	179	31	58	54	..	143	2	1	372	169	87	..	..	..	..	..	138	7	1*
610	St. Joseph's.	E.C.	5	90	29	8	9	8	..	25	1	1	73	37	20	..	..	..	..	2	98	7	6
CLARENSTON & ST.																							
2380	Ardraiz.	P.	5	390	116	16	34	45	..	96	1	1	290	110	57	..	..	..	104	17	102	3	7
1151	Caldercruix.	P.	2	381	312	40	136	100	2	247	3	1	613	379	180	..	..	..	174	27	273	0	0
3706	Charlton.	P.	5	620	430	76	131	141	..	343	3	5	857	390	309	..	..	..	197	52	383	11	7
2681	Drumbrack.	P.	2	297	286	62	81	78	..	216	2	3	461	305	180	..	..	..	61	14	223	0	3
1028	Longrigg.	P.	5	302	247	51	72	69	..	192	3	1	490	330	115	..	..	..	190	28	205	4	9
5270	Moffat.	P.	5	156	61	35	15	..	..	50	1	1	115	49	29	..	..	..	83	2	49	7	6
1359	Longriggend.	E.C.	2	353	369	103	117	101	..	231	2	1	675	340	188	..	..	..	23	61	349	5	3
6817	Whiterigg.	E.C.	2	330	303	82	79	92	..	253	2	2	548	35	135	..	..	..	..	6	196	12	2
COVINGTON & THANKERTON.																							
3041	Covington.	P.	4	79	47	6	14	22	..	42	1	..	207	61	27	..	..	..	112	..	57	12	6
CRAWFORD.																							
3800	Crawford.	P.	4	128	57	5	19	33	1	58	1	1	273	75	35	..	..	..	162	..	79	9	0
1693	Deer and Powtroll.	P.	4	30	19	3	4	9	..	16	1	..	116	36	11	..	..	..	68	..	82	13	9
1112	Summit.	P.	4	53	29	4	11	8	..	23	1	..	123	48	19	..	..	..	57	..	41	0	0

* For 15 months. (School now taken over by School Board).

DOLPHEINTON.		No.	P.	17	2	48	1	1	254	62	38	50	71	14	68	3	9
DOLPHEINTON.																	
1086	Dughalton	5	P.	19	2	48	1	1	224	62	38	50	71	14	68	3	9
DOUGLAS.																	
286	Douglas	441	P.	108	2	251	5	1	437	207	145	174	174	270	11	9	
3728	Stablestone	6	P.	84	1	81	1	1	264	92	52	180	180	90	12	9	
DOUGLAS WATER & ST.																	
6414	Douglas Water	64	P.	91	..	244	3	1	504	220	125	149	149	207	11	9	
DUNSYRE.																	
243	Dunyre	47	P.	11	..	32	1	..	180	50	19	..	50	2	46	12	0
F. ST KILBRIDE.																	
2723	Audhouse	618	P.	26	..	64	1	1	320	80	38	..	92	10	79	18	6
3682	East Kilbride	3	P.	124	9	282	5	3	1168	310	161	..	643	39	354	18	4
1191	Jackon-	3	P.	16	..	44	1	1	169	42	23	..	85	8	43	8	9
3468	Maxwellton	3	P.	27	..	52	1	..	230	66	35	..	123	6	60	13	9
GLASSFORD.																	
1118	Chapelton	200	P.	47	..	80	2	1	236	82	48	..	106	..	85	13	9
3158	Glasford	1	P.	43	..	121	1	..	382	128	73	..	131	..	125	0	3
GLASGOW (Barth).																	
114886.																	
2874	Abbotsford	2	P.	765	35	1608	28	2	4501	1850	943	..	1626	62	1021	18	0
4856	Adelphi Terrace	10	P.	400	..	1007	..	..	2923	1144	595	..	1142	46	1162	1	2
2027	Alexander's	5	P.	295	..	582	..	..	3000	641	338	..	1080	30	1086	18	6
5479	Alexandra Parade	11	P.	427	..	1328	20	1	3019	1406	707	..	781	36	1668	13	4
2558	Anderson	4	P.	578	..	1538	10	1	1802	655	323	..	777	21	1463	13	4
2989	Annfield	3	P.	475	..	1249	22	1	3242	1315	622	..	1254	14	1434	8	0
1101	Barrowfield	10	P.	353	..	826	3	3	2487	907	498	..	1880	24	1456	3	11
4468	Bishop Street	3	P.	377	..	821	16	1	2611	807	452	..	1243	34	943	15	9
2287	Bridgeton	11	P.	117	..	255	..	..	2867	290	147	..	400	22	1166	4	6
1106	Calton	11	P.	456	..	1000	18	..	2985	1183	601	..	1141	60	1186	13	1
88	Camachie	10	P.	331	..	686	..	..	2324	643	333	..	1161	7	1791	7	1
1334	Camden Street	1	P.	800	..	1498	24	..	4804	1708	878	..	1768	49	1701	16	8
1160	Campbellfield	2	P.	292	..	674	..	..	3059	739	401	..	1608	17	1287	5	0
1197	Centre Street	1	P.	514	..	1113	20	..	3487	1301	622	..	1616	54	1257	6	0
1709	City (now closed)	6	P.	508	..	1000	16	3	2728	1233	619	..	886	24	1204	8	0
1709	City H.G. (now closed)	6	H.G.	508	..	1000	16	3	2728	1233	619	..	886	24	1204	8	0
1102	Crookston Street	1	P.	874	..	1456	23	..	6111	1169	38	..	1441	45	214	15	4
2555	Dalmarnock	2	P.	429	..	1060	19	1	2392	1168	618	..	1042	83	1722	0	8

Schools Aided by Parliamentary Grants.

Table with columns for school names, H.G./P. status, and various financial figures (likely grants and expenses). Rows include schools like Queen Mary Street, Rossmount, and various 'H.G.' (Her Majesty's Government) schools.

* For 10 months. † New School.—Grant to run as from August 1st, 1901. ‡ New School.—Grant to run as from May 1st, 1901. § New Schools.—Grant to run as from July 1st, 1902. ¶ New School.—Grant to run as from September 1st, 1901.

List of Schools aided from Parliamentary Grant—Continued

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognized Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE AT END-OF-SCHOOL.					NUMBER OF TEACHERS.					INCOME OF SCHOOL DERIVED FROM.										Annual Grant paid at end of School Year 1907-1908.				
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.	Additional Average Attendance allowed under Art. 28 (b).	Certificated.	Assistant Teachers (Art. 70).	Fupil Teachers.	Expendsure on Maintenance of school.	Annual Grants, 1907-1901.	Grant in Relief of Fees.	Aid Grants.	Government.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Technical Education.	Other Sources.						
LANARK—contd.																															
GLASGOW (burgh)—cont.																															
449	St. Mungo's Academy	R.C.	10	..	851	107	4	19	81	71	175	..	5	1	1000	975	..	..	..	..	..	..	..	..	..	..	..	..	297	14	3
3877	St. Patrick's	R.C.	2	..	1488	1662	250	518	516	..	1284	..	11	15	3250	1511	729	172	..	..	..	..	..	..	..	..	..	..	1892	10	9
4562	Springburn	R.C.	10	..	717	882	162	296	261	..	669	..	6	6	1473	692	896	94	..	..	..	..	..	..	..	..	..	..	749	13	6
GOVAN.																															
4080	Abraham Hill's Trust	P.	2	..	820	884	193	279	339	..	741	..	13	1	1797	854	436	..	..	..	..	..	..	..	..	..	..	..	856	2	11
1894	Bellaboustone Acad.	P.	6	..	1133	643	73	190	276	..	845	..	9	5	2480	623	643	..	..	..	..	..	..	..	..	..	..	..	684	13	7
1894	Bellaboustone Acad.	H.G.	6	..	347	141	..	..	..	..	126	..	7	..	1671	496	37	..	..	..	..	..	..	..	..	..	..	..	486	12	3
2908	Broomloan Road	P.	10	..	1742	1415	917	495	588	..	1170	..	22	11	3383	1627	745	..	..	..	..	..	..	..	..	..	..	..	1867	19	1
4296	Copeland Road	P.	12	..	1040	1185	182	446	452	..	1040	..	15	2	2315	1352	692	..	..	..	..	..	..	..	..	..	..	..	1968	17	1
5265	Dornanhill	P.	2	..	1679	1380	562	646	646	..	1837	..	22	2	3023	1449	793	..	..	..	..	..	..	..	..	..	..	..	1518	6	7
6805	Eldershall	P.	6	..	1574	1477	865	664	664	..	1287	..	21	2	2286	1419	773	..	..	..	..	..	..	..	..	..	..	..	1488	2	6
6899	Fieldhall	P.	10	..	1775	2011	302	680	724	..	1738	..	20	6	4673	1917	830	..	..	..	..	..	..	..	..	..	..	..	2947	3	0
9092	Govanhill	P.	12	..	1010	1186	162	382	406	..	950	..	15	2	2565	1094	541	..	..	..	..	..	..	..	..	..	..	..	1118	8	0
2438	Govanhill, Calder Street	P.	10	..	950	989	182	841	841	..	814	..	15	1	2447	983	512	..	..	..	..	..	..	..	..	..	..	..	953	3	9
6489	Greenfield	P.	6	..	1012	1127	164	356	419	..	639	..	15	2	1973	1053	554	..	..	..	..	..	..	..	..	..	..	..	1080	18	5
625	Harmony Row	P.	10	..	947	947	..	..	..	..	947	..	13	2	3048	995	46	..	..	..	..	..	..	..	..	..	..	..	667	6	3
615	Hillside	P.	4	..	1922	1777	82	369	369	..	679	..	18	2	3048	992	708	..	..	..	..	..	..	..	..	..	..	..	1368	13	6
1926	Kilnring Park	P.	12	..	1852	1471	182	459	525	..	1186	..	19	3	3438	1870	793	..	..	..	..	..	..	..	..	..	..	..	1498	27	..
4925	Lambhill Street	P.	12	..	1214	1462	176	478	562	..	1156	..	23	1	3449	1284	671	..	..	..	..	..	..	..	..	..	..	..	1387	16	0
4925	Lourie Street	P.	12	..	1638	1011	278	499	582	..	1805	..	23	1	3033	1643	777	..	..	..	..	..	..	..	..	..	..	..	1190	48	9
4717	Partick, Church Street	P.	1	..	682	686	102	189	298	..	940	..	10	1	1825	1048	949	..	..	..	..	..	..	..	..	..	..	..	775	30	0
900	Partick, Hamilton	P.	6	..	737	492	65	165	182	..	412	..	8	1	1384	562	227	..	..	..	..	..	..	..	..	..	..	..	467	14	11
900	Partick, Hamilton	H.G.	6	..	598	155	..	..	..	..	141	..	7	..	1360	377	65	..	..	..	..	..	..	..	..	..	..	..	278	109	3
1008	Partick, Hopewale	P.	2	..	828	609	147	210	294	..	751	..	14	1	2133	806	405	..	..	..	..	..	..	..	..	..	..	..	719	79	8
4602	Partick, Shawartville	P.	2	..	1438	1414	189	499	677	..	1195	..	11	1	3249	1414	728	..	..	..	..	..	..	..	..	..	..	..	1099	48	2
6878	Partick, Thornwood	P.	2	..	1432	1006	141	340	418	..	969	..	14	1	3687	758	469	..	..	..	..	..	..	..	..	..	..	..	1613	2	6

1897	R.C.	8	90	119	41	83	88	8	1	101	67	13	15	16	74	1	0
Blackwood																	
LIBBERTON.																	
3083	P.	3	72	24	10	18	81	..	..	144	17	..	..	77	48	2	0
572	P.	3	56	30	11	5	19	..	..	76	11	..	..	34	29	4	0
MARYBILL § 67.																	
1304	P.	10	1104	1136	342	387	889	..	8	2442	608	..	..	884	1021	7	11
6206	P.	10	1174	727	204	201	569	..	1	1980	411	..	..	1275	680	7	0
4478	P.	10	762	953	280	310	734	..	2	2086	868	..	..	761	882	4	4
5875	P.	6	1342	1307	362	459	1056	..	6	3708	1170	..	..	916	1296	6	10
5875	H.G.	6	291	90	..	..	69	..	..	796	150	..	..	371	221	10	0
966	P.	10	1113	1366	226	418	1089	..	2	2203	1169	..	..	1023	1280	8	1
801	H.C.	10	460	477	90	153	370	..	5	866	396	..	134	81	386	6	9
8015	R.C.	10	1066	865	266	277	728	..	6	1000	741	..	..	..	815	18	3
6413	R.C.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
NEW MONKLAND § 67.																	
729	P.	4	191	108	35	34	89	..	1	267	104	..	..	90	96	10	0
908	P.	4	74	38	32	21	66	..	1	194	72	..	..	72	71	0	9
8850	P.	4	368	257	49	70	219	..	3	507	248	..	..	86	236	8	0
840	P.	4	339	319	69	121	257	..	2	627	299	..	1	95	274	12	3
4065	P.	4	162	158	29	53	131	..	1	362	161	..	..	109	143	15	3
3490	P.	4	173	147	24	46	132	..	2	506	137	..	..	173	183	16	3
1042	P.	4	287	276	61	76	227	..	2	575	239	..	..	..	246	1	9
85	R.C.	4	138	147	31	45	116	..	1	237	115	..	..	..	125	15	6
4910	R.C.	4	201	130	37	32	106	..	1	279	130	..	..	..	110	8	6
OLD MONKLAND.																	
4222	P.	12	565	561	127	172	475	..	2	1159	686	..	..	266	519	10	8
3818	P.	12	360	318	71	109	265	..	2	815	291	..	..	340	296	18	2
5376	P.	4	723	537	106	164	468	..	2	1139	454	..	..	370	631	7	7
6423	P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4668	P.	1	417	341	113	99	296	..	..	..	..	..	..	..	..	..	..
2438	P.	6	1682	1899	212	441	1146	..	2	2602	1274	..	..	280	322	10	3
2488	H.G.	6	763	101	..	..	73	..	2	967	230	..	..	..	1890	16	7
2098	P.	2	562	590	109	192	498	..	..	..	..	..	..	279	243	18	11
5306	P.	1	584	561	81	167	447	..	4	1362	566	..	..	370	561	8	7
2619	P.	2	369	437	128	128	346	..	1	1082	492	..	..	287	526	2	3
1386	P.	1	537	864	95	111	308	..	3	708	378	..	..	388	390	14	8
3941	P.	2	259	250	63	102	218	..	4	1085	510	..	..	225	337	15	6
1391	P.	1	357	307	63	92	248	..	3	694	219	..	..	310	260	3	3
4095	P.	2	619	725	136	209	625	..	2	771	279	..	..	298	290	16	1
	P.	2	..	..	..	..	..	..	4	1468	607	..	..	817	636	12	1

* New School—Grant to run as from 1st August, 1901.

† New School Grant to run as from 1st March, 1902.

CROSSLINNY.		CROSS AND BURNS § 67.																		
708	Burnes	101	43	6	11	30	37	1	1	1	1	1	1	204	47	21	116	48	7	6
807	Cross	60	40	3	17	13	33	1	1	1	1	1	1	83	50	16	1	55	13	0
3086	North Rosaldehy	96	62	3	18	26	55	1	1	1	1	1	1	135	68	29	..	71	5	0
EDAY § 67.		108																		
4056	North	90	32	2	6	15	1	1	1	1	1	1	1	84	42	14	37	40	17	0
4906	North Phary Side-	25	7	4	2	2	6	1	1	1	1	1	1	29	24	4	1	30	8	3
2717	South	90	56	2	21	21	44	1	1	1	1	1	1	134	31	29	..	74	4	3
EVIE AND RENDALL § 67.		161																		
739	Cosla	65	34	7	11	11	39	1	1	1	1	1	1	96	46	17	30	51	6	0
3653	Evie	89	46	8	16	14	41	1	1	1	1	1	1	98	43	20	36	33	15	9
738	Rendall	85	60	3	13	25	42	1	1	1	1	1	1	99	71	27	..	68	1	9
FIRTH AND STENNIS § 67.		245																		
4366	Firth	160	118	15	38	39	97	3	2	1	1	1	2	239	157	60	28	155	4	11
3849	Stennis	121	87	10	27	31	70	3	1	1	1	1	1	161	99	41	21	108	5	0
HARRY AND BIRGAY § 67.		352																		
328	Hirray	159	78	5	15	38	65	1	2	1	1	1	2	301	119	41	41	111	0	3
3945	Harry	182	84	8	24	29	66	2	2	1	1	1	1	174	78	39	57	83	5	6
3960	Hundland	60	31	5	7	12	24	1	1	1	1	1	1	53	37	11	11	45	13	6
HOLM § 67.		139																		
4360	East	60	25	4	9	6	19	1	2	1	1	1	2	96	26	13	56	24	4	0
1015	West	147	95	9	22	38	76	2	2	1	1	1	2	227	136	47	44	180	18	3
HOY AND GRAEMSBAY § 67.		103																		
790	Graemsey	51	48	7	14	22	44	1	1	1	1	1	1	99	73	26	..	72	9	3
1393	Hoy	40	42	8	10	19	37	1	1	1	1	1	1	91	61	21	9	62	13	3
1337	Rackwick	49	9	2	3	3	8	1	1	1	1	1	1	42	27	5	10	25	8	9
KIRKWALL (Burgh).		609																		
4330	Gairness (now closed)	120	73	11	26	21	68	1	1	1	1	1	1	190	69	37	86	67	14	0
2409	Kirkwall (Burgh)	722	623	98	159	215	530	12	2	2	2	2	7	1799	848	266	393	379	9	3

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE AT TEMPERATURE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.															
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.		School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.												
ORKNEY—contd]																																						
KIRKWALL (Landward) AND ST. OLA.																																						
922	Scalpa	P.	6	..	126	13	3	5	..	11	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	29	1	3	
LADY § 67.																																						
3291	Lady, Central	P.	5	..	140	113	12	39	38	4	93	..	2	..	229	147	56	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	144	19	6	
725	Seftibister	P.	5	..	105	37	2	13	13	..	23	..	1	..	115	56	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50	8	3	
ORPHER § 67.																																						
789	Kirbister	P.	4	..	85	75	7	27	29	1	64	1	1	1	180	94	38	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	96	5	0	
721	Orpher	P.	4	..	106	96	7	27	36	6	76	3	2	..	214	133	45	..	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	130	5	9	
ROUSAY AND EGHSHAY [§ 67.																																						
302	Eghshay	P.	5	..	50	19	3	8	6	..	17	..	1	..	88	38	11	..	25	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38	16	6
191	Froctoft	P.	5	..	77	30	2	6	8	..	16	..	1	..	64	40	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	34	16	0
276	Sourin	P.	5	..	90	42	8	8	15	2	33	..	1	..	119	53	20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50	18	9
701	Veira	P.	5	..	30	15	4	5	5	..	14	..	1	..	57	29	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	18	0
2644	Wasbister	P.	5	..	68	28	4	9	11	..	24	..	1	..	86	46	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46	8	3
ST. ANDREW'S AND DEERNESS § 67.																																						
713	Deerness	P.	4	..	185	115	15	90	95	17	98	1	2	..	204	157	62	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	108	12	0
8769	St. Andrew's	P.	4	..	109	73	10	66	53	1	62	..	1	..	116	60	37	..	40	40	11	0

SANDWICH § 67.																				
5067	Douby	P.	5	179	132	83	7	10	35	3	64	4	2	1	2	191	108	49	84	104 19 6
4303	North	P.	5	..	91	71	6	26	24	1	57	..	..	..	..	148	85	34	59	84 18 9
3353	South	P.	5	..	84	68	6	21	20	..	47	..	..	..	..	137	68	26	42	73 18 0
5441	Yessaby	P.	5	..	20	13	2	..	5	..	12	..	..	..	52	31	8	13	30 10 3	
SHAPINSAY § 67.																				
3654	Shapinsay	P.	5	115	132	71	6	17	30	3	56	..	..	..	..	161	98	34	30	94 7 0
4073	Shapinsay, North	P.	5	..	55	35	4	10	15	..	29	..	..	..	75	51	17	7	53 5 6	
SOUTH RONALDSHAY AND BURRAY § 67.																				
867	Burray	P.	5	..	178	148	20	47	53	3	123	..	2	1	1	313	148	69	62	163 3 4
713	Grinness	P.	5	..	91	86	2	10	13	..	25	..	..	..	73	4	16	17	35 7 7	
1239	Hope	P.	5	..	158	130	15	38	48	7	106	1	2	1	3	310	154	62	..	173 3 6
281	Tomissons	P.	5	..	218	71	16	11	24	6	57	..	2	1	1	230	95	36	..	87 1 0
1547	Widewall	P.	5	..	110	79	4	23	34	..	61	1	1	1	1	182	98	49	..	91 19 6
STRONNESS																				
1161	Kirbuster	P.	5	415	65	38	6	10	17	..	33	..	1	..	..	82	57	19	6	57 2 3
2210	Stronness	P.	6	..	489	368	47	90	144	38	319	1	6	3	4	1028	587	204	..	542 0 11
STRONSAY § 67																				
570	Central, Female and Infant	P.	5	250	180	149	10	37	63	14	124	1	2	1	2	384	190	73	..	210 0 0
1733	South, Female	P.	5	..	80	24	5	13	4	..	22	..	1	..	..	77	26	13	..	27 12 6
4307	South, Female	P.	5	..	80	38	4	17	12	..	33	..	1	..	..	78	39	19	..	42 14 6
WALLS AND FLOTTA § 67.																				
1567	Brims	P.	5	221	45	23	5	8	8	..	21	..	1	..	..	59	42	13	3	36 6 0
3616	Flotta	P.	5	..	94	53	7	16	24	1	48	..	1	1	..	208	72	32	..	88
3740	North Walls	P.	5	..	63	43	11	11	13	..	35	..	1	..	..	63	57	20	..	63 7 3
2028	South Pharray	P.	5	..	33	12	2	1	5	1	9	..	1	..	..	57	31	7	..	59 3 3
3640	South Walls	P.	5	..	123	84	5	21	29	8	63	..	1	1	..	181	121	42	..	26 16 0
WESTRAY AND PAPA WESTRAY.																				
2749	East Side (Skelwick)	P.	6	402	90	65	18	21	12	..	51	1	1	..	..	179	67	31	..	71 18 0
551	Papa Westray	P.	6	..	80	40	8	12	15	2	37	..	2	1	..	92	54	20	..	57 13 9
553	Pierowall	P.	6	..	180	159	22	52	52	1	127	2	1	1	1	303	159	74	..	168 10 6
3733	West Side (Midbes)	P.	6	..	104	69	8	22	24	4	58	1	1	..	..	156	90	36	..	93 8 6

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL	Denomination	Last Month of School Year.	Population of School Area (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.	£ s. d.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowments.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.			Grants from Local Authorities for Secondary and Technical Education.	Other Sources.
PEEBLES.																									
3139	Drumelzier	P.	4	31	58	17	3	7	5	15	1	1	1	110	90	8	1	71	42	80	4	0			
224	Eddlestone	P.	4	100	124	81	17	25	31	78	1	2	341	40	40	180	89	15	0	89	15	0			
INNERLEITHEN																									
3196	Innerleithen	P.	5	675	409	86	195	146	1	358	5	3	2	967	419	230	6	904	6	304	12	9			
1063	Letthenhope	P.	4	32	12	1	3	5	9	28	1	2	88	26	0	1	56	56	25	1	3				
3500	Walkerburn	P.	5	345	216	26	68	66	1	171	3	2	566	220	121	225	186	17	3	186	17	3			
KILBUCHO, BROUGHTON, AND GLENHOLM																									
2868	Broughton, Central	P.	4	120	58	8	19	23	50	1	1	1	179	57	81	76	15	44	63	10	0				
2828	Glenholm	P.	4	40	12	4	2	6	11	1	1	77	26	7	27	2	0	88	27	2	0				
KIRKURD																									
9	Kirkurd	P.	6	67	66	8	18	19	45	1	1	102	60	90	88	29	56	9	0	56	9	0			
LANE § 67.																									
309	Lane	P.	4	24	70	28	5	18	12	30	1	1	131	40	30	46	14	0	46	14	0				

2804	Gartmore	P.	6	154	96	14	24	38	1	77	..	2	..	1	281	96	50	..	..	..	137	..	..	83 3 8
	GLENDEVON.			28																			40 11 0	
943	Glendevon	P.	6	46	28	3	6	12	..	28	..	1	..	..	169	39	1	..	5	..	96	..	10	..
	INCHTURA.			98																			100 18 10	
2428	Inchtura	P.	5	185	106	17	40	27	1	85	..	2	..	1	228	99	53	..	..	..	76	..	..	..
	INNERWICK (Glenlyon).			40																			41 10 0	
176	Meggernie	P.	6	48	24	3	10	7	..	20	..	1	..	..	156	50	22	..	..	..	84	..	..	..
	KENMORE.			233																			100 14 7	
2615	Acharn	P.	3	117	104	25	32	29	2	88	..	1	1	..	314	99	53	..	..	..	163	..	..	..
441	Ardeonaig	P.	3	51	23	5	7	9	..	21	..	1	..	..	116	33	10	..	..	..	78	..	..	..
4155	Ardsalnalg	P.	3	84	14	2	4	5	2	13	..	1	..	..	81	28	7	..	..	..	48	..	..	..
421	Fearnan	P.	3	65	24	3	5	9	..	17	..	1	..	..	98	34	11	..	..	..	63	..	..	..
3222	Killyrie	P.	3	50	22	3	6	7	..	16	..	1	..	..	99	27	7	..	..	..	64	..	..	..
3259	Lavers	P.	3	83	30	3	7	10	..	20	..	1	..	..	114	36	11	..	..	..	67	..	..	..
	KILLIN.			246																			51 0 6	
1826	Creanlarich	P.	3	51	45	15	15	8	..	38	1	1	..	..	73	43	17	..	..	..	18	..	..	..
433	Drumochart	P.	3	45	34	13	7	7	..	27	..	1	..	..	168	47	20	..	..	..	101	..	..	..
3216	Killin	P.	3	204	112	14	29	48	1	92	..	3	..	1	403	119	65	..	..	..	219	..	..	..
562	Strathmillan	P.	3	50	24	1	6	10	1	15	..	1	..	..	133	37	12	..	..	..	84	..	..	..
	KILKADOCK.			453																			107 15 6	
3982	Deanston	P.	6	250	126	26	40	32	2	100	..	2	1	..	415	123	67	..	..	..	226	..	..	..
1182	Drumvaich	P.	6	40	27	5	8	8	..	21	..	1	..	..	67	44	17	..	..	..	6	..	..	..
4306	Kilmadock (Doune)	P.	6	274	196	47	48	68	..	163	..	2	..	1	437	191	106	..	..	..	188	..	..	..
	KILSPINDIE.			123																			174 13 0	
296	Kilspindie	P.	5	112	108	18	30	34	..	82	..	1	1	..	234	83	49	..	..	..	102	..	..	..
	KINCARDINE.			260																			88 12 0	
3403	Blair Drummond	P.	6	75	36	6	14	12	..	32	..	1	..	..	103	49	23	..	..	..	83	..	..	..
3676	Kincardine	P.	6	141	77	12	23	28	2	65	..	1	1	..	243	70	35	..	..	..	136	..	..	..
4435	Thornhill	P.	6	157	132	17	36	51	..	104	..	2	1	..	266	131	65	..	..	..	89	..	..	..

Schools Aided by Parliamentary Grants.

389	LITTLE DUNKELD.	382	37	23	6	11	8	..	..	22	1	1	..	90	6	9	..	..	74	1	..	..	..	55	7	0†
367	Balnaguard	..	56	28	6	6	10	1	..	..	1	1	..	143	42	10	..	..	89	1	..	..	..	89	18	3
366	Daigrise	..	67	37	4	8	14	26	67	..	..	..	..	182	45	17	..	..	67	2	..	..	..	43	10	6
237	Drumour	..	200	107	24	23	36	6	88	..	3	3	..	336	103	53	..	..	160	..	..	..	..	98	6	3
2889	Little Dunkeld Murphy and Alrnatully	..	142	67	13	14	25	2	54	..	1	1	..	220	67	33	..	..	119	..	..	..	..	58	16	3
5822	LOGIE ALMOND.	106	31	18	2	..	9	1	12	1	1	1	..	54	23	7	..	..	19	..	..	..	..	30	15	0
186	Kinglands	..	121	108	19	84	35	..	88	2	1	1	..	256	87	49	..	..	121	..	..	..	..	97	6	0
4083	LOGIERAIT.	249	130	60	6	19	27	2	64	..	1	1	..	199	50	27	..	7	113	..	..	..	..	60	5	3
2311	Grandtully	..	227	132	13	40	49	2	104	2	2	1	..	332	125	69	..	..	137	..	..	..	..	117	7	0
3727	Logierait	..	68	21	9	6	3	..	18	..	1	1	..	68	5	6	..	..	52	..	..	..	..	11	12	0
1227	Tulloch of Pitnacree Grandtully, Lady Stewart's	C.S.	48	10	2	4	3	..	9	..	1	1	..	67	30	8	2	..	..	..	..	..	..	24	13	3
104	LONGFORGAN.	369	135	125	25	37	40	..	102	..	2	1	..	335	117	64	..	..	154	..	..	..	..	110	8	0
3070	Longforgran	..	136	136	41	65	54	..	160	..	2	1	..	425	183	102	..	..	134	..	..	..	..	174	15	0
280	MADERTY.	73	99	67	13	28	16	2	54	..	2	..	..	188	56	24	..	..	107	..	..	..	..	67	16	0
993	MADERTY	..	144	73	13	23	30	..	66	..	1	1	..	149	68	38	..	..	43	..	..	..	..	72	1	0
541	MEIGLE	186	200	171	52	65	53	..	155	..	2	..	..	414	153	87	..	..	169	..	..	..	..	169	0	0
3846	METHVEN.	268	151	63	14	20	26	..	60	..	1	..	1	231	54	32	..	..	135	..	..	10	..	64	12	6
2566	Almondbank	..	138	78	10	17	29	..	56	..	1	..	1	216	64	33	..	..	108	..	..	10	..	80	8	0
3929	Methven Female In- dustrial	..	119	61	17	22	11	..	50	..	1	..	1	104	46	26	7	..	..	..	..	24	..	49	8	0
3689	MONEYDIE.	42	60	34	4	11	15	..	30	..	1	..	..	154	34	19	..	..	101	..	..	..	..	33	12	3

† For 15 months.

4849	PARRIS (Burgh) § 67.	..																92	1283	18	7
4406	Caledonian Road	P.	12	1491	248	374	398	21	1031	..	..	..	..	..	..	..	..	..	1170	..	..
2825	Central District	P.	1	626	59	134	185	..	378	..	..	..	..	..	..	..	..	..	456	..	..
3324	Cherrybank	P.	1	190	156	48	89	45	127	..	..	..	..	..	..	..	..	..	270	..	..
3453	Cralsie (Western District)	P.	10	632	600	117	178	199	8	497	..	..	..	..	..	..	..	..	543	2	1
2802	Kingsmill	P.	10	454	410	76	186	143	4	858	..	..	..	..	..	..	..	..	385	4	4
2925	Northern District,	P.	10	848	786	186	248	259	673	..	..	..	..	..	..	..	..	..	686	4	18
2104	Southern District	P.	11	901	720	142	223	246	1	617	..	..	..	..	..	..	..	..	566	4	7
3323	St. John's	P.C.	10	538	536	78	96	92	390	..	..	..	..	..	..	..	..	..	43	18	..
4736	St. Ninian's	E.	10	305	195	41	63	51	135	..	..	..	..	..	..	..	..	..	..	..	..
	St. Ninian's	E.	10	305	195	41	63	51	135	..	..	..	..	..	..	..	..	..	..	..	..
	Sharp's Institution	..	4	340	247	42	87	90	219	..	..	..	..	..	..	..	..	..	..	296	..
PERTH, EAST PARISH (Landward)																					
3038	Craigend	P.	1	43	34	11	17	3	31	..	..	..	..	..	..	..	..	..	73	..	..
4069	Tulloch	..	1	250	111	26	39	36	101	..	..	..	..	..	..	..	..	..	..	150	..
PORT OF MONTREIL.																					
706	Dykehead	P.	6	52	35	8	7	15	80	..	..	..	..	..	..	..	..	..	54	..	15
2255	Fort of Montreil	P.	6	72	28	..	7	18	25	..	..	..	..	..	..	..	..	..	101	..	..
3900	Kuskie	P.	6	62	30	5	11	9	25	..	..	..	..	..	..	..	..	..	76	..	..
RAITHAY § 67.																					
3489	Raithay	P.	11	485	305	59	96	130	2	287	1	..	..	..	..	..	..	..	300	29	..
REMGORTON.																					
3868	Pitcairn Green	P.	5	85	86	19	32	28	..	74	..	..	..	..	..	..	..	..	48	..	..
702	Redgorton	P.	5	126	87	12	25	41	78	..	..	..	..	..	..	..	..	..	87	..	..
RHYND.																					
3927	Rhynd	P.	4	96	87	10	7	8	3	28	..	..	..	..	..	..	..	..	53	..	7
ST. MADOES.																					
45	St. Madoes	P.	5	120	107	20	28	35	..	83	..	..	..	..	..	..	..	..	110	..	..
ST. MARTIN'S.																					
3401	Bebbie	P.	5	146	127	22	36	40	..	98	..	..	..	..	..	..	..	..	108	10	..
4024	Guildtown	P.	5	182	85	16	24	31	72	..	..	..	..	..	..	..	..	..	73	..	10

Schools Aided by Parliamentary Grants.

RENFREW.		CATHART.		EAGLESHAW.		EASTWOOD & ST.		ERSKINE.		GOUROCK.		GREENOCK (Burgh).											
3018	Cathcart P. 9	841	587	102	587	170	215	2	498	10	8	3	2180	407	542	1987	..	..	..	6	565	14	5
3418	Crossmyloof P. 10	552	428	62	428	128	178	..	398	8	1	2	1374	490	209	785	..	..	..	..	450	4	4
6003	Mount Florida P. 2	1275	942	128	942	294	364	..	798	17	1	3	2513	891	520	1097	..	..	..	6	929	1	9
540	Queen's Park P. 6	1258	1310	147	577	374	577	..	1098	18	3	6	3148	1104	608	1341	..	..	..	6	1842	9	4
H.G. } 540 } H.G. }	Queen's Park H.G. { H.G. }	889	170	..	186	186	186	..	186	5	..	..	1477	480	86	683	..	..	..	..	480	3	10
1878	Busby, St. Joseph R.C. 1	162	117	23	34	42	..	..	104	1	1	..	269	98	55	98	..	..	..	10	111	12	6
2278	Eaglesham P. 2	230	147	20	44	61	..	..	127	2	1	..	442	148	84	147	..	..	..	15	140	12	3
3898	Pollok, Academy P. 2	884	744	128	261	265	..	..	654	11	5	2	1645	737	368	464	..	..	..	14	759	10	3
3232	Pollokshaw, Sir John Maxwell's P. 1	472	338	46	135	147	..	..	323	7	..	4	880	366	181	302	..	..	..	3	379	18	7
4907	Shawland's Academy P. 6	1319	1206	164	387	478	..	..	1029	16	2	4	2588	1187	778	496	..	..	..	..	1212	9	7
4807 } H.G. }	Shawland's Academy H.G. }	304	87	..	76	76	..	..	76	8	..	..	680	207	47	800	..	..	..	186	261	7	0
3384	Thornliebank P. 11	639	518	71	181	202	2	450	450	7	4	2	1245	470	238	504	..	..	..	..	583	0	3
2276	Pollokshaw, St. Conval's B.C. 2	508	530	86	167	133	..	..	436	4	3	2	910	442	244	..	..	..	..	..	482	11	3
446	Erskine P. 1	206	162	28	55	52	..	..	135	3	1	..	008	185	74	396	..	..	..	3	147	12	6
3932	Undercraig P. 11	111	65	7	13	28	..	..	53	1	1	1	296	51	26	217	..	..	..	2	63	4	0
2102	Central P. 11	517	487	92	147	172	7	418	418	7	2	3	1271	468	251	532	..	..	..	..	484	12	1
436	Eastern P. 11	374	264	50	75	87	10	222	222	6	1	2	884	283	139	462	..	..	..	..	273	10	3
1951	St. Ninian's R.C. 9	313	94	32	30	23	..	..	86	1	1	..	244	86	48	..	..	..	..	9	89	3	3
2754	Alan Ker P. 2	906	823	62	123	99	..	..	274	5	..	2	756	297	166	392	..	..	..	1	908	16	2
6117	Arigowan P. 2	1028	917	86	239	375	3	752	752	13	..	6	2071	940	472	658	..	..	..	..	877	8	3
1342	Belville Place P. 2	753	757	143	245	265	9	662	662	11	..	6	1776	769	589	615	..	..	..	4	764	8	0
1638	Glebe P. 2	889	799	108	275	270	8	661	661	12	1	3	1886	772	403	706	..	..	..	..	764	8	3
4756	(Glebe, Oral for the Deaf) P. 2	..	..	4	4	12	..	20	..	..	..	..	..	..	..	..	..	..	..	..	148	15	0

Schools Aided by Parliamentary Grants.

1885	FOXT (HANSLOW (Burgh) # 67.	3839	475	133	865	8	2	1103	418	215	474	1	485 11 9
4321	Chapelton	P. 10	635	70	570	11	3	6 1407	650	232	490	10	699 1 8
4814	Littie Park	P. 10	1133	85	844	15	8	8 2196	881	455	682	90	971 19 11
4846	Yewen Street	R.C. 12	983	164	839	10	3	2 1649	840	310	18	..	906 4 4
2119	St. John's		983	180	842	10	3	2 1649	840	310	18	..	906 4 4
1897	RENFREW (Burgh).	1847	156	307	960	17	2	6 2470	1123	604	437	..	1137 18 10
4178	Rlythwood Testimonial	P. 12	150	32	125	1	2	254	180	77	6	..	180 16 3
1881	St. James	R.C. 12	150	32	125	1	2	254	180	77	6	..	180 16 3
1866	RENFREW (Landward).	1686	300	51	119	2	1	1 896	169	87	183	7	132 8 07
2475	Oxfield	P. 1	607	108	590	6	2	2 1188	337	324	585	12	449 15 0
1977	Mcortpark	P. 12	1183	600	590	6	9	1 1834	488	273	566	..	834 10 3
1866	Scotstown	P. 12	180	214	179	3	1	2 527	184	100	239	..	214 2 4
1866	Yoker	P. 12	180	214	179	3	1	2 527	184	100	239	..	214 2 4
3924	SKELMORLIE.	214	297	54	137	2	1	2 566	160	79	307	80	154 17 6
4166	Skelmorlie	P. 4	45	3	21	1	..	58	17	10	..	..	23 1 3
1189	Meigie	C.S. 4	45	3	21	1	..	58	17	10	..	..	23 1 3
3625	ROSS AND CROMARTY.	167	147	120	101	2	..	1 370	161	90	164	..	135 11 6
61	Alness	P. 2	70	25	21	1	..	85	45	18	..	..	46 13 6
1189	Boath	P. 5	52	23	19	1	..	73	45	13	14	..	40 9 3
1891	Gianglass	P. 2	52	23	19	1	..	73	45	13	14	..	40 9 3
4088	APPLECROSS # 67.	310	63	44	96	1	..	115	90	23	31	..	57 15 9
1416	Altain	P. 5	154	70	58	2	..	139	90	37	7	..	104 2 0
2779	Applecross	P. 5	50	41	29	1	1	..	163	95	61	..	69 6 0
1609	Armacinnich	P. 5	30	18	17	1	..	96	39	9	48	..	36 4 0
4315	Callahille	P. 5	30	18	17	1	..	96	39	9	48	..	36 4 0
1609	Dunary	P. 5	50	40	58	1	..	103	64	23	16	..	61 0 6
1609	Shielhall	P. 5	44	30	25	1	..	96	45	14	37	..	48 3 0
1609	Torriloin	P. 5	44	30	25	1	..	96	45	14	37	..	48 3 0
4319	AVOCH # 67.	391	232	940	206	3	1	3 502	277	135	90	..	299 0 5
4672	Avoch	P. 2	54	46	40	1	..	122	64	25	33	..	61 10 9
4672	Killean	P. 2	110	114	87	2	..	243	113	53	..	..	112 3 6
4672	Avoch, Mackenzie Foundation	E. 3	110	114	87	2	..	243	113	53	..	..	112 3 6

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School District.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.		INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.	C. P. d.								
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowments.	Voluntary Contributions.	Rates.			School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.					
ROSS AND CROMARTY																															
<i>cont.</i>																															
BARVAS § 67.																															
1629	Airdh-an-tuim	P.	10 10 10 10 10 10 10 10 10 10	1480	170	200	13	59	78	159	1	2	905	106	90	..	..	..	..	5	..	..	..	..	..	..	..	197 8 0	
1643	Barvas	P.	10 10 10 10 10 10 10 10 10 10	166	121	24	39	41	87	183	1	1	105	183	61	..	..	..	..	..	..	..	..	..	..	..	..	106 5 7	
1689	Braigar	P.	10 10 10 10 10 10 10 10 10 10	240	100	20	41	65	1	135	..	..	896	168	86	..	..	..	..	..	..	..	..	..	..	..	..	186 16 0	
1816	Cross	P.	10 10 10 10 10 10 10 10 10 10	245	207	24	55	81	..	100	..	..	848	911	94	..	..	..	..	..	..	..	..	..	..	..	..	218 19 3	
1841	Lionel	P.	10 10 10 10 10 10 10 10 10 10	268	295	24	50	114	2	174	..	..	448	888	148	..	..	..	..	..	..	..	..	..	..	..	..	260 4 0	
1942	Sluawbost	P.	10 10 10 10 10 10 10 10 10 10	203	141	16	33	94	4	107	..	..	452	141	60	..	..	..	..	..	..	..	..	..	..	..	..	139 15 0	
4865	Skigersta	P.	10 10 10 10 10 10 10 10 10 10	53	50	11	22	7	..	40	..	..	60	47	28	..	..	..	..	..	..	..	..	..	..	..	..	49 17 3	
CARNOCK.																															
3530	Stratheonan	P.	5	..	48	27	2	5	13	2	144	53	19	61 16 3		
CONTIN.																															
4410	Contin	P.	5	..	100	42	4	13	14	2	196	47	22	42 17 3		
619	Scatwell	P.	5	..	38	12	1	4	5	1	62	26	6	39 10 6		
CROMARTY § 67.																															
2169	Cromarty	P.	2	..	420	308	75	84	90	19	208	700	408	101	417 16 9		
512	Peddleton	P.	2	..	123	68	7	22	26	3	68	163	84	32	90 19 9	
DINGWALL § 67.																															
3073	Dingwall Academy	P.	11	..	697	266	74	145	196	109	617	1,000	86	308	940 16 0	

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.						NUMBER OF TEACHERS.				Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total.	Additional Average Attendance allowed under Art. 23 (b).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.		Grant in Relief of Fees.	Aid Grant.	Employment.	Voluntary Contributions.	Fees.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
ROSS AND CROMARTY																										
—contd.																										
KINCARDINE.																										
503	Achnahannet	P.	6	218	40	24	9	6	8	80	1	1		153	47	19			90			46	19	0		
1469	Croick	P.	6	..	36	19	1	1	11	13	1	1		106	53	11			34		1	33	15	0		
4226	Culrain	P.	6	..	50	23	6	6	8	50	1	1		100	59	12			48		1	39	4	0		
2536	Giedfield	P.	6	..	115	91	10	29	41	81	1	1		274	100	45			128		1	110	17	9		
4701	Louberoy	P.	6	..	18	11	1	2	7	40	1	1		65	..	7			56		1	27	13	0		
KINLOCH-LUICHART.																										
1242	Achnasheen	P.	5	..	52	20	2	8	9	19	1	1		99	41	13			46		..	39	13	3		
4226	Kinloch-Luichart.	P.	5	..	40	23	3	6	10	19	..	..		212	42	14			126		..	49	18	0
4194	Strathgarve	..	5	..	80	29	4	8	13	95	1	1		101	55	7			..		..	47	12	9
KINTAIL.																										
3066	Dornie	P.	7	..	57	64	6	21	22	55	1	1		182	106	43			31		..	85	10	2		
1162	Kittizen.	P.	7	..	60	32	1	9	13	38	1	1		123	48	16			60		1	51	17	6		
KNOCKBAIN § 67.																										
2068	Drumstraital	P.	2	..	151	127	11	32	55	4	102	2	1	264	145	64			55		..	150	11	1		
2244	Minnocly	P.	2	..	140	92	19	21	39	7	85	2	2	274	121	55			98		..	144	17	5		
2626	Upper Knockbain	P.	2	..	117	86	5	13	12	2	32	1	1	125	58	21			45		..	51	17	0		
4476	Arpafoille, St. John's.	E.	2	..	87	51	6	11	27	1	45	1	..	124	60	27			..		7	60	4	0		
LOCHALAH § 67.																										
4001	Auchmore	P.	7	..	50	28	4	6	12	..	24	..	..	200	50	17			10		..	40	6	0
1413	Karhuing	P.	7	..	82	43	5	11	21	..	37	..	..	158	81	50			71		..	74	19	3

3707	Lechlach																	1			63 10
3162	Ploekton																	67			127 8 0
LOCHROOM § 67.																					
4318	Achillbulo	P.	6	17	30	34	7	53			1	1	1	178	86	81					87
4149	Allando	P.	6	17	24			37						201	78	40					94
4079	Ardindreean	P.	6	11	28			46						107	81	40					14
1634	Bachduart	P.	6	14	18			35						61	35	27					6
1167	Bachduart	P.	6	14	18			35						61	35	27					6
1044	Bord Bule	P.	6	1	4			5						78	36	8					16
522	Lochroom	P.	6	5	11			18						67	41	16					38 7 9
718	Scoraig	P.	6	2	2			30						67	56	25					62 10 0
667	Strathgairn	P.	6	10	18			18						58	44	14					37 6 0
4605	Strathgairn	P.	6	6	12			30						65	54	14					289 0 0
5005	Ullapool	P.	6	48	87	18		170			3	3	654	275	183						74
3074	Leckmelm	P.	6	6	8			20						70	35	10					39 4 0
LOCHCARRON § 67.																					
960	Attadale	P.	7	8	11			19						88	47	15					20
1139	Balnacra	P.	7	4	6			10						60	37	7					16
6398	Craig	P.	7	1	5			6						53	47	6					47
1163	Kishorn	P.	6	9	21			32						100	54	21					34
2301	Lochcarron	P.	7	2	29	59	1	94						430	155	62					219
196	Strome	P.	7	5	11	17		33						98	62	22					13
LOCHS § 67.																					
471	Achnore	P.	3	15	19			38						139	47	22					70
5299	Airdhbrunnach	P.	3	8	13			22						57	48	15					179
1867	Bakallan	P.	3	11	15			48						370	131	58					179
1851	Cromore	P.	3	28	14			45						343	183	59					94
1919	Fidligary	P.	3	27	47	77	3	154						343	183	59					68
59	Graver	P.	3	15	25			62						141	76	35					28
5221	Grimshader	P.	3	11	16	11		38						64	60	22					79 4 9
1747	Kerohader	P.	3	48	48			43						325	110	38					76
1786	Knock-han-due	P.	3	11	22	23	6	67						118	96	44					100 0 3
2000	Lenureway	P.	3	4	20	36	3	63						118	96	44					84 0 3
1303	Larebost	P.	3	12	18	15	1	46						123	62	28					56
1952	Planabeeke	P.	3	18	36	47	3	104						218	128	60					28
LOGIE FASTER § 67.																					
2562	Logie Easter	P.	2	21	28			63						274	82	42					146
916	Scotshurn	P.	2	23	32			67						220	96	36					163
Nigg.																					
4044	Nigg	P.	2	13	26	1		48						175	77	40					57
1561	Pitcalnie	P.	2	20	18			51						111	54	27					80

TAIN.																
701	Inver				8	13	10	40	1	2	204	61	93	115	1	51 14 9
2339	Tain	P.	10	242	45	91	106	242	4	1	530	300	135	154	1	821 12 0
TARBAT § 67.																
2350	Old	P.	5	289	210	64	70	9	8	1	445	299	109	99	9	275 10 6
1895	West	P.	5	68	37	8	12	33	1	1	116	41	19	55	1	43 2 3
UIO § 67.																
1045	Berna-	P.	3	120	88	20	32	60	1	2	166	89	39	27	2	65 10 0
1852	Breaclet	P.	3	201	169	27	42	62	2	2	290	212	82	1	4	173 5 9
761	Carloway	P.	3	230	232	51	83	2	2	2	500	213	99	185	4	290 17 3
1885	Crowlisa	P.	3	88	59	6	18	22	1	1	114	54	31	..	..	62 16 9
6004	Crullrig	P.	3	44	32	10	6	13	1	1	62	48	16	..	..	43 18 0
1886	Dun Carloway	P.	3	100	87	8	23	27	3	1	183	81	40	64	1	53 13 0
1846	Islivig	P.	3	95	51	4	17	23	1	1	120	79	31	..	..	70 15 9
1849	Loch Croiltean	P.	3	65	61	5	18	22	1	1	195	75	29	..	..	69 1 0
1594	Valtos	P.	3	130	106	22	27	35	3	1	314	107	50	150	2	111 7 0
URQUHART AND LOGIE WESTER § 67.																
3542	Conon	P.	2	125	114	22	40	38	1	1	215	120	60	82	4	130 9 6
2819	Culbokie	P.	2	134	120	10	35	53	2	2	298	186	65	..	..	134 8 9
2125	Ferintosh	P.	2	165	63	5	16	30	1	1	172	67	32	70	3	69 10 6
3642	Mulbuie	P.	2	95	63	6	18	31	1	1	191	81	37	71	3	73 19 0
URRAY.																
3006	Marybank	P.	11	120	118	10	31	53	5	1	290	184	54	102	..	134 10 6
298	Tarradale	P.	11	180	190	26	57	76	3	1	363	208	90	79	..	213 7 9
ROXBURGH.																
ANCRUM.																
2548	Ancrum	P.	1	105	109	15	35	41	3	1	265	101	50	114	..	103 7 6
1667	Sandystones	P.	4	94	40	8	12	16	1	1	134	59	13	60	1	41 13 9
BEDRILE.																
889	Bedrile	P.	2	64	40	7	13	14	..	..	133	55	25	53	..	46 18 0

* For 9 months.

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognized Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			Expenditure on Maintenance of School.	INCOME OF SCHOOL DERIVED FROM									Annual Grant paid at end of School Year 1901-1902.						
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).		Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Employment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.		Other Sources.					
ROXBURGH—contd.																															
LILLIESLEAP.																															
4070	Lilliesleaf	P.	7	105	191	119	17	41	47	105	2	2	1	333	123	68	142	117	0	0
LINTON.																															
117	Linton	P.	2	54	84	55	8	14	23	45	..	1	..	216	41	24	152	..	..	..	..	..	..	..	..	..	..	46	10	0
MAKERSTOUN.																															
1882	Makerstoun	P.	1	62	127	55	8	20	21	49	..	1	..	246	50	38	168	..	..	..	..	..	..	..	..	..	..	50	6	0
MAXTON.																															
72	Maxton	P.	6	88	151	50	6	13	26	45	..	1	..	151	66	32	64	..	..	..	..	..	..	..	..	..	..	52	6	0*
MELROSE.																															
3384	Blainie	P.	2	778	103	68	9	15	29	54	..	1	..	179	71	33	72	..	..	..	..	..	..	..	..	..	..	69	17	0
3686	Crainside	P.	11	..	86	31	12	13	6	23	..	1	..	87	23	17	41	..	..	..	..	..	..	..	..	..	..	97	8	6
3073	Jayshaw	P.	6	..	50	25	5	5	13	24	..	1	..	117	39	14	62	..	..	..	..	..	..	..	..	..	..	36	11	6*
3290	Melrose	P.	11	..	365	354	50	90	152	14	..	6	1	821	364	174	292	..	..	..	..	..	..	..	..	..	..	365	6	0
1070	Newstead	P.	11	..	86	19	7	10	11	18	..	1	..	65	10	14	22	..	..	..	..	..	..	..	..	..	..	18	3	0
3604	Newtown, St. Boswell's	P.	11	..	215	170	40	63	62	166	..	3	1	372	169	64	118	..	..	..	..	..	..	..	..	..	..	177	9	3
MINTO.																															
806	Minto	P.	2	90	106	47	8	19	41	60	..	1	1	374	48	49	146	14	2	0

Schools Aided by Parliamentary Grants.

MORREBATTLE.																				
2043	Morbettie	-	-	P.				2	1	318	84	48	50	140	..	1		56	12	6
4168	Mowhaugh	..	..	P.	4	1	..	..	..	96	33	14	..	50	..	..		29	8	0
	OXNAM.																			
181	Oxnam	-	-	P.	2	49	1	..	..	187	71	35	4	77	..	..		66	7	9
1418	Towford	..	..	P.	4	27	..	..	..	182	40	17	..	70	..	..		44	7	9
	ROBERTON.																			
685	Howpasye	-	-	P.	4	16	..	..	..	66	28	12	..	19	..	..		22	8	2
4048	Roberton	..	..	P.	7	30	..	..	..	208	38	19	..	142	..	..		22	19	6
	ROXBURGH.																			
3488	Fairington	-	-	P.	3	43	..	..	..	118	60	23	..	36	..	..		62	18	0
2694	Heaton	-	-	P.	1	51	..	..	..	116	59	26	..	21	..	..		49	18	0
3849	Roxburgh	..	..	P.	1	50	..	..	..	201	57	30	..	115	..	..		50	18	0
	ST. BOSWELL'S.																			
3843	St. Boswell's	-	-	P.	3	89	..	..	..	389	96	56	..	186	1	..		96	6	6
	SMALLHOLM.																			
17	Smallholm	-	-	P.	1	60	..	..	..	208	68	37	..	113	..	..		61	6	0
	SOUTHDEAN.																			
4919	Glen Douglas	-	-	P.	2	40	..	..	..	180	47	22	..	51	..	..		50	7	0
664	Southdean	..	..	P.	2	42	..	..	..	180	42	17	..	121	..	..		63	0	0
	SPOURSTON.																			
2008	Hadrum	-	-	P.	1	25	..	..	..	74	19	10	..	45	..	..		22	16	6
1423	Lempitlaw	-	-	P.	1	65	..	..	..	166	60	26	..	59	..	..		72	2	2
188	Spouiston	..	..	P.	1	73	..	..	..	256	92	47	..	116	..	..		80	10	9
	TEVIOthead.																			
4211	Teviothead	-	-	P.	2	60	12	16	23	207	61	27	..	119	..	..		67	2	0
1864	Albanwater	-	-	P.	4	18	..	..	..	80	82	10	..	..	70	..		33	14	0

Schools Aided by Parliamentary Grants.

Overall Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.				Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.			INCOME OF SCHOOL DERIVED FROM										Annual Grant paid at end of School Year 1901-1902.				
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grants.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.					
ROXBURGH—contd.																													
YETHOLM.																													
3598	Yetholm	P.	2	153	202	174	26	59	62	147	1	2	1	1	406	164	87	:	:	151	:	:	:	:	:	2	163	13	9
SHILKIRK.																													
ASHKIRK																													
2680	Ashkirk	P.	2	73	180	62	6	13	25	46	1	2	:	227	72	31	:	:	96	3	26	:	:	:	:	:	61	13	0
CADDONFOOT.																													
4078	Caddonfoot	P.	3	139	136	91	14	29	32	75	2	1	1	229	89	43	:	:	96	:	:	:	:	:	2	94	0	9	
ETTRICK.																													
4197	Chapelhope	P.	6	51	28	16	8	7	4	14	:	1	:	65	27	11	:	:	28	:	:	:	:	:	:	:	38	10	0*
4148	Ettrick	P.	6	51	61	20	1	5	10	16	:	1	:	210	43	17	:	:	160	:	:	:	:	:	:	:	38	17	0
GALASHIELS (Burgh) 187.																													
4581	Galashiels	P.	12	2517	904	633	143	178	210	537	:	11	2	1400	604	304	:	:	491	7	:	:	:	1	613	0	8		
860	Glendinning Terrace	P.	12	..	353	329	71	98	122	301	:	7	2	884	320	170	:	:	384	4	:	:	:	..	333	13	0		
3703	Old Wyke	P.	12	..	310	249	39	75	87	201	:	8	2	437	315	115	:	:	153	4	:	:	:	..	237	9	6		
3624	Reichburgh Street	P.	12	..	460	327	33	98	130	260	:	4	1	780	310	140	:	:	310	6	:	:	:	..	304	6	4		
1157	Reichburgh Street	P.	12	..	743	504	91	133	177	24	:	10	1	1210	616	268	:	:	965	6	:	:	:	..	545	8	0		
4440	Galashiels	P.	12	..	963	642	45	47	108	1	:	3	1	486	317	116	:	:	30	3	:	:	:	..	318	10	0		
3608	Galashiels	P.	12	..	375	199	51	56	66	128	:	2	1	392	138	72	:	:	42	19	:	:	:	..	138	6	0		

3337	GALASHIELS (Landward).																			28 8 4†																									
	Lindean	P.	6	57	80	25	7	7	7	21	..	1	..	..	90	27	10	..	63	..	..																						
2	KIRKHOPE.	P.	2	89	107	54	5	18	26	1	45	1	1	..	989	82	36	..	134	1	25	..	76 0 11 30 12 0																						
516																								Drake of Burdeleuch's	..	38	19	1	7	6	..	14	..	1	..	118	29	8		
279	SELKIRK (Burgh) § 67.	P.	11	961	539	393	59	126	151	16	352	8	2	..	1041	408	307	..	399	7	..	397 1 6 398 17 0 47 6 0																							
2868																							Kings Park	..	641	89	131	185	1	..	356	6	1	..	794	393	205	..	191	7		
2933																							Selkirk	R. C.	11	..	121	52	20	14	12	..	46	1	..	169	53	27
1166	SELKIRK (Landward).	P.	11	305	317	222	32	64	96	1	138	4	1	..	651	218	103	..	330	..	..	214 15 9 46 1 3																					
686																							Bowhill	..	53	5	12	13	..	38	1	..	130	48	20	..	60	
1458	YARROW.	P.	6	89	25	16	1	4	8	..	13	1	2	..	177	42	17	..	117	..	..	39 2 0 53 9 3 36 10 0																					
2658																							Mountbenger	..	91	34	2	8	15	..	29	..	2	..	235	52	21	..	110	
2868																							Yarrowfort	..	46	..	24	5	6	9	1	21	..	1	..	76	28	11	..	38
3796	SHEETLAND. BRESSAY.	P.	5	132	180	122	6	34	55	6	101	1	1	1	241	147	61	..	33	..	..	148 1 9																					
1611	DELTING § 67.	P.	5	289	40	44	2	17	16	3	38	1	..	96	70	25	..	..	9	..	..	67 13 0 31 0 6 53 13 0 58 19 6 52 0 6																			
1622																							Bras	..	40	34	1	7	9	..	17	..	1	..	76	37	13	..	26		
651																							Mil' Lee (or Firth)	..	78	27	..	9	18	..	27	..	1	..	130	63	25	..	42	
4190																							Omsaith	..	40	33	..	10	18	..	26	..	1	88	54	19	..	15
1890																							Rob	..	32	..	32	..	9	20	..	29	..	1	..	73	53	18	..	2

* For 16 months. † For 11 months.

1609	South Westing				6	70	50	14	24	88	1	1384	963	289	250		57
1610	Whalley	P.				112	90	7	14	73	1	164	88	29	26		106
3712	Whalley (Strough)	P.				50	64	3	10	45	1	100	95	20	26		71
1084	Skerries	C.B.				72	22	6	30	19	1	31	40	17	77		37
	NORTHEAVINE \$ 67.		310														
1690	Keshness	P.															
4564	North Roe	P.															
4323	Olinberry	P.															
1068	Sullom	P.															
442	Uradsfth	P.															
	SANDWICH & AIRTHEFTING \$ 67.		469														
1986	Clonca	P.															
1969	Grufing	P.															
1866	Sand	P.															
1765	Sand Bound	P.															
1867	Steld	P.															
965	Twait	P.															
1743	West Barradafh	P.															
	TINGWALL, WHITENESS and WEISDALE \$ 67.		393														
1390	Gristla	P.															
714	Gote	P.															
666	Skalloway	P.															
1340	Tromra	P.															
1405	Westdale	P.															
2334	Whiteness	P.															
	UNST \$ 67.		290														
461	Balleasound	P.															
548	Haroldswick	P.															
668	Uyasound	P.															
524	Westing	P.															
	WALLS, SANDNESS PAPA, and FOULA \$ 67.		333														
1850	Koula	P.															
1682	Kapphansel	P.															
1104	Midwells	P.															
1106	Papa Nour	P.															
1061	Santiness	P.															

167	KILLBARN.	136	2	P.	2	2	1	1	807	106	69	..	..	192	10	..	..	110	4	9
168	Killbarn	..	..	..	..	..	..	..	..	..	..	..	..	192	10	..	..	110	4	9
3755	KILLSYTH (Town) § 67.	1789	11	P.	11	11	11	11	2646	1800	713	..	..	198	25	124	378	1417	12	0
4622	Academy	1696	11	P.	11	11	11	11	2646	1800	713	..	..	198	25	124	378	1417	12	0
470	Killyth	349	11	R.C.	11	11	11	11	652	310	179	..	..	..	..	..	..	800	17	4
6259	KILLSYTH (Landward).	560	2	P.	2	2	2	2	308	187	84	..	..	86	..	..	1	163	16	9
4622	Banton	183	2	P.	2	2	2	2	308	187	84	..	..	86	..	..	1	163	16	9
470	Chapel Green	198	2	P.	2	2	2	2	332	160	84	..	..	98	..	..	..	168	1	6
6259	Hollandbush	60	2	P.	2	2	2	2	190	56	38	..	..	32	..	..	..	66	16	0
1097	KIPPEN.	288	1	P.	1	1	1	1	178	34	16	..	..	127	..	..	..	40	6	3
4324	Arnprior	100	1	P.	1	1	1	1	287	86	48	..	..	136	..	..	..	88	13	6
4326	Bucklyre	120	1	P.	1	1	1	1	638	178	86	..	..	230	..	..	..	167	11	6
3234	Kilpeen	191	1	P.	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..
2688	LARBERT.	2489	12	P.	12	12	12	12	1186	474	244	..	..	276	6	..	191	462	9	9
4324	Carronsboro	575	12	P.	12	12	12	12	2556	971	522	..	..	460	..	20	368	992	11	1
3236	Larbert, Central	1148	12	P.	12	12	12	12	2	1868	668	314	..	..	238	1	14	227	686	8
6389	Larbert, Village	642	12	P.	12	12	12	12	1186	470	258	..	..	369	1	..	98	529	9	8
2999	LOGIE	700	3	P.	3	3	3	3	966	325	162	..	..	401	2	6	..	303	7	6
3612	Bridge of Allan	550	3	P.	3	3	3	3	262	80	47	..	..	136	..	..	..	80	2	2
2708	MURAYONSIDE.	1280	1	P.	1	1	1	1	772	351	190	..	..	225	..	..	6	357	0	6
851	Blackbriars	866	1	P.	1	1	1	1	969	490	250	..	..	296	..	..	3	451	7	5
1130	Drumbowie	541	1	P.	1	1	1	1	194	76	44	..	..	71	..	..	4	76	15	9
542	Madhiston, Infant	112	1	P.	1	1	1	1	484	168	89	..	..	226	..	..	1	184	12	7
2424	ST. NINAN'S.	1698	1	P.	1	1	1	1	1018	411	224	..	..	330	22	11	..	418	7	9
3981	Kannockburn	697	1	P.	1	1	1	1	508	187	106	..	..	213	..	..	1	224	1	0
5877	Camusbarron	251	1	P.	1	1	1	1	402	191	114	..	..	97	..	..	..	213	14	6
5877	Cowie	230	1	P.	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..

* New School—Grant to run as from August 1st, 1911. † For 16 months.

SUTHERLAND.

ARNYST § 67.

3117	Achnawelch	P.	7	410	50	82	3	11	11	2	25	47	17	18	44	5	6
2984	Asynt	P.	7		38	11	2	9	9		58	26	27	27	26	5	9
555	Drumbeig	P.	7		55	70	17	17	17	1	138	66	69	69	64	19	7
4998	Elphine	P.	7		55	96	11	11	10	2	181	66	62	62	65	2	0
9116	Lochnaver	P.	7		88	11	1	1	1	1	181	119	18	18	128	19	0
5630	Locher	P.	7		184	182	6	50	22	5	344	177	94	94	176	9	6
6190	Unaipoll	P.	7		24	13	2	5	8		57	32	17	17	33	4	6

CLYDE § 67.

2921	Bryns Infant	P.	6	325	146	70	27	24	24	23	51	92	58	41	58	2	6
2923	Dalke	P.	6		260	260		42	88		183	287	114	41	961	19	0
1140	Dalke	P.	6		82	86	4	13	13		96	23	23	41	37	10	3
315	Strathbrova	P.	6		28	20	5	6	6		81	38	17	22	38	15	0

CHRECH.

2980	Bonar Bridge	P.	6	279	198	117	15	32	45	8	100	160	59	215	180	6	9
2908	Inverchin	P.	6		40	28	4	3	12		118	82	8	46	39	17	6
2281	Larschan	P.	6		100	49	4	4	22		59	89	39	36	69	3	9
616	Rosehall	P.	6		80	64	9	19	17	6	51	115	31	83	105	14	0

DORNOCH § 67.

1713	Balornald	P.	6	486	80	54	5	14	21	25	40	90	39	14	69	15	6
3087	Dornoch	P.	6		278	179	22	45	61		477	269	68	62	265	12	3
2992	Embo	P.	6		161	146	37	37	40		145	181	73	290	142	7	6
2580	Reaunhar	P.	6		100	44		14	20		85	51	23	16	46	14	0
2164	Shibo	P.	6		82	50	9	16	16	1	42	62	26	1	63	17	9

DURNESS § 67.

2981	Durness	P.	7	159	180	95	16	25	39	11	91	184	68	528	150	10	9
4904	Laid	P.	7		40	32	6	4	20		30	92	23		88	14	0

EDDRACHILLIS § 67.

2914	Badcall Incheart	P.	7	292	80	53	6	15	24	1	49	95	96	56	88	7	2
2903	Farrimore	P.	7		92	24	4	6	11		91	95	11	66	40	18	0
2940	Old Shore	P.	7		84	79	12	22	23	1	63	89	43	81	86	13	0
3115	Secourie	P.	7		55	39	6	11	17		94	63	23	106	68	19	0

8896	ROGART.																		8	8	9
8900	Blarich	P.	6	81	55	5	18	19	8	45	1	1	144	76	37	41	..	..	37	10	2
8905	Rhilochan	P.	6	43	29	2	4	11	3	30	1	1	113	49	16	49	..	..	123	2	0
8906	Rogart	P.	6	100	59	7	17	16	7	47	1	1	360	94	35	180	..	..	88	11	6
3981	TONGUE § 67.		365																		
3981	Meineas	P.	7	205	125	17	36	47	3	103	2	1	332	151	73	54	..	..	138	19	6
2170	Skerry	P.	7	110	117	16	36	42	3	97	1	1	235	119	56	59	..	..	123	2	0
109	Tongue	P.	7	108	77	9	22	27	6	64	1	1	285	184	50	63	..	..	145	8	3
	WIGTOWN.																				
	GLASSERTON.		188																		
3103	Glasserton	P.	3	94	72	13	20	25	..	58	3	1	252	74	33	146	..	..	76	6	9
3285	Knock	P.	2	91	42	5	11	16	..	32	2	1	142	44	19	78	..	..	47	6	0
724	Ravenstone	P.	2	74	41	8	12	10	..	30	2	1	157	48	17	91	..	..	49	4	9
	INCH.		421																		
3005	Cairn Ryan	P.	4	81	54	12	16	15	3	46	1	1	118	62	28	27	..	..	61	12	0
3194	Castle Kennedy	P.	4	115	83	10	23	31	..	70	1	1	218	79	43	97	..	..	78	9	9
327	Inchparis	P.	4	141	90	12	33	21	..	66	2	1	220	82	43	94	..	..	73	9	6
2284	L. clane	P.	4	168	141	12	49	55	..	116	..	..	299	125	67	107	..	..	130	3	3
	KIRKCOLM.		261																		
8705	Dunloch	P.	4	105	85	10	29	30	1	70	2	2	248	86	45	119	..	..	86	19	9
2963	Kirkcolm	P.	4	168	114	4	26	55	2	87	2	2	299	108	56	109	..	..	106	10	0
984	Village	P.	4	49	37	9	32	1	..	32	1	..	76	41	23	12	..	..	33	1	5
	KIRKOWAN.		307																		
787	Darrov	P.	4	35	26	5	6	10	..	21	1	1	78	40	14	24	..	..	39	0	3
10	Kirkowan	P.	4	239	185	23	53	72	3	154	1	3	342	179	97	67	..	..	172	10	6
	KIRKINNEE.		268																		
8875	Kirkinner	P.	3	178	139	24	41	46	..	111	1	3	451	122	68	242	..	..	121	12	0
4493	Lonecattie	P.	3	109	86	16	25	26	..	67	1	1	238	72	40	126	..	..	78	6	9
2474	Malzie	P.	3	57	37	5	13	11	..	29	2	..	93	45	17	31	..	..	48	10	0

List of Schools aided from Parliamentary Grant—Continued.

Official Number.	NAME OF SCHOOL BOARD AND SCHOOL.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District.	Recognised Accommodation.	Average Number of Scholars on Register during year.	ACTUAL AVERAGE ATTENDANCE OF SCHOLARS.					Additional Average Attendance allowed under Art. 23 (b).	NUMBER OF TEACHERS.				INCOME OF SCHOOL DERIVED FROM								Annual Grant paid at end of School Year 1901-1902.
							Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.	Total		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.		Other Sources.
WIGTOWN—contd.																									
KIRKMAIDEN.																									
3686	Central	P.	4	412	230	190	69	9	157	1	1	432	104	73	45	2	190 5 9								
2492	Northern	P.	4	..	190	125	41	102	321	..	..	321	111	152	..	..	112 1 0				
3242	Southern	P.	4	..	85	48	18	39	242	..	..	242	25	163	..	..	82 11 8				
LESWALT																									
3659	Larbrax	P.	4	..	55	49	18	37	140	..	..	140	23	61	..	..	67 14 9				
173	Leawalt	P.	4	..	500	120	32	90	271	2	2	271	55	116	..	..	102 3 3						
MOCHRUM.																									
1276	Culshabbin	P.	2	420	60	44	15	34	107	1	1	107	24	32	..	..	51 12 0						
2912	Elrig	P.	2	..	90	42	7	32	130	..	..	130	22	71	..	..	32 8 0				
544	Mochrum	P.	2	..	132	118	20	91	207	..	..	207	52	59	..	..	98 16 6				
3700	Port William	P.	2	..	240	161	43	122	369	2	2	369	81	144	..	..	133 6 3						
NEW LUCE.																									
673	Glenwhilly	P.	3	122	31	23	8	19	61	1	1	61	10	20	..	..	36 1 6						
2806	New Luce	P.	3	..	154	122	34	108	278	2	2	278	59	112	..	..	111 11 9						
OLD LUCE or GLENLUCE.																									
3092	Druchdail	P.	3	413	130	91	26	78	210	1	1	210	49	77	..	..	79 4 0						
3519	Glenluce Academy	P.	3	..	313	233	87	102	648	4	4	648	118	300	..	..	240 18 0						
2190	Glen of Luce	P.	3	..	182	79	21	61	316	1	1	316	37	94	..	..	44 9 3						

PENNINGHAM.																						
8021	Challoch	P.	2	49	28	8	7	8	..	98	..	1	..	1	70	31	17	..	..	54	4	6
8255	Corbie Infants	P.	11	121	182	90	16	..	..	108	..	1	..	1	177	94	62	..	..	58	19	0
2939	Grange	P.	2	100	69	13	21	..	1	58	..	..	..	..	127	66	22	..	..	75	6	6
444	London	P.	2	54	30	4	10	11	..	95	..	..	..	..	58	38	17	..	..	85	14	0
8821	Penningsham	P.	11	292	365	..	88	140	5	233	3	3	1	..	604	270	182	..	..	279	11	0
8060	Newton Stewart St. Ninian's	R.C.	11	145	53	17	16	11	..	44	..	1	..	..	115	47	29	..	..	45	11	3
PORTPATRICK.																						
2731	Portpatrick	P.	5	277	154	22	56	48	..	128	..	2	..	..	327	134	71	..	..	137	11	0
SORBE.																						
3151	Gartleton	P.	2	225	160	25	43	60	2	130	1	3	..	..	388	151	78	..	..	145	14	9
2679	Sorbie	P.	2	160	159	30	42	52	..	124	4	1	1	..	266	123	66	..	..	140	7	3
STONEKIRK.																						
5139	Ardwell	P.	5	160	123	23	31	43	1	96	3	2	1	..	267	115	64	..	..	109	8	9
2406	Meoul	P.	5	70	88	17	23	32	2	74	..	1	1	..	196	35	44	..	..	85	14	0
2623	Sandhead	P.	5	117	89	20	27	29	..	76	3	1	..	..	310	75	44	..	..	80	0	0
3094	Stoneykirk, No. 2	P.	5	193	143	24	42	45	1	112	1	2	1	..	234	104	66	..	..	115	6	0
STRANRAER (Burgh).																						
102	Academy	P.	5	345	363	63	101	130	20	314	..	5	1	2	849	344	187	..	..	368	6	8
2464	Lewis Street	P.	12	459	410	78	119	134	..	831	..	5	2	3	800	374	216	..	..	359	4	0
2008	Elementary Strachan	P.	12	302	257	48	76	94	..	218	..	5	2	2	486	284	141	..	..	240	15	6
1237	St. Joseph's	R.C.	12	110	96	35	26	32	..	83	..	1	1	..	103	83	53	12	..	88	11	6
WHITHORN.																						
3017	Glasseston Road (now closed)	P.	2	191	117	25	38	57	..	100	1	2	..	1	277	110	50	..	..	111	19	6
4087	Isle	P.	2	181	104	18	25	32	2	77	1	2	..	..	269	92	50	..	..	145	15	10
188	Principal	P.	2	313	213	40	49	72	13	179	..	4	..	2	509	206	100	..	..	286	8	5
WIGTOWN.																						
26	Burgh and Parish	P.	9	566	390	27	72	85	18	292	..	5	..	1	591	247	184	..	..	250	2	9
1833	All Souls	R.C.	9	106	56	4	10	23	..	46	..	1	..	..	30	43	27	..	..	43	7	1

TABLE No. 4.

SUMMARY OF TABLE No. 3, UNDER COUNTIES.

COUNTY.	Number of Schools.	Population of School Age (6-14) in each School Board District	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Additional average attendance allowed under Art. 23 (b).	Number Certified (including Part-Timers).	
					Under 7.	Above 7 and under 10.	Above 10 who have not obtained Merit Certificate.	Above 10 who hold Merit Certificate.			Total.
Aberdeen	292	63,997	72,544	53,852	10,590	13,050	20,938	1,404	50,982	52	997
Argyll	169	13,708	19,999	12,323	1,744	3,516	4,653	692	10,605	30	271
Ayr	168	52,739	53,253	45,753	8,268	14,690	14,476	901	38,335	53	630
Banff	81	13,630	18,030	13,447	2,411	3,341	4,426	642	11,320	19	307
Berwick	50	5,608	8,200	5,203	981	1,573	1,846	46	4,446	5	79
Bute	22	3,224	4,376	2,731	349	807	1,082	89	2,327	1	55
Caithness	62	6,567	9,725	6,378	983	1,814	2,060	372	5,229	16	108
Clackmannan	18	6,419	7,969	6,137	1,235	1,393	2,029	132	5,339	3	85
Dumbarton	61	22,701	25,545	21,088	3,777	6,497	7,175	364	17,813	19	301
Dumfries	105	13,726	18,304	12,213	2,406	3,369	4,459	300	11,096	14	211
Edinburgh	162	86,743	86,189	73,536	12,374	22,687	26,005	1,454	62,520	12	1,150
Elgin	52	3,394	11,794	3,642	1,462	2,391	3,127	178	7,158	6	149
Fife	146	43,498	48,018	39,931	8,337	12,941	12,462	573	34,313	17	571
Forfar	160	53,495	56,760	48,542	9,317	14,542	15,411	740	40,010	179	776
Haddington	39	7,514	8,411	6,326	1,309	1,990	2,358	59	5,686	4	97
Inverness	183	16,905	21,662	14,390	2,043	4,219	5,582	425	12,269	30	264
Kincardine	52	6,481	8,463	6,128	1,141	1,779	2,237	79	5,236	10	102
Kinross	7	1,238	1,445	1,028	194	349	317	7	867	2	15
Kirkcudbright	68	7,749	10,756	7,393	1,364	2,157	2,627	181	6,329	21	127
Lanark	366	266,671	238,726	218,622	34,553	70,717	75,270	2,970	183,510	25	3,038
Linlithgow	43	14,705	14,547	13,683	2,323	4,153	4,187	116	11,279	—	167
Nairn	14	1,623	1,895	1,532	266	466	512	10	1,254	1	34
Orkney	59	4,384	6,643	4,357	547	1,255	1,684	217	3,603	32	89
Peebles	21	2,613	3,635	2,229	408	662	801	9	1,870	2	42
Perth	171	21,737	28,410	19,928	3,688	5,365	6,773	276	16,602	25	357
Renfrew	90	57,205	55,165	48,596	7,556	15,361	17,371	751	41,039	64	672
Ross	139	14,738	18,148	13,608	1,838	3,781	5,170	459	11,248	23	204
Roxburgh	67	3,758	11,754	7,935	1,423	2,357	2,893	75	6,748	8	147
Selkirk	22	4,271	5,603	3,360	700	1,148	1,421	50	3,319	4	72
Shetland	62	4,361	4,957	3,373	315	1,094	1,505	103	3,017	11	73
Stirling	88	29,505	31,773	27,398	5,666	3,771	8,823	185	23,445	5	397
Sutherland	46	3,309	5,019	3,408	440	913	1,222	189	2,769	6	65
Wigtown	51	6,577	8,001	6,025	1,017	1,749	2,048	104	4,918	47	94
Total	3,145	866,903	926,219	767,099	131,577	237,562	262,850	14,212	646,501	745	11,638

TABLE NO. 4—continued.

Teachers.		Expenditure on Maintenance of School.	Income of School Derived from										Annual Grant paid at end of School Year, 1901-1902.		
Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1900-1901.	Grant in Relief of Fees.	Aid Grant.	Endowment.	Voluntary Contributions.	Fees.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.				
		£	£	£	£	£	£	£	£	£	£	£	£	s.	d.
162	342	142,768	58,540	32,476	747	2,921	1,415	30,948	3,947	1,618	1,152	60,373	12	1	
43	72	88,987	17,585	6,380	82	739	306	11,980	455	1,364	126	18,092	5	8	
184	220	101,228	42,715	22,821	467	721	1,449	27,449	3,325	1,787	585	44,732	18	9	
46	95	29,869	13,266	6,772	200	1,145	452	6,402	239	1,009	368	18,611	2	5	
35	21	13,999	5,002	2,698	9	1	84	5,954	74	115	62	5,009	18	0	
3	11	8,166	3,114	1,485	25	112	146	2,529	359	371	12	2,924	0	4	
24	42	16,645	7,708	3,477	5	332	29	3,585	—	617	977	8,064	14	0	
23	50	15,315	6,377	3,201	70	26	157	4,079	556	516	225	6,354	13	7	
93	106	60,734	20,015	11,070	448	110	1,213	15,318	1,331	1,135	194	20,587	1	3	
49	76	35,373	13,700	6,715	199	1,001	672	11,293	452	1,175	111	13,417	2	10	
207	392	202,990	71,802	35,626	1,690	725	3,426	80,822	5,552	2,057	1,515	74,589	14	9	
18	52	21,456	8,294	4,334	116	1,445	247	6,047	17	554	286	8,378	19	1	
170	173	87,846	37,152	20,212	96	428	251	27,416	798	1,016	527	32,786	0	9	
168	177	117,698	45,794	23,952	794	461	2,145	37,193	4,633	1,964	175	46,693	11	11	
25	23	15,482	6,281	3,356	18	254	30	5,098	74	257	103	6,494	10	5	
56	75	39,433	17,731	7,296	105	403	267	12,865	177	510	33	18,227	3	5	
27	23	14,325	5,860	3,124	88	66	187	4,654	75	265	32	5,945	4	1	
6	4	2,556	929	497	24	—	67	1,037	—	—	2	969	1	9	
23	50	13,933	8,100	3,770	71	292	281	6,114	34	320	132	7,693	13	1	
661	1,024	514,436	207,364	107,034	5,004	1,176	16,586	149,471	14,683	9,533	2,673	216,729	16	8	
75	61	27,324	11,757	6,694	236	526	361	7,648	162	499	92	12,575	10	4	
4	8	3,132	1,418	738	9	72	24	829	1	—	37	1,504	11	10	
15	39	10,869	5,727	2,164	—	525	—	2,040	33	250	173	5,770	7	8	
12	6	6,749	2,289	1,155	12	10	152	2,944	27	57	103	2,275	5	5	
73	78	52,882	19,621	9,493	213	413	798	21,399	472	354	231	19,967	1	1	
161	229	112,329	47,100	24,088	1,099	1,031	3,437	30,805	1,927	1,250	2,137	48,320	2		
67	92	33,626	16,650	7,033	44	616	58	7,750	10	1,197	421	16,924	6	3	
51	32	20,474	7,577	3,992	48	70	321	7,971	7	32	152	7,833	3	11	
8	24	9,996	3,938	1,945	63	20	303	3,439	49	190	83	3,973	14	0	
10	14	9,135	4,737	1,938	14	207	41	1,910	40	190	219	4,710	16	5	
100	128	61,404	24,943	13,769	253	114	577	17,988	1,548	470	1,503	26,617	7	3	
17	24	10,668	4,576	1,837	—	209	—	3,541	2	373	162	4,524	15	0	
20	26	14,026	5,703	2,987	26	5	60	4,958	8	185	93	5,721	11	2	
2,006	3,789	1,961,841	753,960	334,129	12,320	16,181	35,541	572,377	41,117	31,170	14,701	778,793	17	3	

TABLE No. 5.
LIST OF FEE-PAYING SCHOOLS,
1901-1902.

(1) PUBLIC SCHOOLS SANCTIONED UNDER ARTICLE 134 OF THE CODE.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars.			Number of Scholars Paying Fees.	Number of Free Scholars.	TOTAL.
			£	s.	d.			
4640	Aberdeen	Aberdeen, Ahley Road	1144	19	7	1131	55	1186
2415	Argyll	Campbelltown (B) Grammar	275	0	10	374	246	620
2724	Ayr	Ardrossan Academy	286	5	3	250	50	300
" H.G.	"	Ardrossan Academy, Higher Grade	112	4	6	44	50	162
603	"	Ayr (B) Grammar	414	1	11	414	21	435
1352	"	Kilmarnock (B) Academy	444	18	6	430	44	474
" H.G.	"	Kilmarnock (B) Academy, Higher Grade	367	18	6	143	116	259
3586	Bute	Rothesay (B) Academy and Thomson's Institution	258	16	7	275	3	278
" H.G.	"	Rothesay (B) Academy and Thomson's Institution, Higher Grade	68	0	2	36	24	60
202	Clackmannan	Alloa (Town) Academy	378	9	6	372	100	472
3813	Dumbarton	Dumbarton (B) Academy	271	1	11	253	46	299
" H.G.	"	Dumbarton (B) Academy, Higher Grade	82	11	3	41	60	101
2073	"	Kirkintilloch (Town), Lenzie Academy	234	9	9	124	..	358
" H.G.	"	Kirkintilloch (Town), Lenzie Academy, Higher Grade	86	5	1	31	34	65
4448	"	Row, Helensburgh Hermitage	270	2	6	330	33	363
" H.G.	"	Row, Helensburgh Hermitage, Higher Grade	63	16	0	32	25	57
112	Dumfries	Annan Academy	127	10	0	195	44	239
4685	Edinburgh	Leith (B) Academy	901	15	3	644	18	662
4918	"	Leith (B) Trinity Academy	883	18	9	736	33	769
39	"	Musselburgh (B) Grammar	204	8	0	242	52	294
1631	Fife	Dunfermline (B) High (Primary)	175	13	11	164	3	167
5649	"	Kirkcaldy (B) High (Elementary Department)	251	17	10	199	3	202
5652	Forfar	Arbroath (B) High (Elementary Department)	181	6	10	123	..	204
138	"	Brechin (B) High (Lower Department)	52	0	9	49	..	61
4682	"	Broughty Ferry (Town), Grove Academy	557	18	0	410	110	520
629	"	Dundee (B), Harris Academy	1173	15	1	823	162	985
4678	"	Dundee (B), Morgan Academy	1006	8	6	678	80	758
4502	"	Forfar (B) Academy	133	2	9	116	16	132
552	"	Montrose (B) Academy	146	10	9	161	..	161
5222	Haddington	North Berwick High (Elementary Department)	56	0	6	63	3	66
1709 H.G.	Lanark	Glasgow (Burgh) City Higher Grade	36	14	2	34	25	59
386 H.G.	"	Glasgow " John Street Bridgeton Higher Grade	73	10	0	68	57	125
705 H.G.	"	Glasgow " Kent Road Higher Grade	63	15	0	58	73	131
4802 H.G.	"	Glasgow " Whitehill Higher Grade	106	15	0	158	193	351
932 H.G.	"	Glasgow " Woodside Higher Grade	112	15	0	104	120	224
1824	"	Govan, Bellahouston Academy	727	19	4	643	3	646
" H.G.	"	Govan, Bellahouston Academy Higher Grade	120	16	6	51	75	126
615	"	Govan, Hillhead	952	12	9	712	..	712
900	"	Govan Partick, Hamilton (Crescent)	713	13	10	511	1	512
" H.G.	"	Govan Partick, Hamilton (Crescent) Higher Grade	156	4	0	32	100	132
1022	"	Govan Pollokshields, Albert Road	678	8	0	580	2	582
" H.G.	"	Govan Pollokshields, Albert Road Higher Grade	162	6	3	69	64	131
4798	"	Hamilton (B) Academy (Elementary Department)	191	16	0	144	5	149
2039	"	Rutherglen (B. and Ld.) Stonelaw	383	4	3	302	23	325
5659	Perth	Callander McLaren High (Elementary Department)	26	8	6	27	3	30
2376	Stirling	Falkirk (B) High	305	15	6	441	39	480
605	"	Stirling (B) High	254	19	4	227	3	230

(2) VOLUNTARY SCHOOLS NOT CLAIMING GRANT IN RELIEF OF FEES.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars.			Number of Scholars Paying Fees.	Number of Free Scholars.	TOTAL.
			£	s.	d.			
3343	Banff	Fordyce, Portsoy Female Industrial	42	2	7	59	..	59
32	Edinburgh	Edinburgh (City), James Gillespie's	2336	3	1	1530	84	1614
4528	"	Edinburgh (City), St. James' Episcopal	169	13	6	168	39	207
4694	"	Edinburgh (City), St. Mary's Cathedral, Albany St. R.C.	126	1	10	117	2	119
3622	Lanark	Glasgow, Our Lady and St. Francis' R.C.	152	6	2	236	..	236
449	"	Glasgow, St. Mungo's Academy, R.C.	312	11	0	21	..	233
6113	"	Govan, Downhill Practising R.C.	140	10	6	127	20	147
4796	Perth	Perth (B), Sharp's Institution	295	13	1	239	12	251
3654	Renfrew	Paisley (B), Neilson Educational Institution	1081	1	0	647	210	857

TABLE No. 6.

LIST OF HIGHER GRADE SCHOOLS (OR DEPARTMENTS)
ON THE ANNUAL GRANT LIST.

COUNTY.	NAME OF SCHOOL.	AVERAGE ATTENDANCE.															
		Science Courses.				Commercial Courses.				Special Courses.				TOTAL.			
		1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Argyll	Oban, High	11	7	1	19	32	24	9	65	10	7	2	19	53	38	12	103
Ayr	Ardrossan Academy	19	11	7	37	20	21	7	48	1	2	1	4	40	34	15	89
"	Girvan Town	-	-	-	-	18	12	3	33	12	6	6	24	30	18	9	57
"	Kilmarnock Academy	137	9	25	171	8	43	38	89	-	-	-	-	145	52	63	260
But:	Rothsay Academy and Thomson's Institution	18	18	17	53	-	-	-	-	-	-	-	-	18	18	17	53
Dumblarton	Dumblarton Academy	-	-	-	-	-	-	-	-	47	26	24	97	47	26	24	97
"	Kirkintilloch, Lenzie Academy	-	-	-	-	23	14	5	42	7	7	3	17	30	21	8	59
"	Row Helensburgh Hermitage	-	-	-	-	22	13	12	47	10	-	1	11	22	13	13	58
Dumfries	Langholme Academy	-	-	-	-	31	12	13	56	-	-	-	-	31	12	13	56
Edinburgh	Edinburgh, Broughton	14	5	6	25	40	19	5	64	19	14	12	45	73	38	23	134
"	" Bruntisfield	20	12	4	36	81	33	16	130	50	30	21	101	151	75	41	267
"	Leith Academy	37	11	11	59	59	21	3	83	-	-	2	2	98	32	16	144
"	" Trinity Academy	14	6	4	24	38	7	2	47	-	-	-	-	52	13	6	71
File	Ferryport-on-Craig	-	-	-	-	23	8	6	37	-	-	-	-	23	8	6	37
Lanark	Airdrie Academy	10	2	1	13	18	1	-	19	36	21	18	75	64	24	19	107
"	Bothwell Uddington Grammar	-	-	-	-	40	20	22	82	-	-	-	-	40	20	22	82
"	Carlisle Market Place	-	-	-	-	28	12	15	55	-	-	-	-	28	12	15	55
"	Dalziel High	58	31	34	123	-	-	-	-	-	-	-	-	58	31	34	123
"	Glasgow, City	-	-	-	-	46	22	2	70	-	-	-	-	46	22	2	70
"	" John Street Bridgeton	34	28	-	62	45	24	5	74	-	-	-	-	79	52	5	136
"	" Kent Road	31	5	5	41	19	18	13	50	-	-	-	-	50	23	18	91
"	" Whitehill	21	35	19	75	145	48	14	207	12	6	-	18	178	89	33	300
"	" Woodside	-	-	-	-	90	26	20	136	22	16	12	50	112	42	32	186
"	Govan Bellahouston Academy	15	9	-	24	43	16	21	80	8	3	11	22	66	28	32	126
"	" Partick Hamilton Crescent	-	-	-	-	68	33	4	105	19	11	6	36	87	44	10	141
"	" Pollokshields Albert Road	31	-	-	31	36	17	11	64	-	-	-	-	67	17	11	95
"	" Strathbungo	21	10	7	38	30	12	12	54	-	-	-	-	51	22	19	92
"	Hamilton (Ld.) Low Waters	-	-	-	-	29	7	4	40	-	-	-	-	29	7	4	40
"	Lanark (B) Grammar	-	-	-	-	43	19	12	74	6	7	8	21	49	36	20	95
"	Maryhill North Kelvin side	-	-	-	-	38	13	18	69	-	-	-	-	38	13	18	69
"	Old Monkland Coatbridge	9	1	-	10	47	14	2	63	-	-	-	-	56	15	2	73
Renfrew	Cathcart Queen's Park	-	-	-	-	85	37	14	136	-	-	-	-	85	37	14	136
"	Eastwood Shawland's Academy	20	7	-	27	-	-	-	-	28	13	8	49	48	20	8	76
"	Greenock (B) Holmscroft	142	21	9	172	-	26	8	34	-	-	-	-	142	47	17	206
Stirling	Grangemouth Grange	-	-	-	-	15	17	5	37	-	-	-	-	15	17	5	37
	TOTAL	662	228	150	1040	1260	609	321	2190	237	169	135	591	2209	1006	606	3821

Note.—For further statistics as to these Schools, see Table 3.

TABLE NO. 7.

List of Additional Grants paid to School Boards (under Section 67, Education (Scotland) Act, 1872, and Section 1, Education (Scotland) Act, 1897), during the year ended 31st August, 1902.

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT.		
			£	s.	d.
Aberdeen	Aberdeen	1901	3308	15	3
Airdrie	Lanark	"	654	19	6
Alloa (Burgh)	Clackmannan	"	378	16	3
Alva	"	"	233	8	10
Applecross	Ross	"	62	7	0
Arbroath (Burgh)	Forfar	"	699	7	0
Ardnamurchan	Argyll	"	23	5	3
Assynt	Sutherland	"	102	5	0
Auchinleck	Ayr	"	111	8	2
Auchterderran	Fife	1902	7	2	0
Avoch	Ross	"	30	16	1
Banff (Burgh)	Banff	1901	180	19	8
Barra	Inverness	"	138	5	2
Barry	Forfar	"	49	4	3
Barvas	Ross	"	418	1	1
Beath	Fife	"	943	8	8
Benholm	Kincardine	1902	39	8	10
Bervie	"	1901	108	2	0
"	"	1902	106	8	2
Biggar	Lanark	1901	32	19	7
Bo'ness, &c.	Linlithgow	"	495	19	1
Bonhill	Dumbarton	"	263	6	10
Bothwell	Lanark	"	334	4	6
Bower	Calthness	"	43	14	9
Broughty Ferry	Forfar	1902	247	18	2
Cabrach	Banff	1901	39	19	1
Cadder	Lanark	"	58	8	5
Cairney	Aberdeen	"	41	9	10
Calderhead	Lanark	"	82	0	6
Canisbay	Calthness	"	140	5	2
Cardross	Dumbarton	"	80	13	10
Carnock	Fife	"	16	0	3
Clackmannan	Clackmannan	"	26	17	0
Clarkston	Lanark	"	50	16	7
Clyne	Sutherland	"	68	17	3
Craig	Forfar	"	98	3	7
Cromarty	Ross	1902	75	16	11
Cromdale	Elgin	1901	51	15	10
Cross and Burness	Orkney	"	6	18	1
Cruden	Aberdeen	1902	44	15	8
Cullen	Banff	1901	176	17	8
Cumlodden	Argyll	"	9	11	9
Dalgety	Fife	1902	52	11	5
Dallas	Elgin	1901	3	0	8
Dalmelmington	Ayr	"	164	13	2
Dalserf	Lanark	1902	116	5	0
Dalziel	"	1901	678	2	7
Delting	Shetland	"	82	14	9
Dingwall	Ross	"	65	5	8
Dornoch	Sutherland	"	8	16	9
Douglas Water	Lanark	1902	78	2	10
Drainie	Elgin	1901	177	9	10
Duirinish	Inverness	"	263	0	11
Dumbarton (Burgh)	Dumbarton	"	533	17	7
Dumfries (Landward)	Dumfries	1902	42	3	6
Dundee (Burgh)	Forfar	1901	1336	19	2
Dunfermline (Burgh)	Fife	1902	967	5	0
" (Landward)	"	"	262	9	5
Dunipace	Stirling	1901	4	18	6
"	"	1902	24	16	9
Dunnett	Calthness	1901	49	16	2
Dunnichen	Forfar	1902	26	6	4
Dunnottar	Kincardine	1901	107	8	6
Dunrosness	Shetland	"	163	9	3
Durness	Sutherland	"	37	8	3
Dysart (Burgh)	Fife	"	459	9	1
Eastwood	Kenfrew	1900	396	17	11
"	"	1901	401	10	3
"	"	1902	601	12	9
Eday	Orkney	1901	21	8	1
Eddrachillis	Sutherland	"	22	14	6
Elgin (Burgh)	Elgin	"	238	15	3
Enzie	Banff	1902	108	13	7
Eriv, &c.	Orkney	1901	16	8	9
Eyemouth	Berwickshire	"	118	18	10
Falkirk (Burgh)	Stirling	"	920	9	0
" (Landward)	"	"	493	19	0
Fearn	B:-ss	"	55	3	8
"	"	1902	82	11	3
Ferry-Port-on-Craig	Fife	1901	123	8	7
Firth and Stenness	Orkney	1902	45	8	4
Fordyce	Banff	1901	158	19	3
Forgue	Aberdeen	1902	6	19	7

NAME OF BOARD	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT.		
			£	s.	d.
Forres (Burgh)	Elgin	1901	106	3	5
Forvaran	Aberdeen	"	46	15	8
Frickheim	Forfar	"	42	9	2
Galashiels (Burgh)	Selkirk	"	441	12	8
Garnie	Banff	"	269	19	2
Gigha and Cara	Argyll	"	5	18	9
Glassary	"	"	39	19	6
Glenrines	Banff	1902	22	14	0
Golspie	Sutherland	1901	48	16	10
Grangemouth	Stirling	"	849	11	7
Hamilton (Burgh)	Lanark	"	614	10	3
Harvey and Birsay	Orkney	"	57	11	0
Harris	Inverness	"	400	1	1
Hawick (Burgh)	Roxburgh	1902	574	11	2
Holm	Orkney	1901	22	9	7
Hoy, &c.	"	1902	36	8	1
Huntly	Aberdeen	1901	241	0	5
Insch	"	"	68	13	9
Irvine (Burgh)	Ayr	"	340	8	6
Keils	Calthness	"	82	17	5
Keith	Banff	"	295	14	11
Kelton	Kirkcudbright	"	27	7	9
Kemnay	Aberdeen-	"	79	14	0
Kemnoway	Fife	1902	27	16	6
Kilbrnie	Ayr	1901	199	11	8
Kilbrandon, &c.	Argyll	"	73	8	6
Kilchoman	"	1902	73	19	3
Kilmuir	Inverness	1901	72	5	10
"	"	"	76	16	10
Kilmuir Easter	Ross	"	5	5	2
Kilreay	Fife	1902	136	19	4
Kilsyth (Burgh)	Stirling	1901	385	9	0
Kilninmonth	Aberdeen	1902	38	2	11
Kintore	"	"	107	1	0
Kirkcaldy (Burgh)	Fife	1901	609	14	7
Kirkintilloch (Burgh)	Dumbarton	1902	416	17	1
Kirriemuir	Forfar	1901	89	0	6
Knockbain	Ross	"	30	19	4
Lady	Orkney	"	17	8	0
Lanark (Burgh)	Lanark	1902	316	0	8
"	"	"	272	1	0
Langholm	Dumfries	1901	143	10	9
Leadhills	Lanark	"	34	6	9
Leith (Burgh)	Edinburgh	"	436	17	2
Lochalsh	Ross	"	47	4	9
Lochbroom	"	"	122	15	6
Lochcarron	"	"	16	16	11
Lochs	"	"	388	1	1
Lochgally	Fife	1902	443	4	5
Logie Easter	Ross	1901	17	2	6
Loth	Sutherland	"	14	7	8
Longside	Aberdeen	1902	26	1	1
Lonmay	"	1901	94	3	11
Loudoun	Ayr	"	243	13	11
Lyne	Peebles	"	5	18	0
Markinch	Fife	1902	92	0	6
Marnoch	Banff	1901	109	4	10
Maryhill	Lanark	"	211	8	6
Maybole	"	"	173	14	11
Meldrum	Ayr	"	45	0	0
"	Aberdeen	1902	25	11	7
Monifeth	Forfar	1901	10	7	0
"	"	"	5	5	11
Monquhitter	Aberdeen	"	53	7	11
Monymusk	"	"	3	19	8
Mortlach	Banff	"	94	2	10
Muirkirk	Ayr	1902	156	5	2
Musselburgh	Edinburgh	1901	186	13	6
Nairn (Burgh)	Nairn	1902	131	17	11
Nellston	Renfrew	1901	268	3	7
Nesting, &c.	Sutherland	"	158	16	2
Newburgh	Fife	"	50	19	10
New Byth	"	"	88	17	7
New Deer	Aberdeen	"	66	18	0
Newhillis	"	"	151	8	0
New Monkland	Lanark	"	82	9	9
New Pitlago	Aberdeen	1902	48	3	11
North Knapdale	Argyll	"	16	7	0
Northmaveine	Shetland	1901	108	14	9
North Uist	Inverness	"	372	13	6
Old Cumnock	Inverness	1902	128	15	8
Old Deer	Ayr	"	61	2	9
Old Kilpatrick	Aberdeen	1901	886	13	1
Orphir	Dumbarton	"	33	12	0
Orig	Orkney	"	26	14	6
Palaley (Burgh)	Calthness	"	1,486	11	8
Penicuik	Renfrew	"	144	6	11
Perth (Burgh)	Edinburgh	"	53	3	3
Peterhead (Burgh)	Perth	"	513	8	3
" (Landward)	Aberdeen	"	121	6	4

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT.		
			£	s.	d.
Pittenweem	Fife	1901	96	12	8
Pitaligo	Aberdeen	"	140	18	4
Port Glasgow (Burg's)	Renfrew	"	302	10	3
Portree	Inverness	"	181	15	9
"	"	1902	200	5	3
Prestonpans	Haddington	1901	56	4	2
Rathen	Aberdeen	1902	121	9	9
Rathven	Banff	1901	631	3	7
"	"	1902	675	14	7
Rattray	Perth	1901	19	7	0
Resolis	Ross	"	11	7	0
Rhynie	Aberdeen	"	66	9	1
Rosemarkle	Ross	"	26	0	10
Rothas	Elgin	"	97	1	2
Rothiemay	Banff	"	28	6	11
Rousay, &c.	Orkney	"	21	4	11
Rutherford	Lanark	"	200	4	10
St. Andrews and Deerness	Orkney	"	87	19	7
St. Monance	Fife	1902	122	9	9
Sandsting &c.	Shetland	1901	168	7	7
Sandwick	Orkney	1902	28	18	2
Seconie	Fife	1901	276	19	11
Selkirk (Burgh)	Selkirk	"	76	14	8
"	"	1902	77	4	2
Shapinsay	Orkney	"	82	2	10
Shettleston	Lanark	1901	472	6	3
Slamannan	Stirling	"	205	17	3
Sleat	Inverness	1902	96	7	10
Snizort	"	1901	79	7	9
"	"	1902	161	0	6
South Ronaldsay, &c.	Orkney	1901	112	5	1
South Uist	Inverness	"	433	19	10
Springburn	Lanark	"	49	19	1
Stenshall	Inverness	1902	98	2	2
Stevenston	Ayr	1901	127	6	6
Stobhill	Edinburgh	1902	80	0	6
Stornoway	Ross	1901	823	6	1
Strath	Inverness	"	149	13	11
"	"	1902	156	8	7
Stronsay	Orkney	1901	31	3	6
Tarbat	Ross	"	80	13	6
Tarbert	Argyll	"	110	1	8
Thurso	Cathness	"	126	9	0
Tillcoultry	Cackmannan	"	186	12	9
Thgwall, &c.	Shetland	"	100	8	0
Tongue	Sutherland	"	132	0	8
Torphichen	Linlithgow	"	136	19	6
Tranent	Haddington	"	165	0	2
Tulliallan	Fife	"	56	18	6
"	"	1902	70	1	7
Turriff	Aberdeen	"	124	14	1
Tyree	Argyll	1901	133	7	4
Uist	Shetland	"	52	8	11
Uig	Ross	"	246	6	3
Urquhart, &c.	"	1902	49	16	11
Urr	Kirkcudbright	1901	116	5	0
Walls, &c.	Shetland	1900	91	6	9
"	"	1901	141	15	3
Walls and Flotta	Orkney	1902	64	15	8
Wemys	Fife	1902	230	0	9
West Calder	Edinburgh	"	301	3	3
Whithorn	Linlithgow	1901	192	14	9
Wick (Burgh)	Cathness	1902	742	17	10
Yell	Shetland	1901	180	4	9

STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE NO. 8.

wing the POPULATION in 1901, the NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1902, the ACCOMMODATION, and the AVERAGE NUMBER of SCHOLARS on the SCHOOL REGISTERS during year, and in AVERAGE ATTENDANCE in those SCHOOLS.

County.	*Popu- lation (April 1901).	*One sixth of Popu- lation (April 1901).	Number of Schools, &c., Institutions under separate Management.							Ac- com- modation.	Average Number of Scholars on Regis- ters during year.	Average Number of Scholars in Atten- dance.
			Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenomi- national and other Schools.	Total.			
Arden	304,439	50,740	257	6	2	13	7	7	292	72,544	53,852	50,982
Argyll	78,642	12,274	161	—	—	3	4	1	169	19,999	12,323	10,606
Barr	254,468	42,411	143	1	—	1	13	5	163	53,253	45,753	38,335
Bell	61,488	10,248	69	—	—	4	6	2	81	18,030	13,447	11,320
Birkbeck	30,334	5,137	48	—	—	—	—	2	50	8,200	5,303	4,446
Bonhill	18,787	3,131	21	—	—	—	1	—	22	4,376	2,731	2,327
Brechin	33,370	5,645	61	—	—	—	—	1	62	9,725	6,378	5,229
Buckie	32,029	5,338	15	—	—	1	1	1	18	7,969	6,137	5,339
Burgh	113,865	18,977	52	—	—	1	8	—	61	25,545	21,088	17,313
Burgh	72,571	12,096	94	1	—	1	2	7	105	18,304	13,213	11,096
Burgh	488,796	81,466	122	1	1	11	19	8	162	86,189	73,536	62,520
Burgh or Moray	44,800	7,467	44	3	—	1	1	3	52	11,794	8,642	7,153
Burgh	218,840	36,473	142	—	—	1	3	—	146	48,018	39,931	34,313
Burgh	284,023	47,347	141	—	—	5	8	6	160	56,760	48,542	40,010
Burgh	38,665	6,444	23	—	—	—	1	—	29	8,411	6,326	5,686
Burgh	90,104	15,017	169	1	—	3	8	2	183	21,662	14,390	12,269
Burgh	40,923	6,821	45	1	—	3	—	3	52	8,463	6,123	5,236
Burgh	6,961	1,164	6	—	—	—	—	1	7	1,445	1,023	867
Burgh	39,333	6,564	62	1	—	1	4	—	68	10,756	7,393	6,329
Burgh	1,339,327	223,221	295	2	1	1	61	6	366	238,726	213,632	183,510
Burgh	65,708	10,951	35	—	—	—	4	4	43	14,547	13,683	11,279
Burgh	9,291	1,549	12	—	—	—	1	1	14	1,895	1,532	1,254
Burgh	28,699	4,783	59	—	—	—	—	—	59	6,643	4,357	3,603
Burgh	15,066	2,511	13	—	—	1	—	2	21	3,635	2,229	1,870
Burgh	123,233	20,547	155	2	—	5	3	6	171	23,410	19,923	16,602
Burgh	268,960	44,830	76	1	—	2	17	3	99	55,165	43,536	41,039
Burgh and Cromarty	76,450	12,742	134	—	—	2	—	3	139	18,148	13,008	11,248
Burgh	48,804	8,134	63	—	—	2	1	1	67	11,754	7,935	6,748
Burgh	23,356	3,893	17	—	—	1	2	2	22	5,603	3,860	3,319
Burgh	23,166	4,694	60	1	—	1	—	—	62	4,967	3,578	3,017
Burgh	142,291	23,715	78	—	—	2	7	1	88	31,773	27,398	23,445
Burgh	21,440	3,573	46	—	—	—	—	—	46	5,019	3,408	2,769
Burgh	32,635	5,448	43	—	—	—	3	—	51	8,001	6,025	4,918
Total	4,472,103	745,350	2,786	21	4	66	190	78	3,145	926,219	767,099	646,501

* N.B.—The population of Scotland in 1901 was 4,472,103. One-fifth of that population, representing the estimated number of children who might be on the Registers, is 894,424, and one-sixth, being the estimated number of scholars who would be in average daily attendance, is 745,350.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 9.—TOTAL NUMBER OF DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1902; the NUMBER OF DEPARTMENTS, ACCOMMODATION, AVERAGE NUMBER OF SCHOLARS IN ATTENDANCE, and the NUMBER OF SCHOLARS on the REGISTERS in those SCHOOLS, ARRANGED ACCORDING TO AGE.

DEROMINATIONS.	Number of Schools.		Number of Scholars for whom Accommodation is provided.		Average Number of Scholars on Registers during year.		Average Number of Scholars in Attendance.							
	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In Public Schools*	10,283	47,122	74,108	79,973	77,614	75,389	69,767	54,155	13,018	6,393	667,068			
In Schools connected with Church of Scotland	19	68	459	510	459	452	481	392	148	94	4,956			
United Free Church	16	190	961	1,198	1,079	1,062	1,150	991	848	821	9,021			
Episcopal Church	—	118	196	217	239	233	225	197	97	40	13,089			
Roman Catholic Church	—	64	970	1,049	1,174	1,245	1,286	970	199	50	79,050			
Underdenominational and other Schools	78	440	1,581	1,474	1,474	1,408	1,366	1,425	709	231	10,174			
Total	10,302	47,762	75,669	81,171	79,088	76,841	71,113	65,777	14,027	6,634	676,088			
Total for previous year, 1900-1901	10,283	47,122	74,108	79,973	77,614	75,389	69,767	54,155	13,018	6,393	667,068			

Number and Percentage of Scholars on the School Registers at end of School year, aged

DEROMINATIONS.	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In Public Schools	1	951	10,283	47,122	74,108	79,973	77,614	75,389	69,767	54,155	13,018	6,393	667,068		
In Schools connected with Ch. of Scot.	—	19	68	459	459	510	459	452	481	392	148	94	4,956		
United Free Church	—	16	190	961	1,198	1,079	1,062	1,150	991	848	821	991	848	821	9,021
Episcopal Church	—	—	118	196	217	239	233	225	197	97	40	50	50	13,089	
Roman Catholic Ch.	—	—	64	970	1,049	1,245	1,286	970	199	50	709	231	231	79,050	
Underdenominational and other Schools	—	78	440	1,581	1,474	1,474	1,408	1,366	1,425	709	231	231	231	10,174	
Total	1	1,755	18,614	58,078	85,361	90,473	91,954	91,094	89,164	86,413	80,080	61,319	14,485	7,050	766,088
Total for previous year, 1900-1901	1	1,788	14,249	58,847	85,081	91,500	90,090	91,717	88,198	86,888	79,400	67,840	14,108	6,792	767,421
Estimated Population in 1901	—	106,785	104,102	101,870	99,042	101,048	96,729	96,882	97,008	96,200	96,200	91,786	96,908	—	—

* The accommodation for 10,108, and an average attendance of 5,281 out of 4,111 scholars on registers. Of these, 61 were 18 and over.

TABLE 10.—SCHOOL STAFF.

DENOMINATION.	Certificated Teachers.*												Provisionally Certificated Teachers. Art. 80.			Assistant Teachers, Art. 79.						Female Assistants, Art. 82 (c) 2.
	Untrained.						Trained.						Males.	Females.	Total.							
	Less than Two Years.		Two Years.		Three Years.		Total.		Males.	Females.	Total.											
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				(a.)	(b.)	(c.)								
In Public Schools	790	2,358	116	70	3,225	3,878	9	15	4,140	6,321	12	95	75	29	42	1,131	10	703	1,690	135		
In Schools connected with Church of Scotland	1	14	2	-	15	38	-	-	18	52	-	3	-	-	-	8	1	5	14	1		
United Free Church	-	-	-	-	17	21	-	-	17	21	-	-	-	-	-	-	-	-	1	-		
Episcopal Church	5	41	-	-	29	73	-	1	34	115	-	-	3	-	2	48	-	31	84	8		
Roman Catholic Church	31	265	4	11	73	263	1	1	109	540	-	2	17	-	21	185	-	255	478	64		
Undenominational and other Schools	17	44	-	1	31	64	-	-	48	109	-	2	3	1	1	22	1	11	39	3		
Total	844	2,722	122	82	3,890	4,337	10	17	4,366	7,168	12	102	98	80	66	1,394	13	1,005	2,606	211		

* Including 1,171 graduates (1,107 male and 64 female)—1,127 in Public, 8 in Church of Scotland, 12 in United Free Church, 2 in Episcopal, and 23 in Undenominational and other schools. Of the 1,171, 739 are trained and 432 untrained teachers. Of the latter, 412 took the certificate examination as graduates, and 20 graduated after passing the examination as acting teachers.

† For particulars of pupil teachers and candidates, see next Table.

STATISTICS OF ANNUAL GRANT SCHOOLS.—continued.

TABLE II.—PUPIL TEACHERS AND CANDIDATES.

DENOMINATIONS.	Number of Pupil Teachers.												Exemption from Examination at end of Second Year in respect of Leaving Certificates, Art. 70 (d) b.			
	Serving at 30th June, 1902, at end of						First Year.								Total.	
	Fourth Year.		Third Year.		Second Year.		Males.		Females.		Males.		Females.		Males.	Females.
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In Public Schools	117	711	127	674	161	633	144	642	549	2,710	58	251				
In Schools connected with Church of Scotland	-	5	-	4	1	13	-	10	1	32	-	2				
United Free Church	-	11	1	9	2	-	2	3	5	23	-	2				
Episcopal Church	9	23	1	12	-	14	1	18	4	67	-	1				
Roman Catholic Church	8	74	2	50	20	96	13	95	43	316	1	4				
Un denominational and other Schools	1	8	2	9	1	4	3	11	7	32	-	4				
TOTAL	128	832	133	758	185	810	168	780	609	3,180	69	264				

DENOMINATIONS.	Number of Candidates.												Admitted at end of Second Year in respect of Leaving Certificates, Art. 70 (b).		Stipendiary Monitors.	
	Admitted from 1st July, 1902.						Total.									
	For 4 Years.		For 2 Years.		Total.		For 4 Years.		For 2 Years.		Total.		Males.	Females.	Males.	Females.
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
In Public Schools	116	474	42	153	158	612	32	136	11	13						
In Schools connected with Church of Scotland	-	8	-	2	-	4	-	1	-	-	-	-	-	-		
United Free Church	1	6	-	-	1	6	-	-	-	-	-	-	-	-		
Episcopal Church	1	18	-	-	1	19	-	-	-	-	-	-	-	-		
Roman Catholic Church	11	84	1	9	12	91	1	1	-	-	-	-	-	-		
Un denominational and other Schools	3	12	1	3	4	15	1	3	-	-	-	-	-	-		
TOTAL	131	594	44	173	170	709	34	145	11	17						

TABLE 12.—NUMBER OF CERTIFICATED TEACHERS IN RECEIPT OF SALARIES OF CERTAIN SPECIFIED AMOUNTS.

DENOMINATIONS.	MASTERS.										Total.						
	Principal.					Total.	Assistant.										
	Under 75 <i>l</i> .	75 <i>l</i> . and less than 100 <i>l</i> .	100 <i>l</i> . and less than 150 <i>l</i> .	150 <i>l</i> . and less than 200 <i>l</i> .	200 <i>l</i> . and less than 250 <i>l</i> .		250 <i>l</i> . and less than 300 <i>l</i> .	300 <i>l</i> . and less than 400 <i>l</i> .	400 <i>l</i> . and over.	Under 75 <i>l</i> .		75 <i>l</i> . and less than 100 <i>l</i> .	100 <i>l</i> . and less than 150 <i>l</i> .	150 <i>l</i> . and less than 200 <i>l</i> .	200 <i>l</i> . and less than 250 <i>l</i> .	250 <i>l</i> . and over.	
In Public Schools	48	196	785	513	263	165	118	52	64	2,204	21	401	1,257	203	90	4	1,936
In Schools connected with Church of Scotland	1	1	3	-	-	2	-	1	1	9	-	2	6	1	-	-	9
United Free Church	-	-	-	-	1	1	-	1	-	3	2	3	6	3	-	-	14
Episcopal Church	1	2	14	9	4	2	-	-	-	32	-	1	1	-	-	-	2
Roman Catholic Church	-	4	33	10	1	2	-	-	-	50	7	44	8	-	-	-	59
Un denominational and other Schools	-	1	4	5	3	2	2	-	3	20	-	-	20	5	1	2	28
Total	50	204	889	587	272	174	120	54	68	2,318	80	451	1,298	212	51	6	2,048

DENOMINATIONS.	MISTRESSES.										Total.				
	Principal.					Total.	Assistant.								
	Under 50 <i>l</i> .	50 <i>l</i> . and less than 75 <i>l</i> .	75 <i>l</i> . and less than 100 <i>l</i> .	100 <i>l</i> . and less than 150 <i>l</i> .	150 <i>l</i> . and less than 200 <i>l</i> .		200 <i>l</i> . and less than 300 <i>l</i> .	300 <i>l</i> . and less than 400 <i>l</i> .	400 <i>l</i> . and over.	Under 40 <i>l</i> .		40 <i>l</i> . and less than 45 <i>l</i> .	45 <i>l</i> . and less than 50 <i>l</i> .	50 <i>l</i> . and less than 75 <i>l</i> .	75 <i>l</i> . and less than 100 <i>l</i>.	100l. and less than 150l.	150l. and less than 200l.	200l. and over.
In Public Schools	11	354	325	189	33	13	985	44	72	91	3,328	1,380	475	5	5,396
In Schools connected with Church of Scotland	-	4	3	3	-	-	10	1	1	-	26	14	-	-	42
United Free Church	-	-	1	-	-	-	1	-	1	-	9	8	2	-	20
Episcopal Church	-	16	27	6	1	-	50	8	3	2	47	5	-	-	65
Roman Catholic Church	1	47	113	36	1	1	199	1	3	6	283	45	3	-	341
Un denominational and other Schools	3	18	20	8	2	-	51	-	1	1	33	18	4	1	58
Total	15	489	489	242	87	14	1,280	54	81	100	3,726	1,470	485	6	5,922

* Of these, 50 received 400*l* and less than 450*l*.; 7 received 450*l*. and less than 600*l*.; 10 received 600*l*. and less than 850*l*.; 1 received 850*l*. and less than 1000*l*.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.
 TABLE 13.—AVERAGE SALARIES OF CERTIFICATED TEACHERS.

DENOMINATIONS.	MASTERS.						Total.
	Principal.			Assistant.			
	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	
In Public Schools	£ s. d. 175 12 11	2,204	1,562	£ s. d. 117 0 2	1,936	2	£ s. d. 148 4 6
In Schools connected with Church of Scotland	204 15 7	9	4	110 11 1	9	—	137 13 4
United Free Church	285 6 8	3	—	113 1 5	14	—	143 9 5
Episcopal Church	154 0 8	32	14	97 10 0	2	—	150 14 1
Roman Catholic Church	135 16 5	50	2	84 1 8	59	—	107 16 4
Undenominational and other Schools	221 12 0	20	10	139 10 9	28	—	173 14 7
Total	175 2 9	2,318	1,892	116 5 10	2,448	2	147 10 8
DENOMINATIONS.	MISTRESSES.						Total.
	Principal.			Assistant.			
	£ s. d.	Number on which Average is taken.	Number provided with House, or Rent free.	£ s. d.	Number on which Average is taken.	Number provided with House, or Rent free.	
In Public Schools	86 1 4	925	417	£ s. d. 71 5 11	5,396	7	£ s. d. 73 10 0
In Schools connected with Church of Scotland	82 4 0	10	7	66 17 2	42	—	69 16 2
United Free Church	82 0 0	1	1	75 18 0	20	—	76 3 10
Episcopal Church	83 6 10	50	10	59 14 2	65	—	60 19 8
Roman Catholic Church	85 6 3	190	20	66 4 7	341	—	73 5 3
Undenominational and other Schools	83 12 11	41	27	74 2 5	59	—	78 11 7
Total	86 14 0	1,280	482	70 18 2	6,022	7	78 9 8

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.
 TABLE 14.—SCHOOL FEES AND MERIT CERTIFICATES.

DENOMINATIONS.	SCHOOL FEES.										MERIT CERTIFICATES.	
	Number of Free Scholars.	Fee-Paying Schools.						Percentage of Free Scholars.	Percentage of Fee-Paying Scholars.	Number of Scholars presented.	Number of Certificates awarded.	
		Public Schools (Art. 139).		Voluntary Schools not claiming Fee Grants.		Other Schools (Scholars over 15).						
		No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.					
In Public Schools	65,751	47	13,138	-	-	8	159	13,317	98.00	2.00	30,166	21,167
In Schools connected with Church of Scotland	4,218	-	-	-	-	1	38	38	99.11	0.89	291	223
United Free Church	2,021	-	-	-	-	-	-	-	100.00	0.00	193	121
Episcopal Church	12,863	-	-	1	166	-	-	166	98.73	1.27	371	248
Roman Catholic Church	71,344	-	-	4	700	1	6	706	99.02	0.98	1,187	666
Undenominational and other Schools	7,690	-	-	4	2,484	-	-	2,484	75.59	24.41	659	461
Total	761,887	47	13,168	9	3,350	10	203	16,711	97.83	2.17	32,887	22,886

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 15.—AVERAGE ATTENDANCE ON WHICH GRANT WAS CLAIMED, AND ON WHICH PAYMENTS WERE MADE AT DIFFERENT RATES.

DENOMINATIONS.	Number of Schools (other than Higher Grade).	Average Attendance on which grant was claimed in these Schools.	Article 19 B 1, 2, and 3.				Article 21. Advanced Departments of Schools other than Higher Grade.			Articles 145 and 144. Higher Grade Schools.											
			Average Attendance.				Number of Departments.	Average Attendance paid at		Number of Schools.		Average Attendance paid at		Total.							
			Paid Normal Grant.	Normal Grant increased by 6d.	Normal Grant increased by 1s.	Normal Grant increased by 1s. 6d.		45s.	50s.	55s.	60s.	70s.	77s.		90s.	99s.					
							Total.														
In Public Schools	2,748	559,519	340,368	205,141	5,588	903	127	353	—	5,071	2,327	7,398	45	1,347	867	619	387	303	303	3,821	
In Schools connected with <i>Ch of Scotland</i>	21	3,671	2,416	1,072	—	—	—	4	—	135	48	183	—	—	—	—	—	—	—	—	—
<i>United Free Church</i>	4	1,814	793	919	—	—	—	3	—	88	14	102	—	—	—	—	—	—	—	—	—
<i>Episcopal Church</i>	66	10,730	9,008	1,274	337	96	—	2	—	15	—	15	—	—	—	—	—	—	—	—	—
<i>Roman Catholic Church</i>	189	58,689	41,084	14,026	2,690	77	—	5	—	176	36	212	—	—	—	—	—	—	—	—	—
<i>Un denominational and other Schools</i>	69	8,421	4,154	3,814	41	—	—	7	—	326	86	412	—	—	—	—	—	—	—	—	—
Total	3,097	642,844	397,617	229,840	8,650	1,070	127	374	—	5,811	2,611	8,422	56	1,343	907	619	387	308	308	3,821	

Note—There were 541 separate infant schools and departments established under Art. 19 B 5, and the extra grant of 1s. per head was paid on an average attendance of 63,466 scholars under 7 years of age.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

DAY SCHOOLS.

TABLE 16.—TABLE SHOWING THE OPERATION, IN CERTAIN SPECIFIED COUNTIES, OF ARTICLE 19 B 6 AND 7 AND ARTICLE 22.

COUNTY.	Art. 19 B 6.				Art. 19 B 7	Art. 22.	
	Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of					Total.
		1s.	2s.	4s.			
Argyll	165	136	91.23	9,232	1,090	2,336	
Caithness	59	179	3,810	4,775	—	1,218	
Inverness	166	518	6,596	8,798	653	955	
Orkney	56	24	2,798	3,369	—	966	
Ross	136	615	8,357	10,802	616	1,792	
Shetland	59	215	1,136	2,894	—	285	
Sutherland	44	87	1,785	2,569	159	763	
Total	685	448	1,774	7,312	83,605	48,180	
					2,518	8,316	

The extra Grants under the above Articles amounted to 10,688l. 6s.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 17.—TABLE SHOWING THE OPERATION OF ARTICLES 19 D, and 23 (b).

DENOMINATIONS.	Article 19 D.				Number of Schools paid Grant of £10 under Article 19 D (b).	Number of Schools.	Article 23 (b).		
	Number of Schools paid under Art. 19 D Grants of		Article 19 D (a).				Number of Scholars for whom additional attendances were claimed under	Article 23 (b) 1.	Article 23 (b) 2.
	£10	£15	Number of Centres.	Children under 10. (17/- per scholar.)						Children above 10. (18/- per scholar.)
In Public Schools	89	480	154	646	615	377	1,145	2,753	
In Schools connected with Churches of Scotland	2	4	—	—	—	—	—	—	
United Free Church	—	—	—	—	—	—	—	—	
Episcopal Church	1	1	—	—	—	1	—	2	
Roman Catholic Church	1	5	—	—	—	26	123	162	
Undenominational and other Schools	2	18	—	—	—	7	383	5	
Total	96	508	164	646	615	411	1,661	2,922	

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 18.—*TABLE SHOWING THE OPERATION OF ARTICLE 19 B (4) UNDER WHICH GRANTS FOR DRAWING ARE PAID IN RESPECT OF THE JUNIOR AND SENIOR DIVISIONS OF SCHOOLS.

DENOMINATIONS.	Article 19 B 4 (Drawing).									
	Number of Schools.	Average Attendance on which payments were made.				Total.	Grant paid under		Total Amount of Grant.	
		Children between 7 and 10 years of age.		Children over 10 years of age who have not obtained the Merit Cert.			Article 19 B 4 (a).	Article 19 B 4 (b).		
		At 1/6.	At 1/9.	At 1/9.	At 2/.					
In Public Schools	2,420	143,456	56,591	183,598	43,325	428,270	£. s. d. 13,844 1 0	£. s. d. 20,386 3 4	£. s. d. 36,230 4 4	
In Schools connected with Church of Scotland	16	858	331	1,015	448	2,652	87 4 9	123 18 1	211 2 10	
United Free Church	4	245	366	324	461	1,396	50 8 0	74 9 0	124 17 0	
Episcopal Church	62	3,338	451	3,686	333	7,868	290 3 9	356 12 3	646 16 0	
Roman Catholic Church	178	119,423	2,997	19,599	2,238	43,487	1,657 11 6	1,931 15 2	3,589 6 8	
Undenominational and other Schools	52	1,776	699	3,084	345	5,904	192 2 3	300 9 6	492 11 9	
Total	2,782	166,096	62,785	211,286	47,160	490,217	18,121 11 8	28,178 7 4	41,294 18 7	

* The above Table refers to the Junior and Senior Divisions of Schools only. As a rule all Scholars in Advanced and Higher Grade Departments receive instruction in Drawing, but in those Departments no separate grant for the subject is made.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 20.—PARTICULARS RESPECTING SINGING, MILITARY DRILL, SAVINGS BANKS, AND SCHOOL LIBRARIES.

DENOMINATIONS.	Number of schools in which Singing is taught.				Number of Schools in which Military Drill is taught in Senior Division.	Savings Banks.		Libraries.				
	By Ear only.	Staff Notation.	Tonic Sol. Fa.	On both Systems.		Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.		
											¢	d.
In Public Schools	96	39	2,392	211	1,322	95	5,758	407	4	11	618	146,731
In Schools connected with Church of Scotland	—	—	18	3	7	—	—	—	—	—	5	1,317
United Free Church	—	—	4	—	2	—	—	—	—	—	1	188
Episcopal Church	—	4	51	11	28	6	324	125	1	4	14	3,529
Roman Catholic Church	4	10	166	9	56	7	954	352	10	1	37	11,586
Un denominational and other Schools	2	1	61	5	14	5	193	85	0	11	14	5,551
Total	102	54	2,692	280	1,480	118	7,920	4,577	4	8	680	165,902

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 21.—EXAMINATION AND PAYMENTS ON ACCOUNT OF BLIND OR DEAF-MUTE CHILDREN UNDER ARTICLE 20.

Number of Schools.		Number of Scholars presented to His Majesty's Inspectors.						Scholars paid for at the rate of £l. 5s. 0d. under Article 20 (a) and (b).			
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.
		Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	
13	28	124	102	233	217	676	103	98	221	209	631

(continued).

Scholars paid for at the rate of 3l. 3s. 0d. under Article 20 (a) only.				Scholars paid for at the rate of 2l. 2s. 0d. under Article 20 (b) only.				Scholars who failed on Examination.		Grant paid under Article 20.
Blind.		Deaf Mutes.		Blind.		Deaf Mutes.		Article 20 (a).	Article 20 (b).	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.			
10	2	12	8	32	11	2	—	—	—	£. s. d. 8,107 12 0

TABLE 22.—ANNUAL INCOME, EXPENDITURE ON MAINTENANCE, AMOUNT OF GRANT PAID, AND RATE OF GRANT PER SCHOLAR.

DENOMINATIONS.	INCOME.										Rate of Income per Scholar in Average Attendance.		
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Books, &c. sold to Scholars.	Fee Grant.	Grant in Aid.	Government Grant, 1900-1901.	From Secondary Education Committee.	From County Councils for Technical Instruction.		Other Sources.	Total.
In Public Schools	£. 11,536	£. 572,377	£. 330	£. 16,285	£. 15,154	£. 337,589	£. —	£. 664,357	£. 25,213	£. 3,862	£. 11,686	£. 1,658,189	£. s. d. 18 11½
In Schools connected with Ch. of Scot.	188	—	665	221	372	2,196	550	4,355	161	125	1,267	10,100	2 15 0½
United Free Church	—	—	542	—	177	1,107	280	2,214	25	—	1,022	5,427	2 19 10
Episcopal Church	556	—	3,497	170	530	6,294	1,609	11,610	16	—	319	24,601	2 5 10½
Roman Catholic Church	508	—	27,215	754	3,753	32,446	8,658	61,292	572	4	261	136,441	2 6 6
Undenominational and other Schools	3,393	—	3,292	3,775	128	3,497	1,243	10,132	877	315	86	26,738	3 4 4½
Total	16,181	572,377	36,541	21,006	20,112	384,129	12,220	782,000	26,864	4,966	14,701	1,861,486	2 17 7½

DENOMINATIONS.	EXPENDITURE.							Rate of Expenditure per Scholar in Average Attendance for		
	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.	Salaries.	Books and Apparatus.		Rent.	Miscellaneous.	Total.
In Public Schools	£. 1,306,577	£. 72,070	£. 7,763	£. 270,367	£. 1,656,777	£. s. d. 2 6 6	£. s. d. 0 2 6½	£. s. d. 0 0 3½	£. s. d. 0 9 7½	£. s. d. 2 18 11
In Schools connected with Church of Scotland	7,766	685	15	1,432	9,898	2 3½	0 3 8½	0 0 1	0 7 9½	2 13 11½
United Free Church	4,536	387	—	724	5,447	2 10 0	0 4 3½	—	0 7 11½	3 2 3
Episcopal Church	18,528	1,456	1,258	3,737	24,979	1 14 6½	0 2 8½	0 2 4½	0 6 11½	2 6 6½
Roman Catholic Church	84,672	8,385	26,333	18,573	137,963	1 8 10½	0 2 10½	0 8 11½	0 6 4	2 7 0
Undenominational and other Schools	21,348	972	717	3,540	26,577	2 11 4½	0 2 4	0 1 8½	0 8 6½	3 3 11½
Total	1,448,427	88,966	26,086	298,873	1,861,841	2 4 8½	0 2 7	0 1 1½	0 9 2½	2 17 8

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 23—*ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	AMOUNT CLAIMED ON										Total.
	Children under 7, Art. 19 B 1 (a).	Children between 7 and 10, Art. 19 B 1 (b).	Children over 10, Art. 19 B 1 (c).	Article 21.	Special Grants to Small Schools, Art. 19 D.	Pupil Teachers, Art. 19 E.	Special Grants, Art. 19 F.	Defective and Ineligible Children, Art. 20 (ii.)	Scholars in Higher Grade Schools, Art. 12-7.		
Public Schools	£ s. d. 106,416 10 7	£ s. d. 211,896 0 11	£ s. d. 261,062 16 4	£ s. d. 33,305 18 6	£ s. d. 12,899 5 1	£ s. d. 8,118 6 8	£ s. d. 430 14 1	£ s. d. 39 10 0	£ s. d. 13,865 18 3	£ s. d. 6,794 0 5	
Schools connected with Church of Scotland.	557 2 6	1,167 4 0	1,547 15 6	502 8 2	80 0 0	83 8 4	9 4 8	—	—	3,047 3 2	
United Free Church	286 14 0	620 3 0	875 0 6	258 10 0	—	80 10 0	—	—	—	2,120 17 6	
Episcopal Church	2,408 15 6	3,956 4 0	4,565 11 0	57 0 4	25 0 0	135 0 0	7 6 10	—	—	11,504 17 8	
Roman Catholic Church	12,809 6 6	22,442 19 8	24,837 15 10	629 0 1	85 0 0	675 13 4	7 8 9	—	—	61,487 4 2	
Undenominational Schools	1,462 7 0	2,686 10 0	4,182 2 6	1,330 17 8	290 0 0	94 16 8	—	—	—	10,046 13 10	
	123,940 16 1	242,779 1 7	297,171 1 8	36,083 14 9	13,289 6 1	9,187 15 0	454 14 4	89 10 0	13,890 18 3	786,806 16 9	

* The Grant in Relief of Fees (Art. 128 of the Code), the Aid Grant to Voluntary Schools (Art. 155), the Grant on account of Blind and Deaf-Mute Children (Art. 20), and the Grant for Drawing in the Junior and Senior Divisions of Schools (Art. 19 B 4) are not included in this Table. For particulars of the two last-named Grants see Tables 21 and 18 respectively.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 23.—ANNUAL GRANTS.—continued.

DEDUCTIONS FROM CLAIMS, AND AMOUNTS GRANTED.

DENOMINATIONS.	DEDUCTIONS.						Total.	Total Amount of Grants.	Rate of Grant per Scholar in Average Attendance.
	Under Article 32 (a).	Under Article 32 (b) and 17 (c).	Under Article 32 (c).	Under Article 32 (d).	Under Article 32 (e).	Under Article 32 (f).			
Public Schools	£ s. d. 1,050 7 6	£ s. d. 173 10 10	£ s. d. 75 10 0	£ s. d. 23 6 8	£ s. d. —	£ s. d. —	£ s. d. 1,322 15 0	£ s. d. 646,617 5 5	£ s. d. 1 2 11½
Schools connected with Church of Scotland	65 5 11	—	—	—	85 5 6	150 11 5	3,796 11 9	1 0 8½	
United Free Church	—	—	—	—	—	—	2,120 17 6	1 3 4½	
Episcopal Church	66 12 6	18 18 9	34 0 0	—	18 15 3	138 6 6	11,126 11 2	1 0 8½	
Roman Catholic Church	437 18 9	109 19 6	397 10 0	7 19 8	—	943 7 11	60,543 16 3	1 0 7½	
Undenominational Schools	51 16 9	41 14 7	0 11 8	—	—	94 3 0	9,952 10 10	1 2 10	
Total	1,662 1 5	344 8 8	507 11 8	31 6 4	104 0 9	2,649 8 10	784,157 12 11	1 2 8½	

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.
TABLE NO. 24.—SUPPLEMENTARY FINANCIAL TABLE RELATING TO HIGHER GRADE PUBLIC SCHOOLS ONLY.

INCOME.													
Number of Schools.	Total Average Attendance.	Endowment.	School Board Rates.	Books, &c., Sold to Scholars.	Annual Parliamentary Grant, Arts 142-3 and 147, 1900-1901.	School Fees.	Grant in Relief of Fees.	From County Council or other Local Authority for Technical Education, exclusive of Fee payments on account of Scholars.	From the Borough or County Committee for Secondary Education, exclusive of Fee payments on account of Scholars.	Other Sources.	Total.		
												£	£
35	3,821	420	10,760	400	12,172	1,654	2,089	980	10,174	236	38,844		
EXPENDITURE.													
Average Attendance.													
1st Year's Course.	2nd Year's Course.	Beyond 2nd Year.	Average Attendance.			Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Deductions from Claims.			
			Science Courses.	Commercial Courses.	Special Courses.					Under Article 142 (c).	Total.	£	s.	d.
2,200	1,006	606	1,040	2,190	591	£ 31,328	£ 2,606	£ 4,145	£ 38,734	£	s.	d.	
ANNUAL GRANTS.													
Amounts Claimed.													
Art. 142 (c) (1st Year).	Art. 142 (b) (2nd Year).	Art. 142 (c) (Beyond 2nd Year).	Art. 145 (Art. 21 (c) 1).	Art. 145 (Art. 21 (c) 2).	Art. 145 (Art. 21 (c) 3).	Art. 147.	Total.	Deductions from Claims.			Total Amount of Grants.		
								£	s.	d.		£	s.	d.	£	s.	d.
5,782	2 11	9,025	12 0	976	11 5	490	5 6	100	12 5	51	10 5	12,800	12 5

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.

TABLE 25.—TEN YEARS' SUMMARY.

PUBLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
1888	2,679	483,294	£ s. d. 2 7 1½	£ s. d. 0 16 2½	£ s. d. 2 6 11½
1894	2,700	497,300	2 8 0½	0 16 7½	2 7 10½
1896	2,712	506,491	2 9 4	0 17 8½	2 9 2½
1898	2,730	519,980	2 10 5½	0 18 7	2 10 3½
1897	2,738	529,919	2 11 5½	0 19 2½	2 11 4½
1898	2,737	535,636	2 12 3½	0 19 8½	2 12 2½
1899	2,743	540,433	2 13 8½	1 0 7½	2 13 7½
1900	2,774	547,249	2 15 0½	1 2 2½	2 14 11½
1901	2,788	555,302	2 17 4½	1 3 11½	2 17 4
1902	2,786	562,863	2 18 11½	1 5 2½	2 18 11

SCHOOLS CONNECTED WITH CHURCH OF SCOTLAND.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
1888	46	6,572	£ s. d. 2 5 10½	£ s. d. 0 12 11½	£ s. d. 2 4 10½
1894	44	6,199	2 6 7	0 13 10½	2 5 1
1896	39	5,437	2 5 9	0 12 9½	2 7 0
1898	37	5,137	2 6 3½	0 14 6½	2 7 11½
1897	34	4,721	2 6 8	0 13 9½	2 5 3½
1898	33	4,730	2 8 9½	0 14 11½	2 7 4
1899	31	4,215	2 11 3	0 16 2½	2 11 1½
1900	27	4,104	2 14 4	0 18 0½	2 11 5
1901	24	3,884	2 15 6½	0 19 1½	2 15 5½
1902	21	3,671	2 15 0½	0 18 3½	2 13 11½

UNITED FREE CHURCH SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
1888	17	4,355	£ s. d. 2 3 11½	£ s. d. 0 12 2½	£ s. d. 2 2 1½
1894	15	4,107	2 2 2½	0 12 3	2 1 4½
1896	12	3,757	2 6 10½	0 14 8	2 7 3½
1898	9	3,561	2 8 2	0 13 9½	2 8 3½
1897	8	3,192	2 7 1½	0 13 0½	2 9 7½
1898	8	3,156	2 11 6½	0 16 5	2 10 5½
1899	7	2,533	2 10 5½	0 15 6	2 10 6½
1900	6	2,706	2 16 0	0 17 0½	2 17 3½
1901	4	1,814	3 0 0	0 17 3	3 1 3½
1902	4	1,814	2 19 10	1 2 4	3 2 3

EPISCOPAL SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
1888	74	11,400	£ s. d. 1 17 11½	£ s. d. 0 10 3½	£ s. d. 1 18 4½
1894	74	11,550	1 19 2½	0 10 10½	1 18 0
1896	72	11,657	1 19 0½	0 11 1½	1 18 0½
1898	71	11,521	2 0 6½	0 11 3½	1 19 6
1897	71	11,535	1 19 10½	0 11 0½	1 19 10½
1898	71	11,355	2 2 10	0 12 1½	2 1 9½
1899	68	10,874	2 4 0½	0 11 2	2 3 5½
1900	68	10,862	2 4 4½	0 11 1½	2 3 10½
1901	67	10,691	2 5 6½	0 12 3½	2 6 10½
1902	66	10,730	2 5 10½	0 11 2½	2 6 6½

* Calculated on complete annual returns only.

TABLE 25.—TEN YEARS' SUMMARY—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.
1893	177	43,659	£ s. d. 2 0 10½	£ s. d. 0 12 4½	£ s. d. 2 0 6½
1894	179	45,837	2 1 3½	0 12 3	2 0 10½
1895	181	48,052	2 1 1	0 12 1	2 1 0
1896	183	49,932	2 1 11½	0 12 5½	2 1 11½
1897	184	51,374	2 2 4	0 13 1½	2 2 5½
1898	187	53,422	2 2 11	0 12 4½	2 3 1
1899	188	54,079	2 4 9½	0 11 6½	2 4 6½
1900	189	55,119	2 4 11½	0 12 1½	2 5 6½
1901	189	56,484	2 6 11	0 13 5½	2 6 11½
1902	190	58,705	2 6 6	0 12 8½	2 7 0

UNDENOMINATIONAL AND OTHER SCHOOLS.

1893	112	14,006	£ s. d. 2 11 11	£ s. d. 1 0 4	£ s. d. 2 10 11½
1894	107	13,462	2 11 10½	1 0 1½	2 10 3½
1895	97	12,087	2 15 10	1 3 6	2 13 2½
1896	90	11,387	2 17 4½	1 3 0½	2 17 1½
1897	84	10,464	2 19 9½	1 6 5	2 17 9½
1898	77	10,020	2 19 0½	1 4 3	2 16 5½
1899	74	8,906	3 0 9	1 4 3½	2 19 0½
1900	71	8,998	3 4 5½	1 7 4½	3 2 5
1901	69	8,199	3 3 1½	1 10 11	3 4 7
1902	78	8,718	3 4 4½	1 6 11½	3 3 11½

SUMMARY UNDER YEARS.

1893	3,105	563,286	£ s. d. 2 6 6	£ s. d. 0 15 9½	£ s. d. 2 6 3½
1894	3,119	578,455	2 7 4½	0 15 6½	2 7 0½
1895	3,113	587,931	2 8 6½	0 17 2	2 8 4½
1896	3,120	601,518	2 9 8	0 18 0	2 9 6½
1897	3,119	611,205	2 10 6½	0 18 6½	2 10 5½
1898	3,113	618,319	2 11 5	0 18 11½	2 11 3½
1899	3,111	621,040	2 12 9½	0 19 8	2 12 8½
1900	3,115	629,038	2 14 1	1 1 1½	2 13 11½
1901	3,141	636,374	2 16 3½	1 2 10	2 16 3½
1902	3,145	646,501	2 17 7½	1 3 10	2 17 8

* Calculated on complete annual returns only.

STATISTICS OF ANNUAL GRANT SCHOOLS—continued.
 TABLE 26.—TABLE SHOWING PROGRESS MADE DURING YEARS 1893—1902 IN REGARD TO DAY SCHOOLS IN RECEIPT OF ANNUAL GRANTS.

	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Estimated population	4,090,315	4,123,088	4,156,022	4,199,370	4,232,784	4,256,566	4,290,619	4,324,944	4,472,103	4,521,192
" " of school age (5-14)	853,354	860,181	867,062	873,998	880,990	888,088	895,142	902,308	906,908	916,444
Number of schools	3,106	3,119	3,113	3,120	3,119	3,113	3,111	3,135	3,141	3,145
Scholars for whom accommodation was provided	768,540	786,207	810,310	838,920	863,641	866,287	878,797	903,184	921,119	926,219
Scholars on the Registers at end of school year	689,662	699,716	708,551	719,984	724,298	733,301	741,787	756,568	767,421	768,568
Scholars in actual average attendance	563,286	578,455	587,981	601,518	611,205	613,319	621,040	629,088	636,374	646,501
Percentages to Scholars on Registers	81.63	82.67	82.93	83.55	84.39	84.52	85.73	85.74	85.92	86.11
Number of Certificated Teachers	3,325	3,706	3,907	9,565	9,898	9,975	10,376	10,845	11,568	11,524
" " Assistant Teachers (Art. 79)	1,874	1,947	2,027	1,913	2,033	2,193	2,571	2,418	2,606	2,606
" " Pupil Teachers	3,775	3,932	4,080	4,230	4,170	3,978	4,111	3,926	4,085	3,780
" " Female Assistants (Art. 82 (c) 3)	129	156	179	175	156	150	133	124	211	311
Average Salary of Certificated Teachers: Male	\$ 135 15 2	\$ 138 3 0	\$ 139 16 5	\$ 140 11 6	\$ 141 16 4	\$ 142 6 10	\$ 143 7 9	\$ 142 15 10	\$ 146 0 11	\$ 147 10 8
" " " Female	64 8 10	65 18 1	66 19 7	67 9 1	68 11 7	69 8 1	69 19 7	70 6 1	72 6 3	73 9 8
Cost of maintenance per scholar in average attendance	2 6 8½	2 7 0½	2 8 4½	2 9 6½	2 10 6½	2 11 3½	2 12 8½	2 14 1	2 16 3½	2 17 8
Income per scholar in average attendance, derived from:—										
Public and Voluntary Schools { Annual Grant	1 1 0½	1 1 0½	1 1 4½	1 1 7	1 1 7½	1 11 1½	1 2 1½	1 2 3½	1 2 8½	1 2 8½
Voluntary Schools { Fee Grant	0 11 7½	0 11 10½	0 11 10½	0 11 11½	0 11 11½	0 12 0	0 11 11½	0 11 10	0 11 10	0 11 11
Public Schools only—Bates	0 12 2	0 11 11½	0 12 9½	0 13 6	0 14 3½	0 14 9½	0 16 0½	0 17 5	0 19 3½	1 0 2½
Voluntary Schools { Voluntary Contributions	0 7 5	0 7 3½	0 7 8½	0 7 6	0 8 0½	0 7 4	0 6 11½	0 7 4	0 8 8½	0 8 5½
Voluntary Schools only { Aid Grant	—	—	—	—	—	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0

REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

GENERAL REPORT for the Year 1902 by T. A. STEWART, Esq., M.A., LL.D., His Majesty's Senior Chief Inspector of Schools in Scotland, and Inspector of Training Colleges, on the SCHOOLS IN THE SOUTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to present a Report on the Schools in the Southern Division of Scotland.

The only changes in the staff falling to be noted are that Dr. Thomson, H.M.I.S., has received the charge of the Dumfries, Kirkcudbright, and Wigtown district, formerly in the hands of Mr. Jamieson, H.M.I.S., and that Mr. A. D. Millar, H.M.I.S., has been transferred from Glasgow to Edinburgh.

SCHOOL SUPPLY.

Mr. Arnot, clerk to the Edinburgh School Board, has again kindly furnished me with a statement which brings the matter of school supply in Edinburgh up to date.

"The plans for a large addition to Broughton School, with a view to providing accommodation chiefly for the pupils of the Higher Grade Department, and thereby leaving the present building exclusively for the pupils of the Elementary Department, have been duly passed by Their Lordships, and the works will be proceeded with at the earliest possible date. This Higher Grade School, when completed, will give accommodation for 896 children at 10 square feet per child, and will relieve to a great extent the pressure felt in the district. The Board have also taken steps for providing additional accommodation in the vicinity of Bruntsfield School to relieve further the congestion in the south-west of the city. A site has been secured at Viewpark, and plans have been drawn up and passed by the Department, for a Higher Grade School to be known as 'Boroughmuir Higher Grade School.' The Board hope to begin building operations at an early date. This school will accommodate 1,090 children at 10 square feet per child, and will, when completed, provide room for the children in attendance in the Higher Grade Department of Bruntsfield School, which will then, probably, be exclusively used for elementary pupils.

Edinburgh
City

"Craiglockhart School, which will accommodate nearly 1,600 children, will be opened on 5th January, 1903. At the beginning of 1902 the Board secured St. Oswald's Church Hall as a temporary annexe to Bruntsfield School, which will, in all likelihood, be required till the opening of the new Boroughmuir School.

"In the north-east of the city a site has been secured for the erection of a school in Albion Road, off Easter Road, and it is expected that plans of the proposed building will be ready shortly. In the meantime the hall of St. Mungo's Church has been obtained, and is being prepared for the purposes of temporary school premises to meet the requirements of the district to the east of Leith Walk School and north of

Regent Road School, pending the erection of a school on the site referred to. This hall will provide places for about 225 pupils at 10 square feet per child. In the same district the Board have taken steps to provide further accommodation by an addition to Leith Walk School. Plans of this addition, showing 223 extra places, have just been approved by the Department. By the additions and alterations to be made, a great improvement will be effected on the existing halls. The negotiations, which had been carried on for a lengthened period, to secure the premises of the Girls Industrial School adjoining Leith Walk School fell through owing to the directors of that Institution having finally decided to retain the school in their own hands. The additional places stated will, however, help matters considerably, and the Board hope that when the new school at Albion Road and the additions to Broughton and Leith Walk Schools have been completed, the demands for school places in the north-east of the city will be amply met for some time to come.

"The Board have in view the obtaining of a site for the erection of a school somewhere within the triangle formed by Lothian Road, Bruntsfield, and West Fountainbridge Schools."

Other im-
provements
in district.

Minor improvements in the way of increased and improved accommodation, partitions and desk supply, have been carried out in Edinburgh Glen Street Roman Catholic, St. George's Episcopal, St. Andrew's Episcopal, the Episcopal Practising, and the Church of Scotland Normal Schools, and in the country at Balerno, Oakbank (where a fine new school, with central hall, has been opened), at Bellsquarry, Carriden, Blackridge, and Gavieside.

East Mid-
Lothian and
Haddington.

In Mr. Barrie's district additions and improvements have been carried out at Musselburgh Grammar School (Secondary Department) and Newbigging Public School. A large and handsome new school has been erected at Crookston. A new school at Dalkeith approaches completion, and building operations are in progress at Crichton in the erection of a new school on the old site. North Berwick Public School has been very satisfactorily enlarged, and a much-needed addition has been made to Kingston Public School.

Extensive additions are contemplated at St. Mary's Roman Catholic School, Leith.

Mr. Waddell reports :—

Stirlingshire.

"As hitherto, the great centre of growth is in and around Falkirk; or, to speak more with reference to causes, in the iron region and at the outlet of the canal. There is overcrowding in Muiravonside parish, to the south of this area. In the centre of it, the Grangemouth Board is erecting a new infant school in the town of Grangemouth; while in Falkirk itself a fine new building has been opened at what is now the suburb of Camelon. There has been some alteration of boundaries as between the Landward and Burgh Boards. In my judgment, educational interests would be best served by complete amalgamation. Overcrowding still exists in the Burgh area at Carron. An addition to one of the large schools in the next parish, Larbert, is soon to be begun; and, going northwards, the growth of collieries in the neighbouring parish of St. Ninian's will inevitably result in further buildings there. Crossing the Forth, we come to Alloa. In the Burgh a new Episcopal School, of a very serviceable character, has just been opened; while in the Parish the school at Tullibody is being rebuilt on an extended scale. The parish of Alva is adding considerably to its already large school, in order to give room and equipment for science work. In Perthshire the two adjacent parish schools of Dunblane and Doune are receiving important additions."

Fife.

In the Fife district additions or other structural alterations have been made at Lochgelly and Cowdenbeath, and are being carried out at Leuchars, Donibristle, Gallatown and Foulford.

New schools are to be erected at Kirkcaldy in connection with the High School; at Thornton, Auchterderran and Boreland. A site is being looked for at Auchtermuchty, and a new school has been opened at Lumphinnans. Increased accommodation has been provided, or necessary improvements have been carried out, in a dozen schools or so, and enlargements are to be effected in half a dozen more.

Mr. King reports:—

“The new building for the Advanced Department at Jedburgh has been opened, and the small schools at Ecclelaw in Cockburnspath Parish and at Megget in Yarrow are now ready, or will shortly be so.”

Mr. J. C. Smith reports:—

“During the past year St. Andrew's Episcopal School in Perth City has been closed. The School Board of Rattray has closed the small school at Craigmill, transferring the teacher and most of the pupils to Rattray Public School. Weem Public School and Strathtay Stewart's Public School have both been closed, the pupils of both and the teacher of Weem being transferred to the New Central School. The Subscription School hitherto maintained at Persie Drimmie Burn has been closed all the session, negotiations for a combination having as yet been unsuccessful. *Per contra*, the Perth Burgh School Board has erected a fine new school in the Central District, providing 626 school places, at an estimated cost of 12,796*l.*, and has added to Caledonian Road Public School a new wing containing a gymnasium, a workshop, and rooms for cookery and laundry work. This addition cost 5,207*l.* 12*s.* A new wing has been added to Blairgowrie Public School, providing 115 additional school places, a commodious hall, cloak-rooms and teachers' rooms, at a cost of 1,800*l.* Coupar Angus Public School is receiving, at a cost of 1,150*l.*, an addition of 150 school places, which will accommodate the Infants' School handsomely. The new Central School at Weem, providing 64 places at a cost (including school-house) of 1,310*l.*, is a model of what a small school ought to be. The school at Georgetown of Rannoch, which was opened last year, is similar in design to the Weem School. The Public School has now been transferred to Georgetown, Killichonan School being retained under Article 19 D. A fine new school has been erected at Kinfauns. It provides 100 school places at an estimated cost of 1,107*l.* Redgorton School Board is adding to Pitcairngreen Public School a new class room, with 27 places and cloak-rooms, at an estimated cost of 182*l.* The alterations at Findo-Gask Public School include raising the roof, a new class room with 24 school places and new cloak-room, at a cost of 300*l.* At St. Ninian's Episcopal School, Perth, 210*l.* has been spent on improvements. Except in Perth city and in Crieff Public School, no more school places are likely to be needed for some time to come. The old school at Kilspondie cannot be tolerated much longer.”

SCHOOL ATTENDANCE.

The whole question of school attendance has been brought into special prominence during the past year in connection with an investigation of the Age-Divisions. It was found that in many of the Edinburgh schools over-age children were taught in the lower divisions, that is to say that in the Infant Division, which is supposed to contain mostly children under seven, sometimes at least a half were over seven, among whom there were many of eight, nine and even ten years of age, so that the anomaly appeared of children taught in one division and paid for in another. The reason given was that they were classified in accordance with their attainments to secure even and parallel progress, and it is quite possible that the classification may have been the best in the circumstances, yet no one can deny that to have children of six seated beside children of ten meant that

The over-age question.

something was wrong, and this was the problem we set ourselves to unravel. The classification might be irreproachable, but the organisation which tolerated such a state of affairs was bad. From the Board's side, such explanations as parental neglect, migratory tendencies, feeble constitutions, epidemics and inclement weather were given, but these appeared insufficient to account for the extent of the mischief. What I held, and hold, to be the chief and most serious cause is the fact that the Board have been in arrears for a long time in the provision of school accommodation, with the consequence that young children have had to hang about till room was found for them, or till they were strong enough to walk to a school in some other part of the city. It is clear, also, that the efforts of the compulsory officers are futile if there are no places for the pupils in the neighbouring schools. Nor is the attendance likely to be improved when the children are huddled together in overcrowded rooms. The Board have made bold strides lately, and have opened several large schools, but these are filled as soon as they are opened, and the difficulties remain. If the Board would only take time by the forelock and build in advance to anticipate the inevitable increase of population, the benefit would be experienced all round in more regular attendance, larger grants and better education.

Want of accommodation, the chief cause.

Remarks of colleagues.

Bad attendance.

I extract the following opinions from the Reports of my colleagues as the outcome of their experience. Among the reasons given for bad attendance are these: While the registration can be cancelled in bad weather and the average attendance thereby protected, the weather excuse is dragged in when the children find employment in the lambing season, or in harvest, or when beaters are required. Parents should take some personal interest in their children, and should keep them regularly at school, if they believe in the value of education. Talking of town children, one of my colleagues happily puts it thus: "Here one finds in full force the belief, which is the root of the whole mischief—a belief inveterate among the shiftless poor—that children are an asset brought into the world for their parents' pleasure, and to be exploited for their profit." As regards country children, he says: "The potato-lifting holiday has been more widely adopted, and an effort has been made to get the pupils back at the beginning of the session. When boys have been engaged in beating, an appeal to the proprietor or shooting tenant has more than once proved immediately effective. The managers of the Crieff Schools, where the attendance (for a town) has been hitherto very poor, have combined to open their schools earlier in the day in the hope of preventing, so far, the employment of school children in the mornings."

A suggestion.

Another colleague suggests that contiguous parishes should combine to secure the entire services of a man able to act both as compulsory officer and drill instructor.

After all, the teacher, if he is respected and popular, is the best recruiting sergeant, but he has surely enough work on his hands already without the additional burden of having to make inquiry, either personally or in writing, regarding the absence of his pupils.

Compulsory officer.

The compulsory clause is often practically a dead letter, because the officer is either inefficient through age or infirmity, or if he is a man in the prime of life he has to earn his living by other occupations. Contributing causes are the depopulation of country districts, and industries such as potato lifting and berry picking. Exemptions to meet the case of such employments are sometimes granted, to which the objection is that classes are decimated and teachers are unemployed.

"Exemptions."

In the Colinton district exemption is granted only if 90 per cent. of the possible attendances has been completed since 1st January of the year. This seems to be a good idea. Perhaps too much has been expected regarding complete attendance. Every one allows that attendance should be continuous and consecutive, but whether for a considerable portion of the year the children would not be much better employed in running about the fields or open spaces, where there are such, than in registering their tale of bricks at school is a matter of serious interest. An impression has been gaining on me for some time that much of the school time of the children is wasted. No one who has acquired any knowledge of the working of the human frame will probably be inclined to dispute the statement that four hours a day as a minimum, and often five, six or seven as a fact, to say nothing of the time given to religious instruction and home lessons, is too heavy a strain for a growing brain. In fact no child, without decided risk, can work intensely for more than an hour or two at a time.

Length of school-day.

As a rule excessive.

Except in the case of slum children, who are probably happier in school than at home, I should be disposed to limit the attendance to *three* hours in the case of the younger, and *four* hours in the case of the older children, and in consequence to insist with redoubled force on strict regularity of attendance. I am convinced that more real, intense, and thorough work would be accomplished in the shortened period than is at present overtaken in dreary tasks that only fill up time uselessly, such as the working of interminable sums all of the same type, and the scribbling of endless exercises in copy books, when one line well written is better than a page that shows worse writing at the bottom than at the top. Moreover, after a certain length of time given to prolonged study the brain refuses to act, impressions fail to be retained, and the lesson flaps like a windless sail on a motionless mast. Now is the time for oxygen and exercise and the *abandon* of outdoor freedom regained.

STAFF AND ORGANISATION.

The Edinburgh School Board appoint no teachers under Art.7 or 9 32 (c) 3. The attendance at the University of the best normal students has tended greatly to raise the general level of scholarship, and at present I believe that Edinburgh has never been better supplied with scholarly and efficient certificated teachers. The same eulogium cannot be passed on the pupil teachers. It is not their fault. The duties of this dual office are mutually destructive; that is to say, that the more a pupil teacher teaches the less time he has for his books, and the more he studies, the less time is left for training. The modern device of creating centres at which the pupil teachers prosecute their literary studies under the direction of specially qualified experts has not been adopted in Edinburgh.

Efficiency of staff.

The "dual" office of the pupil teacher. Central classes.

As the result of inquiries recently instituted I find that it is no uncommon thing for pupil teachers under the Edinburgh School Board to begin work at school as pupils at 8.30 a.m. and to spend the day up to 3.30 p.m. or so, as pupils or teachers in turn. Some of them attend evening classes thereafter, and they tell me that they require five hours at least for home preparation. This is cruelty. It is not surprising that they make so poor a show, say in Latin, a subject in which they practically collapsed at the Leaving Certificate Examination last year. If a supply of teachers were otherwise obtainable, either by enlarging the present Training Colleges to admit all those who have passed in the second class, or by erecting additional Training Colleges, the pupil

The combination of teaching and study results in long hours.

Question regarding retention of system.

teacher system, which, borrowed from Holland, "has now been discarded by the whole of Europe except Britain and some of the poorer villages of Russia," might well be dropped to make room for some more excellent way.

"There are no pupil teachers in Switzerland. The candidates for admission to the Swiss Training Colleges get their preparatory education, as a rule, in a Primary School, and thereafter for two or three years in a Higher Primary School, in connection with which it should, however, be mentioned that more and more of the colleges are requiring that the entrants shall have spent at least two or three years in a Sekundarschule." The quotations are taken from a special report on the Training of Primary and Secondary Teachers in Switzerland by Dr. Alex. Morgan, Lecturer in the Edinburgh Church of Scotland Training College (*Board of Education Special Reports*, Vol. VIII.) The whole of this admirable Report will amply repay the close study of those who are interested in the subject.

Organisation.

I have already referred to the importance of the over-age question in relation to organisation. One of my colleagues complains that the promotion of children during the year is exceedingly uncommon, and that the lack of homogeneity in school classes is increasing, and he points out the disadvantages of having a class divided into upper and lower sections, and dilates on the stigma and disheartening influence on the teacher who conducts the lower section. He suggests separate classification for arithmetic, and declares that schemes of work, if followed with "pedantic scrupulosity," are no better than the standards. A class doing work corresponding to the acquirements of Standard I., if the children have not reached the age of seven, should remain in the infant room, but pass into the Junior Division in the following year. This is precisely the method adopted a quarter of a century ago.

"Lower" sections deprecated.

Another colleague says that a tendency to cling to the Standards is still evident, that freedom of classification allows a broader grading in small schools, and a finer grading in large schools. He states that different classification for different subjects is essayed somewhat tentatively, and points out the advantages small schools possess in having the same teacher all along, which is true if he is a good teacher. This colleague adds:—

An interesting experiment in classification.

"In Kinnoull Public School, with six classes beyond the infants, an interesting experiment is tried. Each class is divided into two sections for certain subjects. The grading is thus as fine as in a school of twice the size. It prevents over-teaching. I am convinced that in many of our large schools, with a teacher to each class, the children are over-taught. Everything is done for them, everything explained, every difficulty chopped down to suit the feeblest digestion. Much of the superiority of small schools lies in this, that the children have to puzzle out things for themselves."

DISCIPLINE AND DRILL.

Royal Commission Report.

The Report of the Royal Commission on Physical Training is awaited with great interest, as embodying the evidence of many experts and the recommendations of the Commissioners. The relation between Physical and Military Drill, and the relation of both to school-manners, discipline, and health—were fully investigated. I need not, therefore, enter on any of these points beyond saying that the importance of physical training is now fully recognised in all our schools, and while never absolutely neglected, it often reaches high excellence. I

should like to see the day when all our teachers obtain, either at the Training College or elsewhere, a diploma entitling them to teach the subject. We could thus dispense with professional experts except for the sake of occasional visits to offer criticism and advice. The same course might be adopted with advantage in Singing, Sewing, and Drawing.

His Majesty's Inspector for Fife states that military drill is Military drill
general in
Fife. general, and that physical drill is satisfactory. Saturday classes for teachers have been organised at suitable centres. A cadet corps has been formed at Kirkcaldy High School, and their drill has been associated with that of the volunteers. At Ferry-port-on-Craig and Largoward gun drill is excellently practised. Drill sergeants are employed at a large number of schools.

His Majesty's Inspector for the Border counties says that military The Border
counties. drill is taught with very creditable success in all the large schools in his district. "The *naval* drill which is taught at the fishing village of Burnmouth, in Berwickshire, by the local coast-guardsmen, and is particularly well suited for the children of sea-faring men, merits special reference."

He adds :—

"It is a pity that the effects of military drill are, in many cases, so evanescent, for the same boys who look so smart on parade may be seen a short time after slouching in all sorts of ungainly attitudes in the playground.

"In all cases this drill should be supplemented by school-drill, which has for its aim not so much the physical development of the pupils as their moral training."

His Majesty's Inspector for Stirlingshire remarks :—

Stirlingshire.

"Physical drill with clubs, bells, or bars is almost always spirited and smartly done to time. Military drill sometimes stops at what are called 'extension motions,' but in the large schools special formation and marching are successfully practised. Some excellent drill-sergeants are to be found among the janitors and attendance officers, and occasionally a special drill-master is employed."

His Majesty's Inspector for Perthshire says that discipline, as a Perthshire rule, is unexceptionable, at least within the school walls, but there is a good deal of laxity in some of the small towns and villages. Country manners, though sometimes awkward, are rarely rough.

"In some of the schools in the eastern part of the district, and in many of the Highland schools, the children show a natural courtesy and gentleness most engaging. The schools on the Rannoch estates may be cited as shining examples of good manners."

As regards drill he says :—

"The best results are probably obtained when the head teacher is himself a trained volunteer. The visiting instructors teach very well, but they do not know the children as well as the ordinary teachers."

ELEMENTARY SUBJECTS.

It is difficult to report on the teaching of these nowadays, as far as accomplishment goes, because we see the classes at our preliminary visit or visits breaking ground, and when our final visit is paid the classes have again changed, and we are again face to face with immature work. No doubt the course is best for many of the children, or, anyhow, reasonable advancement and proper classification are matters no one will object to, yet it is difficult now to speak with the former confidence as to the quality of the work done.

- Confidence in teachers.** We repose full trust in the teachers, and assume that the examinations conducted by them are *bonâ fide*, that no help has been given, that the particular sums have not been set before, and that the essay is original and not a fair copy. We can judge of the oral work for ourselves.
- Reading. Books—too artistic.** Reading, as a rule, is taught with decided success. It seems to me, however, that the books, for the younger classes in particular, are becoming a little too artistic. Half of the space is occupied by pictures and sketches, all excellent in their way for the development of taste and intelligence, but with no appreciable relation to fluency of oral reading.
- Grading imperfect.** One colleague complains that the grading of reading lessons is imperfect, that the books are too short, especially in the younger classes, and suggests that one large book might be used for the junior and one for the senior division.
- Another complains of imperfection of utterance among the boys, and specially refers to "persistent faults in phonetics, such as the modified *u*, the *ch* sound of *e*, neglect of quantities in *e* and *o* sounds, the slurring or uvulizing of dentals, and a hideous nasal *l* which can be only described as a snivel."
- Penmanship.** *Penmanship.*—The desiderata are being better understood, namely, that writing should be clear, graceful, and fluent, and that the same style should be taught throughout the school.
- Arithmetic.** *Arithmetic.*—There is nothing new to register regarding this subject. The usual condemnation of slates, long sums, and cards crops up annually, but those who are acquainted with the practical working of schools know that slates are useful at a certain stage at least, and that cards also have their own place in certain circumstances. They remove temptation, and prevent dishonesty. It is also pointed out by some of my colleagues that fractional arithmetic is unsatisfactory, that the reasons for processes should be better understood, that compound proportion and recurring decimals are comparatively useless, and that bills of parcels are often incorrectly worked.
- Leading defects.** "The difficulty," one of my colleagues remarks, "in regard to teachers' tests is that they may have been so well within the children's powers as to ensure a good result, or the supervision of the working of them may have been ineffective." One or two colleagues suggest that the four simple rules should all be taken together.
- It is suggested that rapidity in mental arithmetic should not be overdone, and that accuracy is of importance as well as speed.
- Teachers' tests.**
- Mental arithmetic improved—a result of the new methods.** The tendency of new code methods has been to concentrate attention more and more on mental arithmetic, with the result that this subject is gradually rising in efficiency. At every visit of inspection, preliminary or final, it is tested. An opinion of attainments in ordinary arithmetic may be gained from the periodical examination papers, but the mental work is directly gauged on the spot, and a fairly accurate estimate can be formed of the efficiency and intelligence of the arithmetical teaching by the response given to a few suitable questions in this branch. Probably, were a class suddenly called upon to perform an exercise from cards, it might not be so successfully done as in the old days, from the unexpected nature of the test, and the want of a month or two's preparation for a card examination—which would make a great difference in results. But actual knowledge of processes might be, and should be, better and more intelligent than under the

former régime. And moreover, the retention of a written test at the Merit Certificate Examination is a practical safeguard that the classes below this stage are working with the aim of reaching the Merit Certificate attainments by easy gradations through both the junior and senior divisions. Importance of a test at the Merit Certificate Stage.

CLASS SUBJECTS.

"The teaching of English," says one of my colleagues, "begins with hearing and speaking, goes on with reading and repetition, and ends with writing, the whole being aided by grammatical principles and rules, some of which are abstract and could apply to any language, but most of which have been extracted from usages prevalent in the English language itself." This seems to me to be a very happy presentment of the situation. English.

Another colleague says, "Order, arrangement, grouping of correlated idioms, are not, as a rule, taught and illustrated. The subject follows too much stereotyped lines." He, with others, urges the interest and fascination of word building and philological teaching, and these are doubtless most suggestive topics to handle, if the children are old enough to know what the teacher is talking about.

But all intelligent and thorough study of this subject must include an acquaintance with the grammatical forms of the language. A pupil's vocabulary may be enriched and his interest enlisted by a study of the branches quoted above, but these alone do not help to the correct use of English, which should be the chief aim of the instruction. The children of educated parents may pick up correct speech and pronunciation at home. The poorer children may be taught to speak, read and write correctly at school, but their home influence is all against them, and unless they have some grammatical principles—which need not necessarily be called "Parsing and Analysis"—to guide them, they are lost. The importance of a knowledge of grammatical structure.

The systematic teaching of geography is much to be desired. It appears to be taken up in piecemeal fashion, and one is surprised to find "Scotland" as the subject of study in a senior class with an average age of twelve or thirteen. Geography.

One of my colleagues indicates the conceivable scope of the subject: "It is much to be desired that pictorial illustration should be more extensively and copiously employed for the purpose of imparting a more vivid interest to the subject. In this way a clear conception of natural phenomena is acquired, side light is thrown upon geological formation, upon various forms of human industry, upon racial types and habits, upon historical events, upon the characteristics of architecture, and upon literature. A picture or photograph of Mont Blanc, the Falls of Niagara, Staffa, or the Giant's Causeway, New York or Quebec, or Canton, Gibraltar, Waterloo, the Rialto, St. Peter's Church at Rome, St. Paul's Cathedral, etc., would supply ample materials for forming an intelligent idea of the operation of physical laws, the development of human industry in its varied aspects, the salient points of history and the productions of Art." Scope.

Nature-study rambles have given a fresh interest to the teaching of this subject. It may be true that geography should begin at home, but it is no less true that if one wishes to learn the geography of this or any other country, the best plan is to study it on the spot, where an opportunity may occur of weaving in, as is suggested in the above extract, strands from sister sciences, Excursions.

History. *History.*—I begin with an extract from the same source on the same general lines :—

Importance of illustrations. “In history, no less than in geography, the pictorial element is sadly neglected. Here and there one sees a picture representing Caesar’s invasion of Britain, or some similar historical episode, but in general this valuable adjunct to the teaching of the subject is non-existent. In every school library there should be a copy of ‘Green’s Illustrated History of England,’ or, better still, the teacher should acquire the book and exhibit to his pupils the portraits of distinguished personages, the characteristic scenes, ceremonies, representations of buildings, industrial occupations, customs, etc., with which its pages are crowded. In this way the subject would be invested with living interest.”

Results of Examination too frequently inferior. When I examine in history nowadays, unless I hit upon a period or reign that has been recently studied, I can extract too frequently only the thinnest, slimmest, and shadowiest eidola of fact or fancy ; so I have in despair to invoke the aid of the teacher to prove to me that the children have been taught more or less of the history of Great Britain from the early Britons to the present day.

A colleague remarks :—“If the results are temporarily inferior, this may be due, in part, to the attempt to do three years’ work in one ; in part to the want of suitable or suitably graded text-books. Many of the books are too full ; and a general knowledge of the main events *in order* is of more importance than a mass of detail.” No doubt the skeleton is important, but what pupils want is local colour and palpating humanity. The skeleton is apt to crumble.

Importance of Biography. The careful study of the biography of some character of outstanding and commanding influence will, with its side connections, human and historical, give deeper and more abiding insight into the growth of individual and national responsibility than all the catalogues of battles and the genealogies of kings.

The correlation of Nature study with other branches. *Nature Study.*—The subject is pursued with much interest and even enthusiasm. The excellent plan of associating the study of plants and animals with observation of actual specimens in their various stages of development, and with reproduction of these by brushwork and drawing, is being rapidly adopted in the best schools. And no less praiseworthy are the efforts made to gather interest round occupations which cannot by any means be said to be indigenous to any particular district, but which every intelligent boy and girl should have some knowledge of, even at second hand. Excursions to the country have frequently been made, and the apparatus for the general conduct of the teaching has been gradually improving in quantity and quality.

Importance of systematic courses. What seems a danger to avoid is the practice which occasionally is observed of mistaking nature study for isolated, disconnected, and incongruous object lessons. A distinct scientific purpose should run through the whole programme, whether of object lessons or more advanced schemes. One of my colleagues complains that the observant faculties of the children are not sufficiently exercised, and points out that the diagrams should be subsidiary. “Facts,” he says, “should be co-ordinated, and observations should be rationalised.” He thinks that too much is attempted in a single lesson, and that the knowledge of physical geography is defective and neglected.

Perthshire. His Majesty’s Inspector (Perthshire) says that a special impetus has been given to the subject in his district by the prizes annually offered by Henry Coates, Esq., in a competition arranged by the Perthshire

Natural History Society, and pays a tribute to the late Mr. Whyte, His Majesty's Inspector, who did so much to make the subject popular in the schools.

ADVANCED DEPARTMENTS AND HIGHER GRADE SCHOOLS.

The raising of the age of exemption from school to fourteen has caused some difficulty. If the Merit Certificate is obtained at the age of twelve, some scheme of work for the remaining two or more years would seem to be desirable and even necessary in the case of those who do not intend to enter Advanced Departments or Higher Grade Schools. Such a scheme should enable the pupil to feel that he is doing something beyond the requirements of the Merit Certificate, and especially that he is now being taught to turn to practical use the knowledge he has gained and the training he has received at school.

Provision for children between Merit Certificate Stage and age of exemption.

I need not refer to the Merit Certificate further just now, as important modifications and developments are in the near future.

The Higher Grade Schools in Edinburgh are doing excellent work. They have a legitimate function in providing a further education for pupils who would not, for various reasons, go to a secondary school to receive it. In fact these Higher Grade Schools approximate more nearly to the old Scottish parochial schools than any other modern type. The teachers are excellent men and women, and the pupils are drawn chiefly from the respectable but not over wealthy middle class.

Higher Grade Schools.

One colleague says that secondary subjects in the preliminary stages are not adequately overtaken in the preliminary classes. I entirely agree with this, and although specific subjects have been abolished, I trust that teachers will be encouraged by their Boards or managers to take the trouble of instructing promising boys and girls in the languages and mathematics in these "preliminary stages." If they do so we shall have a much better account to give of our pupil teachers' attainments in such subjects.

Importance of preliminary work in secondary subjects.

Another says—

"Managers and teachers should, without having recourse to any unworthy expedients, do their best to make these Advanced Departments as attractive to the pupils as possible. The children of the working classes are more mature in some ways than the children of the same age in the middle class, because they have come into closer relation with the realities of life, and it would be wise, therefore, to treat a class of such children, who have earned merit certificates, more as young men and women, in fact much as a judicious teacher would treat a continuation class of young people in an evening school. If children have been properly trained at the earlier stages, an appeal to honour should be sufficient, and expulsion or degradation to a lower class the most dreaded punishment. The instruction given should be of the most practical nature, with a special view to the occupations the pupils are likely to follow. To a certain extent they should be allowed their own choice in the matter as in a continuation class. They should be shown in the first place that elementary education is not complete when the Merit Certificate is gained. The silent reading of books and newspapers should be encouraged even in school hours; history and geography should be taught with special reference to British commerce and the British Empire; commercial arithmetic, letter-writing and book-keeping should all have attention; there should be manual work for the boys and cookery and laundry work

Advanced Departments should be made attractive.

Instruction should be practical.

for the girls. Other subjects naturally suggest themselves to fill up the curriculum, but I would include in it at first very little of a purely secondary character. Mathematics, or at least algebra, and the elements of French might be introduced, but it would be a mistake to press those subjects on pupils who did not desire them."

**Examination
of Secondary
Schools.**

As regards Secondary Schools proper, I again examined the schools entrusted to me last year, namely, George Heriot's School (in all subjects), Edinburgh Ladies' College, and George Watson's Ladies' College in the languages, ancient and modern, and the St. George's High School for Girls (in all subjects).

I had the pleasure of forwarding very favourable reports to Your Lordships regarding these Institutions. As my reports are all sent up to the Secretary, who reports annually on the whole subject, it is unnecessary that I should make any further remarks.

My colleagues report favourably of the work done in the Advanced Departments and Higher Grade Schools in their districts.

There is nothing fresh to say regarding Pupil Teachers, Infant Departments, or Drill, to all of which I have already made indirect and casual reference.

SINGING.

Singing.
Teaching
should not
be confined
to visiting
masters.

I must repeat my criticism that it is not right that the whole teaching of this subject should be in the hands of outside experts in the form of visiting masters. I do not disparage their services for a moment, nor undervalue the admirable training they give, but I think it deplorable that the talent and training of so many of our teachers should be utterly wasted and thrown away. I would have all the routine teaching managed by the teachers of each class, subject to the guidance and direction of a few music masters specially appointed to visit the schools, say once a week. But the children should sing every day, again and again. The physical and mental loss caused by the confining to a few hours in the week of this elevating and refining occupation—which has been a little too much lost sight of as one of our finest educational levers—is incalculable.

**Some of the
resultant
evils of group-
ing classes.**

It must not be supposed, however, that the present system does not produce good results, but these drawbacks, referred to by Mr. Bell, a member of my staff, are noteworthy. Classes are frequently too large, being grouped for the singing lesson. The rooms are consequently overcrowded, a bad posture is adopted, throats are injured through exercise in the vitiated air, and the knowledge of individual voices is well nigh impossible. Sometimes the pupils receive only one lesson a week. In the schools outside of Edinburgh, singing is almost invariably taught by the staff. In the Bo'ness district visiting masters have been appointed. In the country there are frequently a lack of tunefulness, a consequence of neglect of voice training in the Junior Division, and an absence of sympathetic expression. The regulation requiring that practical training in music should form part of every pupil teacher's course has already produced very satisfactory results.

Fife.

In Fife no music masters are employed. Time notation is usually weak, and voice training exercises should receive more attention. Boys and girls need not take separate parts. The boys are quite capable of taking the upper treble part in alternation with the lower treble, and the girls might take the second treble at times to cultivate their lower register. Soft singing secures a smooth and melodious tone. Proper postures should be attended to.

In Perthshire, the Tonic Sol-Fa system prevails, and occasionally ^{Perthshire.} elementary lessons in the staff notation are given. The teaching is almost entirely in the hands of the ordinary school staff.

"In numerous instances two-part melodies, including transitions, are sung from modulator-pointing with most creditable facility. The results in time and tune tests are less satisfactory. The ability to recognise a musical interval is primarily a natural gift, and occasionally one meets with children, both boys and girls, who possess it to a remarkable degree. Selection of In the infant and junior classes the songs are generally quite suitable, both ^{songs.} as regards words and melody; but, in the higher classes, one wishes that more of the national element were introduced. On account of the wide range of interval, many of our Scottish songs are unsuited for young voices, but a number, quite sufficient for school purposes, might be found which possess the double advantage of furnishing excellent exercises in tasteful expression, as well as creating life-long associations."

I quite agree with these observations of Mr. Gall, as also when he says:—

"The number of children who are absolutely tone-deaf is not great, and to forbid any child to sing because he shows but little aptitude is to forget the object of the singing lesson, and appears about as unreasonable as excluding him from instruction in reading and writing because he makes glaring mistakes in these branches."

INDUSTRIAL WORK AND COOKERY.

Industrial work and cookery may be summarily dealt with, to give more room for the contributions of my colleagues on drawing, science, and continuation classes.

As regards industrial work there is a growing feeling that too much ^{Industrial} time is spent on it in school; that the eyesight of many of the children ^{work.} is probably injured by faultless white seam, and that sewing machines do most of the actual work even in poor homes.

Miss Crawford, of the Atholl Crescent School of Cookery, has been ^{Cookery.} appointed His Majesty's Inspectress of Cookery and Household Management. She spends four weeks in each of the three divisions in turn, and sends her Reports to the District Inspector, who forwards them to the Department with any comments he chooses to make. I anticipate that much benefit will arise from the adoption of Miss Crawford's suggestions.

DRAWING.

I have received very long Reports on this subject from several of my colleagues, from which I shall extract the substance and quote any salient passage.

Mr. J. M. Wilson's Reports on Drawing and Manual Work are now sent up at once to London. It is, of course, impossible for him to visit all the schools, as his time is largely taken up in giving assistance to Dr. Macnair in the examination of continuation and 91 D classes, but he visits all the city schools and as many important country schools as he can. He reports good progress in Drawing under the Edinburgh School Board, especially during the last six months. Nothing has yet been done in Edinburgh in the way of starting 91 D classes to assist the teachers and test the possibilities of the new system, but some have attended holiday classes elsewhere, and all have given much thought to the subject. Sufficient wall space does not exist in all the schools for suitable free-arm surfaces, but an arrangement of boards fitted to the ordinary class-room black boards has been found to work satisfactorily. ^{Good Progress.} ^{Free-arm drawing.}

The children come up in relays, and draw on these, and afterwards on their books, common objects, nature forms, and forms from memory. The greatest interest and enthusiasm have been aroused. In the case of the senior divisions it has not as yet been found possible or advisable, in all the circumstances, to introduce the free-arm equipment into *all* the schools.

Scale
drawing.

Model
drawing.

"Everywhere it is now recognised that the true art of drawing does not consist in the mere mechanical copying of diagrams, but that it is a powerful instrument of general education which aims more and more at guiding eye and hand to accuracy, in teaching children to recognise proportion, symmetry, and beauty of form, and in training the observation, judgment and taste. Scale drawing shows improved methods approximating more closely to those employed in a draughtsman's office. The subject is correlated with the drawing of plans and elevations in the manual woodwork instruction.

"The teaching of model drawing is still found to be the least satisfactory part of the drawing curriculum, especially when the teacher arrives at a statement of the rules of linear perspective from a study of the geometrical models. There are signs of improvement. The direct observation by the children of common objects leads to better results. Brush-work and clay-modelling are now practised on right lines with much success in many schools."

The teachers' classes in Linlithgow and Midlothian have been most successful.

Wood-work.

Manual Woodwork.—The number of pupils has increased since last Report from 3,722 to 4,320 in the day schools. Workshops were opened in connection with Causewayside and St. Leonards Public Schools during the year. The pupils from Davie Street School are accommodated at the latter, a plan which might be adopted in the case of the three schools which still lack workshops.

Portobello Burgh School and the new Craiglockhart Public School are both excellently equipped for the work.

Character of
instruction.

The instruction generally, and especially in the Higher Grade Bruntfield and Broughton Schools, is admirable.

"Lessons continue to be given on the various kinds of wood and their uses, and on the construction of the tools, and their sharpening. No part of the work receives more careful attention than the drawing in plan and elevation—in many cases to scale—of the various articles about to be made.

"In the Edinburgh Board Schools, wood-work has now been in use as a means of education for ten years, and during that period almost 12,000 boys have received about two years' instruction. It has been singularly successful, not only in training deftness of hand, but also in encouraging forethought and in stimulating the creative faculties. It has, in very many cases, infused greater interest into the ordinary school life, and raised it to a higher level of intellectual effort and achievement. Mr. Graham, who has been with these classes from the first, continues to superintend them with his former energy and skill."

"Bathgate Academy, the only school equipped with a manual instruction room in the district outside Edinburgh, continues to do good work."

A colleague says :—

"Drawing is now taught in all the schools with varying success. Teachers who formerly had no knowledge of the subject have qualified themselves so far by attending Saturday classes, and are now teaching what they have acquired.

"Free-arm drawing is popular both with teachers and with pupils, but satisfactory arrangements for practising it cannot easily be made. Boards on wire frames fixed in the desk are in most general use, but they are far from satisfactory, and there are few schools with sufficient space to allow boards to be fastened to the walls.

"Model drawing is improving, and the necessary elementary knowledge of perspective is now more frequently met with.

"Manual work is taught in all the Leith Schools and in many of the country ones as well. It embraces wood-work, brush-work, mat-weaving, clay-modelling, etc. All of this work is usually good, and much of it is of high quality."

I have the following very interesting and valuable contribution from Stirlingshire:—

"I am, however, struck now and then by a certain vagueness in the profession of work, especially in the junior classes, as compared with what was common two or three years ago. There used to be ruler tests of a pretty accurate kind in addition to free-hand; at present we have only certain free-hand and free-arm requirements, whose generality seems rather unsettling. One special ground for a feeling of anxiety, in regard alike to junior and senior work, is the frequency (and, I think, the increasing frequency) with which pupils betray their inability to judge proportion and balance in their copies. A diagram of a jar is put before them, and they reproduce it in such a way as to show that they have totally failed to estimate its breadth as compared with its height, or the size of its neck as compared with its body. Or a rabbit is sketched for them on the black board, and they draw its body the size of a large melon, its head the size of a pigeon's egg, and its ears half the length of its head. They seem never to have thought of asking themselves how many lengths of its head would measure its body, or how far its ears reach along its back. So also they fail entirely to make the opposite sides of a symmetrical object balance each other, and to centre a vase upon its foot. It seems certain that diligent training is required in judging proportional sizes by eye measurement, until the habit of doing this becomes a second nature. Pupils should at first be directed to draw a centre line for symmetrical objects, until they no longer need one. Drawing from natural objects of all kinds is both an interesting and a valuable exercise, as is also model drawing, which is just one branch of this. But natural objects are not often truly symmetrical, and still less often are they seen in a symmetrical attitude. The mind is thus led away from a discipline in the balancing of parts, and the securing of equality in curves and angles, until it regards any such training as irksome and uninteresting. The dictum of Reynolds respecting much more advanced Art studies applies in principle to all stages:—'It is natural (for the student) to prefer splendid negligence to painful and humiliating exactness; . . . and there is scarce an instance of return to scrupulous labour after the mind has been debauched . . . by fallacious mastery.' Again, it seems quite clear that, to draw model properly, we must know at least the cardinal rule of perspective, that parallel lines tend to the same vanishing point. The simplest right-lined object, from a box to a cottage, cannot be drawn to any edification without that rule in mind. Is model drawing always taught so, or only by rule of thumb? In another direction, I am sometimes surprised to find even biggish boys quite unable to understand how to proceed in taking 'a dimensioned sketch' of anything, and drawing from it. 'Plan and elevation' is taking the place of plane geometry, and, I think, with advantage. It is just as good a discipline, and has fully more interest and practical utility. Manual occupations of various kinds are pursued with much zest and satisfactory success. One popular form of such work, and a very nice one too, is the washing of outlined patterns with various tints of flat colour. Care, however, needs to be taken that the colours do not offend the eye and injure the children's sense of what is harmonious. A very simple first rule, and one which even young children might easily remember, is that, if we use any 'primary' colour, a 'secondary' composed of the other two will go well with it."

The importance of training in proportion and balance.

In Fife, free-hand is suffering from free-arm. The latter should be Fife. confined to the earlier stages, and does not develop flexibility in the muscles of the fingers and wrist, and, as the rough medium of chalk is used, general effect takes precedence of delicacy and smoothness of execution, so that free-hand drawing tends to become somewhat coarse and perfunctory.

Perthshire. His Majesty's Inspector for Perthshire says :—

"While free-arm drawing has been taken up, on the whole, heartily, and is found to interest the children, it is in some danger of being made a fetich, and its true function in the elementary curriculum ignored. That function I take to be mainly propædeutic or preparatory, as writing on slates is to writing on paper. The essential advantages are the free (properly, standing) position, the large scale, and the facility of erasure. It encourages bold execution ; it brings out mass and symmetry ; and the drawings can be rubbed out at once and tried again. But it seems to me a mistake to keep pupils at the free-arm boards for thirty or forty-five minutes on end, as is often done. Fifteen minutes at a time is ample. To try for fine execution in such a medium is making a silk purse of a sow's ear. In the Senior Division, at least, I see no reason why the chalk drawing and the pencil drawing should not go on simultaneously, the class being brought out in sections to practise on the boards the figures on which they are working in their drawing-books. For our purpose the main thing is object drawing. The prime aim of drawing in elementary schools is to enable the pupils to make a recognisable sketch at sight or from memory. This involves two elements, observation and execution. Of these the former is, for our purpose, probably the more important of the two, as it is certainly the less cultivated. The reason of this is partly that teachers are in too great a hurry for results, for something finished and pretty to show. This is a cause with which we shall long have to reckon, and for which we have ourselves to blame. But at the present juncture object drawing has been temporarily swamped by a deluge of object cards, ill-conceived and sometimes ill-executed, which publishers have poured upon the market. These cards, if used at all, should be used with great caution. If a child who has been made to copy a picture of a hat is then sent to draw a hat, he will draw, not the hat which he sees, but the hat which he has been taught to draw. For this reason I think that in drawing from the flat and in drawing from the round different examples should be used ; and that drawing from the object should begin as soon as possible. The number of objects not involving perspective is, in strictness, nil ; but by placing them on the level of the eye, and in direct front view, a sufficient number of objects can be got which can be treated as if they had no perspective. In drawing, generally, the larger schools have the advantage, their young assistants having been properly trained for the work. Dunkeld Royal Public School, Blairgowrie Public School, and Kinnoull Public School may be cited as good examples, the first for finished free-hand, the second for model, the third for correlation of drawing and nature knowledge."

CONTINUATION CLASSES.

Border district.

In the Border district there is a large decrease in the number of these, 36 to 21. "No doubt," says Mr. Murray, "it requires some self-sacrifice for a young ploughman to hurry off to school the moment his work is done, but the young men who are capable of such a sacrifice are just those who are likely to profit most by attending a continuation class, and they will be the more readily persuaded to make the sacrifice if they feel that the school is really giving them something worth the trouble they take to get there."

Edinburgh.
Some features of the new system.

I have received a long and valuable report from Mr. Crombie, from which I extract the following points. A powerful stimulus has been given by the new system under the Code for continuation classes to specialise instruction in groups of co-ordinated subjects, and there is every prospect that genuine and extended progress will be thus secured in various well-defined lines of study. Under the old system there was little room for grouping of kindred subjects, and the schools were not classified for the teaching of special subjects. Pupils usually found their way to the nearest school, and consequently their occupations were discovered to be rather varied. An extended *general* education was aimed at. When advanced study and specialisation were

desired the Heriot Watt College was attended. The attendance is encouraged in the same way as before. There has as yet been no attempt to classify schools as centres for specialised branches, and the occupations of the pupils in attendance at any particular school are very heterogeneous. In a recently visited continuation school there were 35 different occupations. Of the 126 lads in attendance, 23 were message boys, 15 unemployed, 12 clerks, 10 tailors, 8 printers or compositors, 6 painters, 5 butchers, 5 joiners, and the remaining 42 were distributed over 26 different occupations. A commercial course was organised, but only 18 took advantage of it. For an Art course only 4 came forward, and it had to be dropped. Hence general courses on the lines of Division I., but more advanced, were formed. This may be an extreme or exceptional case, but it illustrates some of the difficulties of the situation.

Difficulty arising from occupation of pupils.

The most successful attempts at grouping have been in the case of the commercial courses. It would be desirable to institute a system of centres for scientific and technical subjects, some for commercial, and others for industrial courses. In Divisions II. and III. the grouping of subjects is essential. Such grouping tends to concentration of effort, and is bound to raise the quality of the work.

The classes in Division I. have made very satisfactory progress. The majority of the pupils are very anxious to recover lost ground. In country schools (which are declining in numbers) Division I. is generally taken for two evenings and Division II. for the third evening.

Division I.

Physical drill and music have been arranged for under Division IV. in most of the Edinburgh schools. These classes are skilfully taught, and are much enjoyed by the pupils. Mention may be made of the very successful organisation of football, cricket and swimming clubs in connection with the "15 Club" School.

Division IV.

Mr. J. M. Wilson reports that shorthand and book-keeping were again exceedingly popular subjects, and were very well taught. "The teachers are, as a rule, specialists whose daily occupation in offices makes them thoroughly acquainted with business requirements in these branches. That the instruction was suitable was evident by the certificates gained by the pupils in such competitions as the 'London Society of Arts,' and 'Pitman's Speed' Examinations. Type-writing was added in many schools, but the supply of machines was quite inadequate."

Popularity of commercial subjects.

"In the classes held in North Merchiston Public School a noteworthy advance was made. The building construction and the manual woodwork classes were closely correlated. Models were made to scale in the woodwork classes from drawings of the structural and ornamental woodwork of buildings which were being studied in the building construction class. The pupils—all joiners or carpenters—had already passed through the woodwork instruction of the Elementary School, and entered with enthusiasm into this development, so well suited to advance them in their daily occupation. Among other models so made may be mentioned a roof showing king post trusses, a section of a dog-legged stair, a panel of a door, and the sash of a garden-frame."

A noteworthy advance.

I have a very full Report from Stirlingshire (Mr. Wilson) from which I glean a few points. He draws attention to the irregularity of attendance which still prevails, especially in the latter half of the session. "In the Denny and Larbert Schools the attendance was exceptionally regular. This was in large measure due to the interest

Stirlingshire.

which the managers took in their schools, as well as to the zeal and skill of the teachers who succeeded in thoroughly interesting the pupils in their studies."

The work of the various branches in Division I. is favourably commented on. In Stirling High School the subjects are grouped to form commercial and industrial courses. Book-keeping, shorthand, type-writing, wood-work, dressmaking, cookery, sick-nursing, music, and physical drill are some of the subjects taught with much success in the other Divisions.

SCIENCE AND ART WORK.

The following is Dr. Macnair's report on Science and Art work in the Southern Division :—

Central Institutions.—"Of the institutions receiving a fixed grant under Art. 87 of the Continuation Code, there are only two in the district—the Heriot Watt College and the Dundee Technical Institute. The former continues to do excellent work, covering a very large field. A new suite of art rooms, admirably adapted to their purpose, has just been added, and the space thus set free in the original building has allowed of numerous extensions and additions to the electrical, engineering and chemical departments. The Dundee Technical Institute has recently greatly enlarged the scope of its work by taking over the classes formerly carried on by the Y.M.C.A. This arrangement should lead to greater efficiency and better co-ordination of the various classes. But technical education in Dundee will never be on a really satisfactory footing until the town possesses a really suitable building, equipped with good art rooms and with well-equipped physical, chemical, electrical and mechanical laboratories, and provision for teaching all the processes of spinning, weaving and dyeing jute. The present building is quite inadequate for the work.

Continuation Classes.—"So far as can be judged at this early period of the session (October), the second year of the working of the new Continuation Code will show a decided advance on the first, particularly in the larger number and better arrangement of courses under Division III. Much remains to be done, however, in co-ordinating the work of the Division II. classes—particularly those under the Edinburgh, Leith and Dundee School Boards, with the higher work done at the Central Institutions, and in adapting the courses to the actual wants of industrial students. Some progress has been made in the provision of good practical courses (including laboratory work in mechanics and steam) for engineers and builders, but in this respect there is still great need of improvement. It is to be hoped that before long there will be a general movement to establish well-equipped technical schools, such as are now to be found in almost every important town in England, at the chief industrial centres. Dundee, Kirkcaldy, and Falkirk are three towns where the need of such institutions is specially great.

"The Division II. classes continue to do good work, particularly in commercial subjects, though the want of provision for *continuous* study is a pretty general defect. On the whole, the work of the country schools is more satisfactory than that of the schools in the large towns. In the latter, there seems to be a pretty general tendency to cater for the wants of the errand boy class alone, and the teachers are too apt to work on day school lines rather than try to arouse the enthusiasm of their pupils—as country teachers are often successful in doing—by showing them the connection between their studies and their daily work.

Secondary Schools.—"The teaching of science in the day secondary schools under the provisions of the Minute of 24th August, 1900, continues to develop steadily, and with most beneficial results. There was a large increase in the numbers presented for the examination in science for the leaving certificate, in spite of the fact that as yet the examination is not recognised in any way by the Scotch Universities.

Classes under Art. 91 (d) of the Code.—"There has been no falling off in the number of these classes for teachers. Drawing is still the favourite subject, but there are also numerous classes in nature knowledge, with a few in physics, chemistry, manual work and physical drill. The effects are seen in improved methods of teaching in both day and evening schools.

Buildings.—"Since my last report new laboratories have been opened at Linlithgow Academy, Peebles High School and Selkirk High School. The new Art rooms at the Heriot Watt College have already been mentioned."

INSTITUTIONS FOR THE TEACHING OF THE BLIND AND OF
DEAF MUTES.

These were again examined. They are conducted with ever-growing success.

I have the honour to be,

Your Lordships' obedient servant,

T. A. STEWART.

*To the Right Honourable,
The Lords of the Committee of Council
on Education in Scotland.*

GENERAL REPORT *for the year 1902*, by A. E. SCUGAL, ESQ., M.A.,
one of HIS MAJESTY'S CHIEF INSPECTORS, on the SCHOOLS in
the WESTERN DIVISION of SCOTLAND.

MY LORDS,

I have the honour to present to your Lordships my third General Report on the Schools in the Western Division of Scotland.

DIVISION AND STAFF.

This Division now (since October, 1901) comprises the whole of ^{The Western} the counties of Argyll, Bute, Ayr, Wigtown, Kirkcudbright, Dumfries, Lanark, and Renfrew, the county of Dumbarton, except the parish of Cumbernauld, and small parts of the counties of Stirling and Inverness. Its area is just seven-twenty-fifths of Scotland. Yet, according to the Census of 1901, its population (in round numbers, 2,217,000) is within a few thousands of one-half of the population of the whole country. My own Inspection District—the City of Glasgow, Bute, and the Island of Mull—has now a population of 706,500 : nearly one-third of the population of the Western Division, or between one-seventh and one-sixth of the population of the whole of Scotland.

Consequent upon the promotion of Mr. Boyd to be Chief Inspector of the Northern Division, the following staff changes have taken place in this Division, as from the 1st of August, 1902. His Majesty's Inspector, Mr. Jamieson, has been transferred to the charge of the Renfrew and Argyll district vacated by Mr. Boyd ; His Majesty's Inspector, Dr. Douglas Thomson, has succeeded Mr. Jamieson in the charge of the Dumfries and Galloway district ; His Majesty's Inspector, Mr. A. D. Millar, has been transferred to the Edinburgh district ; and, in room of Mr. Millar, Mr. J. Clark has, on his appointment as His Majesty's Inspector, been posted as one of my colleagues in the Glasgow district. Staff Changes.

Owing to the heavy amount of additional work recently entailed upon Mr. Boyd in the taking over of his new duties, I am unfortunately deprived this year of the valuable help hitherto afforded me by his contributions to the General Report on the Division. All my other colleagues in the Division I have to thank for the aid given me by their contributions. I am particularly grateful to Mr. Jamieson for his effective help at a time when divisional and district changes were causing him extra pressure of work ; and also to Mr. Andrew for the special fulness and value of his notes. These preliminary general expressions of indebtedness will, I trust, be accepted by my colleagues as covering the various instances where in the following report I have, for the sake of condensation and brevity, made free use of their notes without direct quotation or specific acknowledgment.

SUPPLY AND ACCOMMODATION.

For some years back the question of School Supply has been a pressing one only in the large urban and industrial districts where population has been rapidly increasing.

Rapid
growth of
population
in and
around Glas-
gow.

Of such districts the area within a radius of twenty miles from the Glasgow Exchange is probably the most typical in the whole country. This area includes the County of the City of Glasgow, the northern and most thickly peopled portions of Lanarkshire and Ayrshire, nearly the whole (as far as population is concerned) of the counties of Renfrew and Dumbarton, and about one-half (though the less populous part) of Stirlingshire. It lies entirely within the Western Division; except the Stirlingshire part, of which only three parishes belong to this Division. Inspection of the recent census returns proves that this area, besides being, in proportion to its extent, the most thickly peopled part of Scotland, also shows the largest percentage increase of population during the past decennial period.

The revised Census Returns for 1901 give the population within the area under the School Board of Glasgow as 623,463, showing an increase since 1891 of 57,624, or 10·2 per cent. The population of this area at the end of 1902, as estimated by the City authorities, is 629,944, an increase during the past year of 6,481. It is obvious, therefore, that the matter of School Supply in Glasgow is a constantly pressing one; and I am glad to report continued earnest attention to it on the part of the School Board. While the Board has opened during the past year one new school and temporary additions to two existing schools, providing in all 1,946 new places, it has in course of erection four large new schools (for, together, 5,814 places), two of which are expected to be ready next year and two in 1904. Further, it has had plans approved for three additional new schools (for, together, 3,972 places), which are expected to be ready for occupation early in 1905; and plans for an addition for 220 to one other school have also received official sanction.

It is earnestly to be hoped that as these new schools come to be available there will be a gradual ceasing of that use of "temporary" detached halls which is such an unsatisfactory feature in connection with a number of the Board's existing schools. At present there are no fewer than ten overflow annexes of this kind, accommodating 1,973 children. The Board has promised to put an end to the use of these annexes as soon as possible in each case.

City of
Glasgow.

The accommodation in *all* the schools within this Board's district amounts to 116,351 places, a net increase of 1,519, or 1·3 per cent., within the past year. The Board's returns show that 4,041 children from without the Board's area are attending schools within that area; and the estimate of the approximate number of children residing within the School Board area who attend schools without the City is "at least 2,150."

Confining attention to the *inspected* (Annual Grant) schools within the Glasgow District, I give the following table as a basis for comparison in future years :—

SCHOOLS.			ACCOMMODATION.	
			As at 31 Aug., 1902.	Increase since 1901.
Kind.	Number.		As at 31 August, 1902.	Increase since 1901.
	As at 31 Aug., 1902.	Increase since 1901.		
I.—Board and Denominational Schools :—				
Under School Board	69	...	85,582	1,307
Roman Catholic	16	1	21,043	894
Church of Scotland... ..	1	...	1,028	—25
United Free Church	1	...	900	...
Episcopal	1	...	550	87
Total	88	1	109,083	2,263
II. — Special Institutions and Schools :—				
Buchanan Institution	1	...	379	...
Deaf and Dumb Institution ...	1	...	74*	8
Asylum for the Blind	1	...	39*	3
Schools for Mentally Defective Children.	4	4	88†	88
Schools for Physically Defective Children.	2	2	63†	63
Total	9	6	643	162
Grand Total	97	7	109,726	2,425

NOTES.—* Number of Places occupied by children from the Glasgow District.

† Actual attendance at classes under Article 20, II. (a).

The increase of population in the district of the School Board Maryhill of Maryhill has been remarkable. By the census of 1891 that population was 29,296 ; by the census of 1901 it was 48,130 ; and as at July, 1902, it is estimated at 50,427. The existing school accommodation within the district of this Board amounts to 8,387 places, 6,187 of these being provided in the five Board Schools, 2,200 in the three Roman Catholic schools. This Board has recently acquired a new school site, and has just passed plans for the erection thereon of a school to contain 1,153 children. By arrangement with the School Board of Springburn (Landward) 328 children resident in the eastern part of Maryhill are educated in schools under that Board, and other 1,630 of the Maryhill children attend schools in Glasgow or elsewhere outside the district of the Maryhill Board.

In the district of the Springburn School Board there has also Springburn. been a marked increase of population. According to the census of 1891 the population of that district was 6,958 ; according to the census of last year it was 11,354, an increase of 63·2 per cent. in these ten years. This district, like Maryhill, is practically a

suburban part of Glasgow, and many of the children resident in it attend schools under the Glasgow Board. The two schools of the Springburn Board accommodate 1,934 pupils.

Tobermory. Under the School Board of Kilninian and Kilmore, extensive additions and alterations have been effected at the Tobermory P.S., providing greatly improved accommodation for the Infant and Junior Divisions.

Iona. The School Board of Kilfinichen and Kilvickeon is at length, I am informed, taking steps for the improvement of the main room of the Iona P.S. The very unsatisfactory nature of these premises has already been twice commented upon in the Blue Book reports.

North Lanark (Dr. Dey.) Dr. Dey reports that in North Lanarkshire there is, owing to the rapid increase of the population, a constant need for additions to the School Supply, and that the demand is being willingly and effectively met by the School Boards. He mentions as an interesting and gratifying feature the progressive improvement in design and general arrangement that characterises the new schools, and in this connection records, with hearty approval, the fact that "every school now being built in this district has a large hall as a necessary adjunct."

Govan and Dumbarton. (Mr. Andrew) There has been rapid and constant increase in the population of Govan and of the industrial portion of Dumbartonshire. In consequence, Mr. Andrew has to report much activity in his District in the matter of School Supply.

Govan The Govan Board has during the past year opened one new school at Greenfield for 1,300; is building another on a similar plan, to take the place of the present overcrowded and antiquated premises of their Partick, Church Street P.S.; and is to proceed at once with the building of yet another new school on a good site secured in the Govanhill part of the parish. Of the planning and equipment of the new schools built by this Board Mr. Andrew speaks in terms of warm praise. The Greenfield School "is furnished with all the most modern appliances, and, in addition to separate rooms for the teaching of cookery and laundry work, has a spacious swimming-bath. The electric light has been introduced into all the rooms, and mechanical ventilation is employed throughout."

Hillhead High School. Of the Hillhead High School, which is under the Govan Board, Mr. Andrew says:—"The question of better accommodation for the Secondary Department of this school is one which the Board must face at an early date. . . . The advanced pupils are accommodated at present in the rooms of the third storey of the building, which are wholly lighted from the roof and are little other than attics. If the school is to maintain its prestige, better housing and equipment are essential."

Helensburgh (Row). At Helensburgh (School Board of Row) there is at last to be a new school to take the place of the double premises at present occupied by the Grant and James Street P.S., thus putting an end to the use of the long-condemned Grant Street part of this school. The James Street building, which has hitherto provided roomy and well-equipped accommodation for the junior portion of the com-

lined school, has been acquired by the managers of the Trinity Episcopal School, to take the place of their present very inadequate premises. The Row Board has also carried out internal improvements in the Row P.S.

The long-delayed question of providing a new school at Milton village, under the Old Kilpatrick Board, seems at last nearing a solution. This Board's delay in coming to a decision on this matter has already cost the parish the loss of three years' grants for the Milton P.S.

By the Dumbarton Burgh Board an addition has been made to the West Bridgend School, and the question of adding to the College Street School or building a new school in a different part of the town, is under consideration.

The Managers of the Dumbarton R.C. School are making a large addition to their premises.

The Infant Department of the Alexandria, Main Street P.S., under the School Board of Bonhill, is grossly overcrowded and requires to be enlarged. The Bonhill P.S. of this Board also stands in need of reconstruction internally.

Of the County of Ayr Mr. Lobban reports :—"Ayrshire seems to be passing through a period of exceptional activity in the matter of school extension. In several of the larger centres the school population has outgrown the accommodation, and the School Boards are finding it necessary to add to the supply. . . . Of the 168 State-aided schools in Ayrshire, 24 are Voluntary, of which number 18 are under Roman Catholic management. In the matter of improving their buildings Roman Catholic managers are showing commendable zeal and readiness. The only Episcopal School, which is in Ayr, is one of the least satisfactory buildings in the county."

The following is an epitome of the full details given by Mr. Lobban as to the work of School Supply in his District :—(a) *New schools opened during the past year*—Old Cumnock, Skares P.S.; Prestwick, High School (fee-paying); (b) *New schools in process of erection (to replace old buildings)*—Loudon, Darvel P.S.; Riccarton, Hurlford P.S.; Tarbolton, Annbank P.S.; Kilmarnock R.C.S.; (c) *Additions*—at Ardrossan, Saltcoats P.S. and Saltcoats R.C.S. (in both, for Infant Departments); Galston; Kilmarnock (Burgh); Kilnaurs, Crosshouse P.S. (for Infant Department); Kilwinning; New Cumnock; (d) *New schools to be provided*—in Ayr (Burgh) and Kilmarnock (Burgh); (e) *Amalgamations, with necessary enlargements*—at Beith and Dalry.

Mr. Lobban further reports that in Glengarnock, a Combination District under the School Boards of Kilbirnie and Dalry, there is urgent need for additional accommodation; and that in the town of Stevenston, which is growing fast, a new school recently opened is already full, and the Board will soon have to face still further extension.

With pleasure I note the following from the last report of the Paisley (Burgh) School Board :—"It is gratifying to record that the last of the old and temporary schools has been closed, and

Paisley is now, for the first time, abreast of the times, having spare permanent school accommodation in every district of the town."

Classrooms.

In all quarters much is being done for the internal improvement of school premises by cutting down large class-rooms to a more workable size and adapting them as far as possible to the recent change in staffing requirements. On such internal alterations the School Board of Glasgow has had within the past two years to spend some £8,000 over and above the cost of ordinary repairs. Although to the non-expert eye there is not much to show for this expenditure, I can heartily testify to its beneficial effect in promoting comfort and efficiency in the working of the schools.

**New pre-
mises excel-
lent.**

The premises of the new schools erected by the Glasgow Board within recent years and, to judge from plans that have been submitted to me, those of the schools about to be built, are in every respect excellent, deserving of all the praise that Mr. Andrew bestows on the new schools of the Govan Board. True, the Glasgow schools do not have swimming baths; but the School Board of Glasgow has an arrangement by which the scholars of forty-seven of its schools have the use of the Corporation Baths in various districts of the city.

**Defects of
old premises.**

In a good many cases the defects that I pointed out last year as existing in several of the older Glasgow schools have been to a considerable extent remedied. But there are yet some badly situated, ill constructed, and dingy and depressing school buildings which I hope to see given up as soon as possible. Moreover, not a few of these are allowed to become dingier than even they need be. In such an atmosphere as that which prevails in certain parts of Glasgow during the autumn and winter months some additional expenditure on more frequent window cleaning would be money well spent. And again I have to press the point that internal rearrangement of many of the classrooms in these older buildings would do great good by securing proper incidence of the lighting. Especially where the lighting is in any case none of the best, this is a matter of distinctly serious importance in the interests of the eyesight and general health of the children, not to speak of its direct bearing upon comfort and effectiveness in school work.

Lighting.

**Scholars'
eyesight.**

Two years ago I wrote strongly on this matter, supporting my remarks by citing the striking facts brought out in Dr. Marion Gilchrist's report upon the results of her examination of the eyesight of the pupils in two of the Govan public schools. It is significant, I think, that my colleague Mr. Andrew, after these two years' further experience of the schools of the Govan district, recurs to this subject as one that demands very special attention. In entire agreement with him, I quote the following from his remarks upon it:—"One going out and in among the elementary schools in crowded centres cannot fail to be struck with the number of children whose eyesight is defective. Although carelessness and neglect in infancy, and insufficient use of soap and water, are doubtless main factors in connection with this,

I am convinced that the bad lighting in many of the schools has something to do with it. My own distinct impression is that the number of scholars whose eyesight is more or less defective is increasing. . . . The apparent dulness and backwardness of certain children are more frequently due to bad eyesight than teachers think."

On general grounds, and more especially now perhaps in view of some of the evidence that has been elicited by the present Royal Commission on Physical Training, there are, with regard not only to lighting and eyesight, but also to other important yet often neglected matters of school hygiene, strong arguments in favour of systematic *medical* inspection of our schools and their scholars. Medical inspection of schools.

ATTENDANCE.

The following are statistics with regard to the average attendance for the past year at the schools of the Division as a whole :— Statistics for the Division.

SCHOOL ATTENDANCE IN THE WESTERN DIVISION, 1901-02.

Total number in Average Attendance, 315,421 ; of whom there were :—

Under 7	.. ..	60,942, or 19'3 (20'5)	per cent. of the whole.
Between 7 and 10	.. ..	119,161, or 37'8 (38'6)	" "
Over 10, non-M.C.	.. ..	129,288, or 41'0 (39'5)	" "

In Advanced or Higher Grade Departments—

1st Year	.. ..	4,582, or 1'4 (1'1)	" "
2nd "	.. ..	829, or 0'3 (0'2)	" "
3rd "	.. ..	621, or 0'2 (0'1)	" "

(NOTE.—The figures within brackets show the corresponding percentages for the year 1900-01.)

The total number in average attendance shows an apparent decrease of 3,725 as compared with the number given in my report for last year. But this decrease is only apparent. It is more than accounted for by the fact that, owing to the changes made, as from the beginning of October, in the geographical limits of the Division, this year's figures take in the returns for Dumfries and Galloway in place of those for Stirlingshire. If allowance be made for the smaller (and decreasing) population of the former District, there is really this year an increase of some 6,500 in the average school attendance of the Western Division as now constituted. Apparent decrease explained.

The most significant figures in the above table are the percentages; and from these it is of interest to note the somewhat curious fall in the relative proportion of scholars under ten years of age and the encouraging rise in the proportion over ten. Undoubtedly this rise is mainly due to the influence of the Act of 1901 ; and, as that influence becomes more and more operative, we may expect the number of the senior division scholars to show still further relative increase. Increase in proportion of older scholars.

The reports from the various Districts of this Division give evidence that, as regards attendance, some steady improvement is

Some general improvement in attendance.

perceptible generally. For example, in Glasgow the percentage of average attendance to the number on the roll is this year in the Board Schools 85·26, in the Voluntary Schools 84·76, as compared with 83·74 and 81·16, respectively, two years ago. There is general testimony, however, that the improvement noticeable is due rather to increase of vigilance and effectiveness in the attendance work of the larger School Boards than to any increase of zeal for education on the part of the parents. The merely careless parent, the over-indulgent parent, and the inexcusably greedy parent seem to be having it better impressed upon them that they must obey the law as to the school attendance of their children. This is undoubtedly good, so far as it goes.

But the lowest strata of the population in large towns not yet effectively reached.

But we are still far from having solved the problem of how to reach effectively the parents and the children of the lowest strata of the population—the destitute (whether through fault or through misfortune), the vicious, and the criminal. With this problem we are daily brought face to face in the congested “slum” districts of the large towns. It is no easy problem: but it must be effectively grappled with if much of our educational effort is not to be rendered fruitless. In dealing with it we reach a vaguely defined line along which the fields of educational and social effort, whether legislative or otherwise, seem to overlap. Philanthropic charitable agencies, for the clothing and feeding of poor children, can and do give valuable aid to the educational authorities. The Glasgow School Board, in the Report of its School Attendance Committee, gratefully acknowledges the co-operation it has received from the various Benevolent Agencies in the city, and similar agencies are doing like helpful work in other places. There cannot be the slightest doubt that a wise solution of the problem of the Housing of the Poor—of which we are hearing so much in Glasgow just now—would in large towns greatly help to lighten the labours of the School Boards with regard to the attendance of the children of the poorest classes. Again, Day Industrial Schools and Training Ships have presented a means of dealing with some, though only a small proportion, of the most troublesome cases. I note that the School Board here reports that the new Day Industrial School, opened on 1st September in the Anderston district of Glasgow, has already proved of great use in this way. Still further, “to meet a considerable number of cases which cannot be dealt with by any existing agency,” the Glasgow Board has resolved to establish a Truant School for Boys. A site for this school has now been officially approved, and plans for it are in course of preparation. I earnestly hope that this new institution will prove itself a further valuable aid towards the securing of greater completeness and regularity of attendance.

Consequent need for strengthening the hands of the School Boards.

Yet, in spite of all the foregoing agencies, the larger Boards are practically unanimous that they need additional powers in order to enable them to deal promptly enough, and effectively, with their most difficult cases. The Boards are, as I have said, beginning to make some useful impression in connection with cases of sheer

carelessness or of illegal employment ; and there is no insuperable difficulty in dealing with the cases that must arise among the deserving poor—those who have been submerged by misfortune and not by vice. But the cases that arise among the vicious and criminal residuum of the population confessedly are not, and, it would seem, cannot be effectively dealt with under the present legal provisions and conditions of procedure. Two years ago, in view of awakened interest and more vigorous effort with regard to the improvement of school attendance, I advocated the postponement of further legislation until we saw what could be effected by a more strenuous working of the existing law. During these two years I have been paying close attention to the working of the compulsory clauses in Glasgow ; Mr. Andrew has, I know, been doing the same in Govan (which is just a smaller Glasgow) ; and other colleagues have sent me notes of their observation of this important matter in their several Districts. From all the evidence thus gained, I now feel convinced that the time has come for such further legislation as will give to School Boards powers and facilities for the more certain and speedy detection of law-breaking parents and employers, for quicker and more resultful prosecution of these offenders, and for more prompt, direct, and effective dealing with the children themselves when found “ on the street ” illegally absent from school.

There is also need for further check upon the employment of children of school age out of school hours. It has been amply proved that there are many cases in which this is cruelly excessive and a serious bar to due progress in education.

In considering the subject of school attendance it is this year of special interest to note how the School Boards are administering the provisions of the Education Act of 1901. I am glad to be able to report favourably on this point. The consensus of the Inspectors' testimony is to the effect that throughout this Division the School Boards are, as a rule, exercising with firmness and judgment the important powers entrusted to them by that Act, and that the “ exemptions ” sanctioned have been neither excessive in number nor indiscriminately granted.

In my own experience the scrupulous care and the combined firmness and discrimination with which the urban Boards have discharged their duties in this matter have been all that could be wished. The Glasgow Board's report is as follows :—“ It is very gratifying to record that so far [i.e., to December] parents have responded readily to the new demands made upon them. Applications for exemption have not been excessive, and at the present date the number of children exempted between twelve and fourteen years of age is only 235.” Up to the same date the Maryhill Board has had only twenty applications, of which it has granted only twelve ; the Springburn Board has had thirty applications, of which it has granted eighteen. By these three Boards the lines indicated in your Lordships' Circular 342 have been carefully

The working of the Act of 1901.
Glasgow, Maryhill, and Springburn.

followed, and in all cases exemption has been granted only on condition of attendance at a Continuation Class.

Paisley.

The figures for the Burgh of Paisley compare somewhat remarkably with the foregoing. The report of the School Attendance Committee of that Board (dated 25th November, 1902) shows that "during the year" 204 cases of exemption have been granted. And yet Paisley is only about one-eighth of the size of Glasgow and a good deal less than twice the size of Maryhill.

Bute and Mull.

My own experience as to the operation of the Act in rural districts is that there the new Act has as yet attracted very little notice on the part either of the Boards or of the parents. This may be a good sign; but I fear it is rather due to the fact, ascertained on investigation, that hitherto in these quarters all matters in connection with compulsion of attendance have been dealt with in a very perfunctory and easygoing way. Improvement in regard to this has been promised, and is already evident in several of these parishes.

North Lanark.

Dr. Dey, while generally commendatory of the attitude taken up by the Boards of his District, adds:—"But there are a few exceptions to the rule, and the exceptions include, I am sorry to say, one of the large Boards." Mr. Andrew has only one unsatisfactory case to specify in the whole of his District. With regard to the action of this Board he says:—"In a school which I recently visited within its area, Form 61 showed that nineteen pupils had been exempted from that one school alone. Many of the Boards throughout the county have not exempted nineteen pupils altogether."

Dumbarton-shire.

I shall not this year mention in Blue Book report the names of the School Boards that have earned for themselves this unenviable distinction; but I propose to make, along with my colleagues, careful investigation into these cases, and to submit special reports upon them to your Lordships.

Dumfries and Gallo way.

Mr. Jamieson reports that in the counties of Dumfries and Kirkcudbright there are few cases in which the attendance can be considered bad. With regard to Wigtownshire he points out that school managers there have to contend against certain special difficulties, since "of all the Scottish counties Wigtownshire is perhaps the most purely agricultural." These difficulties arise from the migratory habits of the agricultural labourers, the majority of whom change their employers at least once a year. Hence there is apt to be every year in the school attendance of their children a considerable *hiatus* between the date on which the Board of the parish that these children leave ceases to take cognisance of them and the date at which the Board of the parish that they enter gets hold of them. But to rural Boards this difficulty should not be sudden or unforeseen; nor is it insuperable, if met with vigilance. As I have had frequent occasion to point out during my former experience in agricultural counties, the difficulty can be effectively met, if these rural Boards will, first, take the trouble to establish a system of mutual notification of such transfers,

and, second, and more especially, will see to it that the children of newcomers are looked up and entered at their new school within the first week of their arrival in the parish.

ORDINARY SCHOOL WORK.

In former reports I have dealt fully and in detail with the various questions of method and subjects of instruction that fall to be considered in connection with the ordinary school work. This year, in order to save space for other topics, I shall confine this part of my report to a brief general statement on the results of that work and to some remarks upon the question of the elementary school curriculum as a whole. Details deferred for the present year.

All of the Inspectors continue to bear hearty testimony to the fidelity and zeal with which the teachers as a body carry on their arduous work. Further—to quote and adopt the testimony of Mr. Lobban—"the teachers are in good heart and full of hope, raising their aims and improving their methods, and showing all the more earnestness and interest in their work that they are becoming more convinced of its educative value." This is, of course, not true of *all* teachers; but it is a fair and just summary statement as to the improved educational tone which already characterises the best schools and which is increasingly, though in many cases slowly, permeating the others. The teachers.

As regards results in the work of our schools, the concurrence of testimony is to the effect that the past year has been one of encouraging progress on intelligent lines. True, when the various subjects are critically considered in detail, there are in regard to every one of them points which are found to call for adverse criticism. But this has always been, and will always be, the case. We can never expect the work, even in any one particular branch of instruction, to be perfect. Errors in method and defects in results will recur year after year. Still we may surely hope that, through the working of that healthful co-operation among teachers, managers, and officials, which our new system should do so much to promote, these errors and these defects may ere long be reduced to a minimum. This co-operation we need for inquiry, experiment, and fresh effort in all matters educational. But I plead for time and patience, for unprejudiced observation and calm scrutiny, and for persistence of strenuous effort along the improved lines, before we proceed critically to sum up "results." I shall, therefore, keep *in retentis* this year's large mass of notes and suggestions by my colleagues and myself with regard to the several subjects of the ordinary school curriculum; and, after careful weighing of the evidence at my disposal, shall here limit myself to summarising the consensus of this testimony as follows:—In none of the subjects of ordinary school work is there, to say the least of it, any general falling off; there is distinct advance in the breadth and quality of the instruction; and there are encouraging signs of progress along the whole line. Results of work.

The alleged
"overloaded
curriculum."

In this connection a word or two may be said about the alleged "overloaded curriculum," as the cry runs—a matter in regard to which a good deal of misconception is prevalent. This misconception would, I think, be dissipated were managers and teachers—and some others—to study carefully the clear exposition as to the place in the curriculum of the various "subjects of instruction" which is given in Section III. of your Lordships' Report of last year. There they will find the fundamental subjects, "the three R's," put emphatically in the forefront as the "main subjects" and "the staple work of the school," and yet at the same time good ground set forth for the inclusion in the curriculum of the other, though but "auxiliary," subjects of the Code. They will there learn how these auxiliary subjects, if rightly viewed and properly dealt with, may be made to further rather than to retard progress in essential subjects; but alongside of this they will find the firm caution that to these auxiliary subjects the great objects of elementary school instruction must in no way be sacrificed. I venture here to express my opinion that this brief but comprehensive exposition of your Lordships' views as to the meaning and the aims of the present Code is worthy of much more attention than it yet seems to have received, and that thoughtful and unprejudiced consideration of it should lead to general acquiescence in your Lordships' claim as to the subjects included in that Code—namely, that every one of these, each in due measure and with due regard to the age of the pupil, should be an integral part of the curriculum of the ordinary elementary school. And in connection with this I would in a single sentence emphasise the following points which I have dealt with at some length in former years:—That in no subject of the Code are definite standards of requirement prescribed; that no school and no teacher are asked to do more than they can, working their best according to their own special circumstances, and keeping always in view thoroughness and quality rather than show and quantity in results; that time is necessary for the healthy development of sound results under the new system, and that recent legislation now gives to both scholar and teacher more time for this than they had before; and that upon managers and teachers primarily is now thrown the honourable responsibility of showing what *can* be accomplished in the efficient elementary school.

"Auxiliary"
subjects.

Three of the "auxiliary" subjects of the curriculum are of special interest at present owing to the fact that to many teachers they are "new" subjects; namely, Physical Training, Drawing, and Nature Study. Space does not admit of my going into detail with regard to school results in these any more than the other subjects of the ordinary curriculum; but consideration of these three subjects naturally suggests the topic of the Classes for the Further Instruction of Teachers which have formed so interesting and important a feature of work under the Code in the past two years; and to that I shall, accordingly, devote here a special section of this report.

CLASSES FOR THE FURTHER INSTRUCTION OF TEACHERS—UNDER
ARTICLE 91 (d) OF THE CODE.

The earnestness with which so many teachers throughout the Division have taken advantage of the opportunities offered to them by the classes established under Article 91 (d) calls for the heartiest recognition. It is a gratifying sign of the zeal that animates them as a body, that in such numbers they should have been willing thus to devote a large portion of their hard-earned leisure—in many cases, especially in the rural districts, at considerable personal expense and fatigue in travelling—to the better equipment of themselves for their professional work.

In such of these classes as I have personally inspected—chiefly, as yet, those in Physical Training—I have been impressed both with the earnestness of the students and with the satisfactory and promising way in which they had evidently profited by the able and zealous tuition given by the specially qualified instructors. The great bulk of the work taken up in these Article 91 (d) classes has, however, been in subjects either of Science or of Art; and I am, therefore, glad to avail myself of the following report kindly furnished to me by Mr. Young upon these classes as inspected by him and other members of the Science and Art staff of the Western Division during the past year:—

“There has been again this year a very notable increase in the number of Large classes for Teachers throughout the Western Division. As compared with increase in 18 classes held at the 12 centres during the previous year, no fewer than 50 the number different courses of instruction have been given at 33 centres this session, and of classes. in all nearly 1,700 teachers have availed themselves of the opportunities for further instruction afforded by the Department and the Local Authorities.

“These classes were all seen at work more than once, as a rule, by one or other of the Science and Art Staff, and at the termination of each course the work of every teacher-student was carefully gone over with the instructor and afterwards tested by exercises, before the warrant for the issue of certificates was given. Certificates.

“The Drawing classes in particular have been of great advantage. Free Classes for drawing of common objects and natural forms, both on a large scale on the blackboard with chalk or on paper with charcoal, and to a smaller scale with pencil and brush, has been a feature of the instruction at every centre. Drawing. Very considerable interest has been aroused among teachers. Many of them who confessed to having taken the class with reluctance, have afterwards discovered in themselves quite a talent for drawing, and have become enthusiastic workers. This will, ere long, tell very favourably upon the drawing work in the elementary schools.

“The courses in Nature Study have been mainly botanical, and in most of the classes the instruction has been of a successful character. Several scientific expeditions were undertaken with every class, although it must be said that these were not, as a rule, so numerously attended as they ought to have been. At the same time there are obvious advantages to the few who do attend with the instructor on such an occasion. It would undoubtedly conduce to the success of these excursions if a class were broken up into detachments of ten or twelve, and these were taken by different leaders, or at different times by the same leader, to any particular locality. Classes for Nature Study.

“Something approaching ideal conditions for Nature Study prevailed at the Millport Marina Station, where thirty-two teachers in four different

classes were instructed in the subject of marine zoology during the past summer. The advantages of this marine station—which I pointed out in detail in my report last year—only require to be more widely known to bring increasing numbers of our teachers to avail themselves of the unique opportunities it affords.

Nature
Drawing a
great aid to
Nature
Study.

"Skill in Nature Drawing is a great aid in Nature Study, and a teacher who has not this facility is placed at a serious disadvantage, not only in his own work, but in giving instruction to the children afterwards. In future, a qualification in Nature Drawing should, in my opinion, be required before a teacher is permitted to take a course in Nature Knowledge. Nature Drawing appears to me to be the most hopeful side of the study of nature in schools in our large cities, where the difficulties of bringing the children into touch with natural objects and phenomena, under skilled guidance out of doors, are very great."

HIGHER INSTRUCTION.

Higher Class
Schools.

There are in all in this Division 28 *Higher Class Schools* that are inspected by the Department. These are distributed as follows:— In Glasgow, 9; in North Lanarkshire, 1; in South Lanarkshire, 1; in Ayrshire, 4; in Dumfriesshire, 1; in Kirkcudbrightshire, 1; in Wigtownshire, 3; in Govan, 1; in Dumbartonshire, 2; and in Renfrewshire, 5. Argyllshire is the only county in the Division which has no such school.

Higher
Grade
Schools and
Advanced
Depart-
ments.

The following table presents in summary form information as to the further provision for advanced instruction made throughout the Division in schools with *Higher Grade* or *Advanced Departments* working under the Scotch Code, and as to the numbers taking advantage of the provision thus made:—

No.	District. County, &c.	Higher Grade Schools (Chap. IX.).		Advanced Depart- ments (Art. 21).	
		Number of Schools.	Average Attendance of Scholars holding the Merit Certificate.	Number of Schools.	Average Attendance of Scholars holding the Merit Certificate.
7	Glasgow	7	904	14	331
8	North Lanark	4	277	9	217
9	South Lanark	4	313	8	385
10	Ayr	3	406	17	409
11	Dumfries	1	56	7	236
	Kirkcudbright	—	—	4	110
	Wigtown	—	—	3	36
12	Govan	4	462	2	87
	Dumbarton	2	155	4	124
13	Renfrew	3	418	11	248
	Argyll	1	103	28	512
Totals		20	3,084	107	2,695

While the numbers in attendance at the Higher Grade schools are not, over all, large, yet they are steadily increasing, and there is already evidence that the influence of the Act of 1901 will tend to still further increase, probably at first pretty rapid. There can be no doubt that the establishment of such schools, combined with the action of the various County Committees in providing direct payments to these schools and in establishing bursaries to them from the elementary schools, has in many quarters, and especially in country districts, done much to re-create an interest in further and higher education.

Attendance
at Higher
Grade
Schools.

The great pity in connection with the work of these schools is that so few of the scholars take the full benefit of the three years' course provided. On the whole, matters in this respect are distinctly better in the smaller centres than in the large towns. In Glasgow, for example, while the number (with Merit Certificate) in average attendance last year in the five Higher Grade Departments in the first year's course was 395, there are this year only 228 in the second year's course; and with 220 last year in the second year's course, there are only 90 this year in the third year's. Again, this year's numbers show in the first year's course an increase of 70, but an increase of only eight in the second year and eight in the third year. Pupils who come for only one year to the Higher Grade schools, and put in attendance there only till they can find some employment, are, educationally at any rate, a source of weakness to these schools, not of strength. They hamper organisation, staffing, and work; and in nine cases out of ten they would have reaped more benefit to themselves had they spent their ex-Merit Certificate time of school attendance in broadening and deepening their grip of the ordinary subjects of the Elementary school.

This raises consideration of two questions which have been recently much discussed, and to which several of my colleagues devote a good deal of attention in their reports for this year; namely, the question of how best to link together the Elementary course and the Higher Grade course, and the cognate question of the use of the Merit Certificate as a passport to Higher Grade or Advanced departments. In view of the fact that in consequence of the altered conditions as to school attendance introduced by the Act of 1901 your Lordships have under consideration changes in those articles of the Code that bear upon the Merit Certificate itself and upon the instruction of scholars beyond the Merit Certificate stage, I do not propose to enter here into any discussion of these two questions; but I should like to put clearly one or two points on which some misunderstanding seems pretty common.

Two
questions
relative to
this:

To take the second question first—Managers are not debarred from making their own arrangements, as they please, for the admission of pupils to higher instruction: all that the Code says in the matter is, that grants specially designed to promote efficient advanced instruction are not to be paid away on account of pupils who are unable to give evidence that they have made a proper use

(1) The need
for some
entrance
qualification.

of their previous opportunities for acquiring elementary instruction. Surely this restriction is a reasonable one. In fact, I find that the objections to it come mainly from managers, on financial grounds; not from teachers, on educational grounds. As yet, every Merit Certificate Examination has afforded abundant evidence that there is need for sifting the pupils at this stage of transition from elementary to advanced instruction, unless public money is to be thrown away. The temptation to swell the numbers in Higher Grade and Advanced Departments—and, it may be added, in the Science courses of certain Higher Class Schools—without consideration of the real fitness of the entrants, is too often evidenced by the presentation at these examinations of candidates who must have been, or ought to have been, known to have (as Mr. Muir put it last year) “no more chance of obtaining a Merit Certificate than a Diploma in Arts.” As the Merit Certificate has now been deprived of what was, I fear, in the eyes of many its main value, that of being a Certificate of Exemption, and as under the present regulations it can no longer be looked upon as an Elementary School Leaving Certificate, changes in regard to it seem inevitable; but, whatever changes in this respect your Lordships may see fit to make, I venture to think that we have not yet reached the stage at which we can safely do without a qualifying examination to test the fitness for advanced instruction of those pupils on account of whom Government grants for advanced instruction are to be sought.

2) The link between the Elementary and the Advanced Department.

With regard to the other question—that of the link between the Elementary and the Advanced Department—the longer my experience, the more strong my conviction that the one essential feature of this link must be thorough and intelligent grasp of the elementary work up to some such stage as that of the present Merit Certificate requirements. Just now distinct harm is being done by a prevalent misconception of the meaning of Article 21 (b) of the Code. I feel confident that it was never your Lordships’ desire that that Article should be taken as enjoining that preliminary instruction in definitely secondary subjects, such as classics and modern languages, must be given to *entire classes* in a Senior Division, altogether without consideration as to *which pupils* in these classes are expected or intended to go forward to secondary work. Such a method of procedure is often, I am perfectly clear, sheer waste of time for all but a very small proportion of the children in these classes; it is a very ineffective way of providing “adequate preliminary training” even for the few children to whom such training can possibly be of practical use; and it involves a severe strain upon the organisation and staffing of any school in which it is adopted. For many reasons besides that of securing the earlier beginning of secondary subjects, it is best that pupils who are to take real advantage of Higher Grade and Advanced Departments should be transferred to these at the commencement of their “Senior Division” stage, and this is a plan of co-ordinated organisation that should be systematically carried out in all large

towns; but in all senior divisions, in schools with higher departments as well as in schools without them, the preliminary instruction in secondary subjects should, in the first place, be given only to selected promising children who are likely really to profit by it, and, in the second place, should be given only by thoroughly qualified teachers.

Mr. Andrew and Mr. Lobban both advocate that the process of selecting the fittest for higher work should be begun as soon as possible after pupils enter the senior division, and that such selection is the best form of promotion to adopt in the case of pupils who are able to go faster than their neighbours. I confess, however, that, from experience of the little good that is effected and the distinct harm that is often done by these "preliminary" classes, as well as on general educational grounds, I incline more and more strongly to the opinion that efficiency of instruction in foreign languages would ultimately suffer in no way, were the beginnings of that instruction delayed altogether until after the pupil has reached the stage of the present Merit Certificate and so —if the requirements for that certificate be properly met—has gained an intelligent working grasp of "the fundamentals," and especially, through careful training in the knowledge and use of his mother-tongue, has some understanding of what *LANGUAGE* and the study of it mean.

As a rule, the Higher Grade Departments are well housed and well staffed, and are doing good work. The Commercial Course is by far the most popular—is, indeed, nearly universal in these schools. In consequence, much attention is being paid to Modern Languages, and it is satisfactory to be able to record distinct progress in the adoption of the newer methods in the teaching of both French and German. For the successful carrying out of these, however, it is essential that the teachers, besides having thorough book-knowledge of the foreign language, should have that accurate colloquial command of it which can be acquired only by residence abroad.

It is to be regretted that the option of submitting special Higher Grade Courses for Girls is not more taken advantage of. Only one of the five Higher Grade Schools in Glasgow makes provision for such a course, and even that one course is not largely attended.

Several of these schools under Chapter IX. of the Code have, in view of their special circumstances, besides their Commercial Course a Literary Course which is mainly classical. Such schools serve as what may be called popular Secondary Schools in districts where provision for education preparatory to the University, and through it to the professions, would otherwise be non-existent or inadequate. In some of the Higher Grade Schools of this type the work in Classics and in Mathematics reaches a very high standard both of efficiency and of advancement; as is witnessed by the successes of their pupils in the Leaving Certificate Examinations and in the University Bursary Competitions. In others the work is

How and when to begin Secondary work.

The work of the Higher Grade Schools. Commercial Courses.

Special Courses for Girls.

Special Literary Courses.

of mixed quality and never rises to any really advanced stage. The main reason for the relative weakness of these cases is the failure of managers to realise that, as Mr. Millar well puts it, "in order that the teaching of Secondary subjects may be of much real educational value it is necessary that it should be in the hands of highly qualified experts *from the beginning.*"

Advanced
Depart-
ments.

Owing to the varying needs of different localities the Advanced Departments are of every degree, from the large institution virtually a Higher Grade School, but preferring the conditions of Article 21 to those of Chapter IX., down to the small and outlying rural school which, under a teacher of superior zeal and qualifications, is doing its utmost to provide the beginnings of Secondary Instruction for promising and eager pupils in some remote country parish. Some of these smaller Advanced Departments have but a fluctuating and struggling existence; yet even the smallest of them, when genuinely needed in its district, is doing a kind of work which it would be a pity to discourage. But here, too, there are regrettable instances of that waste of time and effort of which I have spoken above—the teaching of the mere elements of Secondary Subjects to children who are neither fit to receive such instruction nor likely to proceed any farther with such work.

With regard to Higher Instruction in Science and in Drawing, I summarise the following from the notes kindly furnished to me by Mr. Young.

Higher
Instruction
in Science.

There are now fifteen schools in the Western Division accepted under the Minute of 24th August, 1900. Allan Glen's School, Glasgow, and Paisley Grammar School came on to the list for the first time during the past year, some few but important changes being made in their schemes of study to meet the new requirements. The transference of the Irvine Royal Academy to handsome new premises excellently equipped for Science and Art work, and the addition to its staff of both a science master and an art master, have allowed of the wise readjustment and broadening of its curriculum. Only five of the Higher Class Schools in the Division still remain outside the operation of the terms of the Minute.

Last year eleven schools in this Division presented candidates in Science for the Intermediate Leaving Certificate. Only four of these were Higher Class Schools; but it must be kept in mind that a three years' course in practical Science is insisted on before examination, and that in most of these Schools his work was begun only after the issue of the Minute in 1900, while, on the other hand, Higher Grade Science Schools were called into existence two years previously, and could therefore earlier accomplish the three years' course.

In
Drawing.

Candidates from thirty-four schools in the Western Division were put forward for the recently instituted examination in Drawing. Of these schools, one is a Pupil Teachers' Institute, three are schools not in receipt of grants from the Department, and six are Higher Class Schools, while twenty-four are Higher Grade Schools (or Departments). The results of this examination were not, as a

whole, quite satisfactory ; but, now that the lines of work are better understood, both increase in the presentation and improvement in the results may be expected.

BLIND, DEAF-MUTE, AND DEFECTIVE CHILDREN.

In Glasgow the main provision for the education of blind children is furnished by the school of the Royal Asylum for the Blind, but in addition the School Board has special classes for the blind in six of its own schools. The total number on the roll of the Board's classes is at present sixteen. These children are in all cases most carefully and efficiently taught by teachers having special qualifications for the work. Noteworthy proof of what loving skill and care can do for the education of children so handicapped is afforded by the fact that two of the blind children—one from John Street Bridgeton P.S., and one from the Blind Asylum School—are holders of bursaries gained in competitions open to senior division pupils in all the elementary schools of the city. The annual reports of His Majesty's Inspectors have already assured your Lordships of the admirable efficiency of the school of the Blind Asylum. I merely summarise these when I say here that it would be well-nigh impossible to praise too highly the management and the tone of this school, the skill and the devotion of its teachers, and the quality of the educational results achieved in it. In the elementary subjects the attainments of its pupils—due allowance, of course, being made for inevitable limitations—are such as would do credit to any school for seeing children ; in the oral work these blind children are equal to the best in other schools ; and, as might be expected, in all manual occupations depending mainly on the sense of touch they markedly excel. All the pupils receive manual instruction on admirably systematised lines, from the infant stage until the age of sixteen. At this latter age every capable pupil is apprenticed to a trade, generally in the workshops attached to the institution—which have been within the past two years greatly extended and improved. The trades taught comprise the making of baskets, brushes, bedding, cork fenders, etc., by the men, and machine-sewing, twine-netting, and basket-making by the women. I found that some of the senior pupils have already learned to be creditably expert typewriters.

Last year Dr. Dey reported in terms of the very highest praise with regard to every detail of the management and work in connection with the training and tuition of the Blind and the Deaf-mute children in, as he justly calls it, "that remarkable institution," the Smivlum Orphanage, Lanark.

The Deaf-mute children under the Glasgow Board—101 this year, as against 95 last year—are all cared for at special institutions.

The great majority of them are in the Glasgow Institution for the Deaf and Dumb, at Mount Florida, which is under my inspection. Before coming to Glasgow I had had no experience of work of this nature, and I gratefully confess that here, as in the case of

Blind children.
In the Glasgow Board's schools.

Royal Glasgow Asylum for the Blind.

Smivlum Orphanage, Lanark.

Deaf-Mute children.

Glasgow Institution for the Deaf and Dumb.

the Blind Asylum, it has been to me a pleasing revelation, as well as matter for wonderment, to find how much trained skill and whole-hearted devotion can do to alleviate the lot of children so direly afflicted. This Institution is managed with singular tact and success, and its popularity is yearly on the increase. Pupils are received from all parts of the West of Scotland. During recent years the average number on the roll of the school has been 160, of whom fully five-sevenths are over ten years of age; but owing to the pressure on the accommodation the Directors have during the past year added a new Boys' Home with room for forty beds. The whole organisation of the Institution reflects the greatest credit on the headmaster and his staff; the teaching is resourceful, earnest, and sympathetic; and the progress made in the various branches of instruction is really remarkable when the serious physical disadvantage of the pupils is kept in mind. As showing what can be achieved, it is worthy of note that this year the pupils of the highest class are to be entered for the Merit Certificate, the necessary special modifications in the mode of conducting the examination having been readily sanctioned by your Lordships. Physical training, in all senses of the term, receives most commendable attention here. The highest praise is due to the manual instructor for the variety and interest of the course in Manual Occupations. The clay-modelling especially is admirable. In Military Drill and Physical Exercises of all kinds—including Swimming, for which there is a well-equipped bath within the Institution—the pupils take the keenest interest and make an excellent appearance. Other specially interesting features are the School Pantomime, the tailor's shop, the printing press, and the School Magazine.

In Govan.

Mr. Andrew reports as follows with regard to the Deaf-mute children under the Govan School Board:—"The Board has a special class for deaf and dumb children in a room set apart for the purpose in Copeland Road Public School. There are at present twenty on the roll, and there were fifteen present when I visited the school in November last. The class is under the charge of a specially trained mistress, and the results attained are in the case of nearly all the children markedly good. The older children who have had several years' training read with wonderful fluency and distinctness, write to dictation and reproduce little stories read to them by the teacher, and work sums in Arithmetic with a readiness not very much behind that of ordinary pupils. . . . There can be no doubt as to the success with which the intelligence of the children has been drawn out and cultivated. They are a bright, happy group, whom it is a pleasure to examine. The teaching of the ordinary branches is varied by wood-carving, clay-modelling, and similar occupations. The class is altogether a very interesting and successful one."

In Greenock
and Paisley.

From information formerly furnished me by Mr Boyd I note that in Renfrewshire there are two schools for Deaf-mutes, one in Greenock of many years' standing and widely known for its

excellent teaching and successful results, the other in Paisley, smaller but also conducted with much sympathy and skill.

The problem of what may be called the battle of methods in Deaf-mute Teaching is one of exceeding interest. It is not one, however, on which, with my limited knowledge and experience, I feel competent as yet to pronounce any judgment. Still, the following notes of such evidence as I have gathered during inquiry into this matter may be of some interest and use. Mr. Andrew states that the instruction given in the Govan school above mentioned proceeds entirely on what is known as the Oral (or Lip-reading) Method, and that, while there are considerable differences in the distinctness with which the pupils enunciate, the success attained is in most cases very creditable. Mr. Boyd, from his experience of what has been accomplished in Greenock, and later in Renfrew, is—at least was, when I last had the pleasure of discussing the matter with him—a warm supporter of this purely oral method. He is of opinion that under it, after the initial difficulties, which require much care and patience, are overcome, gratifying progress is made by all of average capacity. In his notes to me of last year he refers to a special report on the school at Greenock which he wrote as far back as May, 1891, and he gives various interesting details as to the nature and results of the work done there. I quote the following from him, as of special bearing on the question of method:—“I had no difficulty in conversing with the older scholars, whom I questioned in Geography and other subjects, receiving answers of gratifying intelligence and distinctness of utterance. . . . Almost all these children are dumb simply because they are deaf, and when they acquire the power to speak—granted that it is not always very distinctly—this gives them a new link with the world and, through their companionship with speaking children at home and elsewhere, modifies their natural isolation. I am informed that it is common enough for the girls especially to have companions among the speaking children. I have repeatedly seen scholars sent out on messages which they executed promptly and correctly; and I remember one particularly interesting girl who, except for her speaking in a monotone, would hardly have been believed to be deaf, so quick was her apprehension of what was said and so lively her interest in all around her.” The Greenock Board deliberately adopted the Oral system after consulting with experts and otherwise taking great pains to ascertain which system was the best.

On the other hand, the Directors of the Glasgow Institution for the Deaf and Dumb, in December, 1896, on the basis of a very full and careful report made to them by a sub-committee specially appointed to “investigate and report upon the various methods followed in schools and institutions in which the teaching of deaf-mutes is carried on,” decided strongly in favour of the “Combined” system, as against either the “Pure Oral” or the “Sign and Manual,” as the system to be adhered to in their Institution; at the same time, however, resolving, in the more favour-

able conditions afforded by extension of the premises, to develop lip-reading and articulation more systematically than had been formerly practicable. In explanation of the Combined system as carried out in this Institution Mr. W. H. Addison, the experienced superintendent of the school, writes to me as follows :—

“The pupils are all tried orally to begin with, and, if found suitable, they are retained in classes more or less oral to the end of their school life. Those found unsuitable are relegated to what we call the silent, or sign and manual, classes. All the pupils, however, know the Finger Alphabet, which is merely writing in the air, and in no way retards their acquisition of language—rather helps, I should say—and, of course, every deaf-mute signs, more or less. In our school we discourage signing as much as we can; but it is impossible, were it desirable, to suppress it; and in all these cases where we want to convey information to pupils whose knowledge of language is limited, we must use signs in order to make them understand what we mean.

“My own opinion is that a combined method of some sort is the only practicable one for schools that have to attempt the education of the children of the poorer classes, so as to enable them to earn their living. Were time and means unlimited, I might, as a counsel of perfection, favour a dual system—putting the oral pupils in one block and the silent pupils in another; but under our existing circumstances this is impossible.

“This combined system is the one generally followed in Scotland, the only exception that I know of being the Oral Day School in Dundee. Greenock School used to be purely oral, but has modified its practice recently.”

Resolution
of the Inter-
national
Congress for
the Welfare
and Pro-
tection of
Children,
July, 1902.

Yet again, and *per contra*, it is a striking fact that the Medical Section of the Third International Congress for the Welfare and Protection of Children, held in London in July last, almost unanimously decided, after the hearing and the full discussion of two papers by experts, “That this Congress expresses its approval of the Pure Oral method for the education of deaf children.”

What, in the meantime, can the mere inquiring non-expert say on this conflict of testimony, except, “Who shall decide when doctors disagree?”

Classes for
“defective”
children.
In Glasgow.

For Mentally Defective Children the School Board of Glasgow has now classes, under Article 20 II. of the Scotch Code, in four of its schools—Camlachie P.S., Finnieston P.S., Grove Street P.S., and Oatlands P.S. For Physically Defective Children it has two classes: one in connection with Finnieston P.S., but carried on in the adjacent premises of the Queen Margaret College Settlement Association; the other, recently started, held in the Woodlands Institute, Kerr Street, the Mission premises of the Woodlands United Free Church. In the former case the Settlement Association, in the latter the authorities of the congregation, in addition to granting the use of their premises, kindly give further aid by arranging for the feeding of the invalid children and by providing voluntary assistance to the teachers. In both cases the Glasgow United Evangelistic Association provide a trained nurse and arrange for the conveyance of the children to and from school in special ambulance wagons gifted by private donors.

In Govan.

The Govan School Board has a class for Defective Children in Melville Street P.S., Pollokshields. The class is accommodated in a class-room in the building, but otherwise has no connection

with the main school. Mr. Andrew reports that the room assigned to the class, small though the numbers (fourteen) are, is too confined and has the further drawback—some of the children being paralytic—that it is upstairs.

The arrangements for these classes under the Glasgow Board are very satisfactory, those especially for the two classes of Physically Defective Children being in every way excellent. The head teachers of all the classes, both in Glasgow and in Govan, have had special training and experience in this new field of educational work. Yet, with Mr. Andrew, I feel that the chief qualification that such teachers need is an exceptional share of sympathy, patience, and kindly tact; and, from my own observation, as well as from the reports of different members of my staff, I am glad to be able to say that the Glasgow Board has been fortunate in its selection of teachers for this work. The work already accomplished in these classes is of much value, both from the educational and from the social point of view, as proving how much can be done to rescue unfortunate children who must otherwise inevitably drift far behind in life's race. Its further development will be watched with much interest.

CONTINUATION CLASSES.

After only one session's experience of the working of the Continuation Class Code of 1901—a Code which, to use your Lordships' own description of it, "takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities"—it would be premature here to go into full details with regard to these classes or to attempt a critical estimate of the results of their operation. But, even on a merely general consideration of these classes and their work during the past session, some points emerge which seem specially worth noting with a view to future developments.

The great bulk of the work under this Code is as yet, and of necessity will continue to be, Evening Class work. Even under former conditions the difficulties in the way of maintaining for any length of time vigorous and successful Evening Classes in the sparsely peopled rural districts were found to be serious, and under the more stringent conditions of the new Code Evening Classes of this type are everywhere becoming fewer. Those that survive are mainly of the elementary kind. Up to the present date I know of no case in which managers in rural districts have given effect to your Lordships' valuable suggestion in Circular No. 320 as to the utilisation of the winter *afternoons* for Continuation Class work.

In the large towns, on the other hand, Evening Classes continue to be well attended and are advancing in usefulness. There is some falling off in the numbers attending the elementary classes, due to the operation of the Education Act of 1901; but there is a considerable increase in the attendance at the classes for "specialised

instruction," under Divisions II. and III. In general, much earnest, satisfactory, and promising work is being done in these Evening Classes. Attendance is wonderfully regular, as a rule; and the teachers and the pupils alike work with most praiseworthy zeal.

The Continuation Class Code and Circular No. 320.

In view, however, of the large, comprehensive, and far-reaching aims of the new Continuation Class system, as indicated in the Code itself, and more especially as set forth in the Explanatory Circular (No. 320), there are several respects in which the working of these Evening Classes can be looked upon as still only tentative. In too many cases managers seem to have been unwilling or slow to realise the scope and the possibilities of the new system, or to give sufficient heed to the hints and instructions contained in the Explanatory Circular.

Points in this Circular that should receive much more attention than has yet been generally given to them are the following:— The need in Continuation Class work of special methods of instruction differing considerably from those adapted to ordinary schools, whether elementary or secondary; the fact that Division I. classes are intended to provide a co-ordinated supplementary *course* of elementary instruction, and to be merely preparatory to the specialised instruction which is the essential aim of the Code; the great value of, whenever possible, comprehensive and progressive courses providing for continuity of instruction; and the necessity for having, in classes relative to business and particular occupations and industries, special teachers and special managers "who have an intimate knowledge of the practical applications of the subject matter." Further, there has been in some quarters an evident tendency to count it of more importance to enrol many scholars in evening classes than to so organise and manage these classes as to secure well-directed method, solidity, and continuity in continuation work. Generally, to put matters shortly, there has still been in the working of a number of these classes too little wise and effective management and too much of the unorganised, sporadic, "go-as-you-please" old Evening School system.

Indications of improvement in the organisation of Continuation Class work.

But indications of improvement in this respect are, I am glad to report, now manifest, especially with regard to Science work. In the larger towns of the Division there is evident among managers and teachers a growing appreciation of the wisdom and the benefit, both educational and financial, of establishing definite and well regulated courses of study; and the fact that employers are also interesting themselves in this matter is specially encouraging. In this connection it is very gratifying to report the formation of a joint-committee of the Governors of the West of Scotland Technical College and of the School Boards of Glasgow and Govan, for the adjustment of arrangements to systematise and co-ordinate the work of science and technical instruction in Glasgow, so as to avoid overlapping. Arrangements for the teaching of Mathematics have already been agreed upon, and the Committee have under consideration similar arrangements for the other subjects taught both

at the College and in the classes under the School Boards. The wise guiding principle of these arrangements is that the School Boards should confine themselves to providing for the lower stages of such subjects, leaving the advanced work in them to the Technical College. In Paisley a movement of a similar kind has been commenced, which it is to be hoped will result in giving to the Technical School there the position with relation to the work of the School Board's classes to which in virtue of its equipment it is entitled. Greenock has the merit of having carried on with creditable success for some years past organised courses in Mechanical Engineering and Naval Architecture; but the efficiency and the usefulness of these classes will doubtless be much increased when the classes are transferred to the new school which is now being built.

Of the Science and Art work in the Continuation Classes Mr. Young reports as follows:—

“There is still room for improvement in many evening schools in the treatment of Science subjects.

“The state of unpreparedness of young lads for classes, such as mechanics Technical or mining, which they seek to enter, is still far too common, and teachers Subjects. generally have difficulties in getting them to take the essential preparatory work, or the subjects of a course in the proper order. This difficulty might be in part, at least, overcome: (1) by avoiding as much as possible in the syllabus of the school the specific names of the different parts of any particular course of study; and (2) by having the whole of the instruction in Continuation Classes in a town or district so regulated that facilities for partial work are not afforded in the neighbourhood of a school in which more methodical work is prescribed.

“Instruction in Mechanics, Steam, and Mining can have little real value unless theory, calculation, and statement are preceded or accompanied by experimental work.

“The teaching of Mathematics in Continuation Classes is broadly deter- Mathema- mined by two considerations: (1) the requirements of various examinations, tics. e.g., for the Leaving Certificate, the Actuarial Society, Board of Trade, etc.; (2) the needs of the artisan. Of this latter type, however, a number of the classes carried on under the titles of workshop, arithmetic, and mathematics and technical arithmetic, have not had work serious enough to merit more than passing notice. It is to be hoped that next year the entrance examination for evening students which is to be held at the Technical College will tend to focus the various efforts and bring about some measure of uniformity in the preparatory treatment of the subject of Practical Mathematics.

“Still far too many of the Drawing classes have had their work domi- Drawing. nated by the needs of Pupil Teachers desirous of gaining marks in the King's Scholarship Examination and Teachers working for the 'D' Certificate. There is no other reason why the instruction given should not have had a more direct bearing on the various Art industries in the neighbourhood of schools. All interested in Art will agree that a wise step has been taken in the separation of the drawing instruction of *Teachers* from the work of evening technical classes.

“Freedom has now been given to Art teachers to develop instruction in Art along the lines of greatest industrial advantage to the students and to a district, and it is greatly to be regretted that, so far, the promise of the schemes has not been borne out so fully as was to be wished. The elementary examinations in Freehand and Model Drawing, etc., have still a wonderful fascination in many places. This, no doubt, will gradually yield to the realisation of the possibilities in Art instruction apart from the older ways, and it is

to be hoped that throughout the Western Division promising students will be encouraged to complete their artistic development in the Glasgow School of Art as the central institution in the West of Scotland.

Wood
carving.

"Wood-carving, as at present practised at a number of centres, requires reconsideration and amendment. As a rule, the students do no drawing. Designs are provided and traced on the material, while the work of carving is carried out with little regard to correct methods. Where in future Wood-carving is continued, it should be placed under the direct supervision of the Art Master in the school, and the subject should form part of a course of study, including Drawing and Clay-modelling. There will then be some hope of its taking a worthy place among other educational subjects, and of securing results commensurate with the amount of time and energy expended."

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCUGAL.

To the Right Honourable

*The Lords of the Committee of Council
on Education in Scotland.*

GENERAL REPORT for the Year 1902, by J. BOYD, ESQ., one of His Majesty's Chief Inspectors, on the SCHOOLS in the NORTHERN DIVISION OF SCOTLAND.

Aberdeen, January, 1903.

MY LORDS,—

I have the honour to submit a report on the schools in the Northern Division.

On the retirement of Mr. Walker, His Majesty's Chief Inspector, on the 31st of July, I had the honour to be entrusted with the duties of the office.

The staff of the Aberdeen district received a valuable addition in the Staff. appointment in April of Mr. W. G. Fraser, as Junior Inspector. This will allow the necessary assistance in the Banff and Inverness districts to be given without inconvenience. In the Caithness district Mr. A. M. Burdon has taken the place of Mr. Gunn, who received an important appointment in the Orange River Colony, and the vacancy in the Inverness district, caused by the retirement and death of Mr. Strachan, Sub-Inspector, has been filled by Mr. M. Beaton. In other respects the staff of the Division is the same as during the last few years.

Owing to my brief experience of the Aberdeen district I am, of course, largely indebted for my information regarding it to the members of my staff, who have most loyally given me every assistance in their power. As regards the other districts, my colleagues have furnished me with interesting reports from which I shall give extracts as far as space will permit.

SCHOOL ACCOMMODATION.

In the city of Aberdeen the rapid increase of the population during Aberdeen recent years has led to deficiency of accommodation, and in not a few City. schools numerous applications for admission, especially to the Infant Departments, have had to be refused. This state of matters is engaging the serious attention of the School Board. Something has already been done to remedy it, and a good deal more is in progress. Since the date of last report the accommodation of Old Aberdeen School has been doubled, and an excellent Infant Department has been added to Walker Road School. A new school is in course of erection at Woodside, and Rosemount School, which is being greatly enlarged, will be opened within the next few months. A new building for the Central School, where the advanced scholars from the other schools are, as far as possible, collected, and which is also the Pupil-Teacher Institute, is being proceeded with, and various extensions are under consideration. St. Peter's and St. Joseph's Roman Catholic Schools have been amalgamated and their combined accommodation remodelled.

A new school has been completed at Aboyne, and large new schools Country are being provided at Port Erroll and Inverurie. Arrangements have districts. also been made for an important addition to the buildings of the Gordon Schools at Huntly.

At Peterhead something is needed to supersede the inferior accommodation of the old Free Church School, and the subject has been under discussion by the School Board. At Fraserburgh it is clear that provision will have to be made for the Broadsea quarter of the town, the two Church Schools there being quite out of date. Fraserburgh Academy is now under the management of the School Board, the attendance being confined to scholars beyond the stage of the Merit Certificate. Minor alterations in various parts of the district have either been completed or are being carried out. Among buildings still in need of improvement are those of Cortes, Birkhall, Crathie Side, Aberarder, Inverey District, and Inverey Roman Catholic Schools.

Teachers' rooms.

Among the improvements in the newer schools it is satisfactory to note the provision of private rooms for teachers, the need of which school managers and school architects alike were slow in realising. Mr. Macleod makes special reference to this, remarking that, while schools built so recently as after the passing of the Education Act of 1872 were "barbarously void" of teachers' rooms, these are now found in all the newer erections.

Decoration of school-rooms.

Mr. Galloway calls attention to the increasing taste for the decoration of the interior of school-rooms by pictures and otherwise, and to the greater neatness of the rooms generally, and anticipates, as a result improvement in the taste of the children.

Playgrounds.

Playgrounds do not always get sufficient attention. Some have never been properly formed, and in rainy weather they are muddy and unwholesome, while in others, from the unevenness of the surface, the water stands in pools. Here and there in the country districts, shelter sheds are being erected, and, even when they are of imperfect construction, they afford some protection from the weather.

Want of water supply.

In not a few places there is a want of proper water supply. Mr. Black remarks that "many School Boards seem to consider that a pail of water—with or without a jug—in the lobby is an adequate water supply for both lavatory and drinking purposes," and Mr. Munro, referring to the same thing, naturally adds that this pail becomes a source of danger when any infectious disease is about.

• Mr. Calder :—

With the exception of a class-room for about 80 pupils which has been added to St. Martin's Episcopal School in Dundee, there has been no extension of the school accommodation in the district.

The want of more accommodation in certain parts of Dundee has led to partial overcrowding in some of the schools, and to pupils who are refused admission to these schools being forced to go considerable distances to find accommodation in denominational or other schools. A number of the public infant schools in Dundee have also, for want of room, been constrained to refuse admission to any child who is under five years of age.

The increase of attendance at St. Mary's Roman Catholic Schools has induced the managers to begin the erection of an extension which will provide accommodation for fully 300 additional pupils; but this is the only movement of the kind that is presently going on in the city of Dundee. Outwith the city, the School Board of Broughty Ferry is considering plans for a considerable enlargement of its Western Public School, and the destruction by fire of part of the South Burgh School of Forfar has led the School Board to plan a reconstruction and enlargement of the building that will, when finished, provide room for 136 additional pupils.

Mr. Muir :—

There is little to report here. Large new premises have recently been opened for the Central School, Lerwick. In Kirriemuir Reform Street School the premises have been greatly extended. New premises have been erected and opened at Edzell.

Lochside School has been closed, and Montrose now has three large schools instead of eleven. This, of course, facilitates the work of inspection, and ought to prove advantageous for education, but care must be taken to avoid over-concentration, unless headmasters of exceptional ability are found, and unless their time is mostly or entirely devoted to superintendence. This latter point is not attended to as it should be.

At West Burrafirch (Shetland) the premises are being enlarged.

Mr. Wattie:—

The lengthening of the pupils' school life under the new attendance regulations has already produced an increase of numbers in the upper departments of the schools, and in some instances an addition to the present accommodation will probably be necessary. As, however, the School Boards are approaching the end of their present term of office, in the few cases still outstanding where extension or improvement of the school premises is required, managers are rather inclined to wait for a fresh mandate *ad hoc* from their constituents. In the belief that a new Board is likely to show greater vigour and initiative, I have been not unwilling to agree to this delay with the stipulation that the work will be at once taken in hand by the new Boards. On this understanding the provision of additional accommodation has, in the meantime, been postponed—in Banffshire at the Portsoy School, under the Fordyce Board, and at the Rothiemay and Ternemny Schools, under the Rothiemay Board, and in Orkney at the Hope School under the South Ronaldshay Board. The controversy in the parish of Boyndie regarding the replacement of two of the present schools by one more centrally situated is also likely to be left over for the new Board to determine.

The new school at Dufftown under the Mortlach Board, which was approaching completion at the date of last report, was opened last Easter by Dr. Stewart, who, fresh from the metropolitan palaces, even went so far as to say that he had never seen finer school buildings. I have again to commend the enlightened policy of the Rathven Board in dealing with the provision of school accommodation for a rapidly growing population. During their present term they have already extended in the most satisfactory manner the Buckie and Findochty Schools. One class-room was also added last year to the Portknockie School; but, the accommodation there being still inadequate, plans have been prepared and sanctioned which will have the effect of completely modernising the school, providing a central hall and two additional rooms. The Fordyce Board, while (as already explained) deferring operations in the meantime at the Portsoy School, are proceeding with the building of a new school for the village of Sandend on a more suitable site. In the course of the summer extensive improvements have been carried out on the Tomintoul School by the Kirkmichael Board. Pending the completion of the new public library, the Banff Board have been hitherto unable to utilise for purposes of the Burgh School the museum rooms which they acquired a year ago.

A new class-room has been added to the Rathven Buckie Roman Catholic School; but nothing has yet been done to improve the Buckie Episcopal School, where the accommodation is so awkwardly distributed as to render the school almost unworkable. The managers of the Inveravon Tombæ Roman Catholic School have plans ready for a new building, but are still hesitating to take the plunge.

In Orkney I am glad to be able to report that the extensive additions to the Kirkwall Burgh School, which have been long under consideration, and the need for which became more urgent with the closing last May of the Glaitness School, are now under weigh. The battle of the plans, unfortunately attended by the loss, through resignation, of several members of the Board, was finally settled this summer; and building operations have been recently commenced. The extension of the St. Andrew's School, which was urgently required, was very effectively carried out last summer. Some minor improvements on the small outlying Yesnaby School under the Sandwick Board have postponed in the meantime the larger question of a new building.

Mr. Munro Fraser :—

Improvements in accommodation. During the past year several School Boards have improved the accommodation in their schools. In Pitcairnie School (Ross) the small class-room—one of a type which is unfortunately rather common in the Highlands—has been converted into a cloak-room while the school-room has been enlarged and divided by a glass partition.

Ross.
Sutherland.

The pupils attending the side school of Eriboll are over twenty in number and are now accommodated in a roomy iron building. The conversion of this school into a regular public school is at present under consideration.

A new building is approaching completion at Brora to take the place of the old Clyne Public School.

Strathnaver and the new settlement of crofters.

In accordance with an arrangement agreed upon by the Duke of Sutherland and the Congested Districts Board, the lovely valley of Strathnaver, from which crofters were evicted in the halcyon days of sheep farming, has been re-peopled, and the School Board are about to acquire a site for a public school. The number of children of school age is at present about forty, and temporary provision is being made for their wants.

Caithness.

During the summer holidays, the Infant School of Keiss (Caithness) was enlarged and renovated. The necessary improvements in Barrock Public School have not yet been carried out.

Wick.

Building operations, involving a large extension of Pulteneytown Academy, Wick, have at last been commenced, and by the end of another year the Secondary Department of this school ought to be one of the best-equipped central institutions in the county. The playground of the North Public School in the same town has been extended, and new offices have been erected. Steps have been taken for the enlargement of the South Public School, which is at present full to overflowing.

Barra.

In the island of Barra the overcrowded condition of Castlebay and Northbay Public Schools has been, to some extent, relieved by the erection of a junior school at Brevig.

Ventilation and cleanliness.

In respect of ventilation and of cleanliness the condition of several schools in the district leaves a good deal to be desired. Unfortunately all teachers do not take a personal pride in attending to these important matters. Cleaners are sometimes paid a mere pittance, and contrive to do as little as possible for the money. Dust and cobwebs are allowed to accumulate, ventilators are kept shut or allowed to get out of repair. It is expected that managers, on the occasion of their periodic visits, will not omit to take notice of the condition of the floors, windows, and ventilating shafts—nor ought the general tidiness of the premises to be neglected.

How managers could help.

The same Inspector also refers to a somewhat common form of overcrowding which is found in schools where the total accommodation appears to be sufficient for the average attendance, while certain classrooms seem to be habitually congested. He specifies a number of cases he has noted for inquiry and report.

Mr. Macleod :—

Lossiemouth.

The large buildings at Lossiemouth, never comfortably adequate, are being altered to suit the present requirements of the work. Separate buildings for the Infant Department, the various rooms in which are planned upon the best recognised principles for ministering to the comfort of pupils and teachers, are near completion.

Elgin.

In Elgin important structural alterations on the West End School have been recommended, and they, it is to be hoped, will be carried out before this appears in print. The Girls' School is in a much more unsatisfactory condition, and requires great alterations. The delay in doing what is so desirable has been long, in fact, inexcusably long.

Nairn.

In Nairn the buildings of the Links School are neither comfortable nor ornamental, and the School Board must seriously face the question of replacing them by a structure more in accordance with educational requirements and the growing importance of the town itself. For the Church

Street School, a bad site was chosen, and the best was perhaps not made of the bad site. If the Board could dispose of the buildings for some other purpose, I am satisfied the cause of education would be benefited by a transference to new premises.

The Duffus School Board last year quitted the rented building in which the Hopeman infants were taught, and erected new premises which form part of the Hopeman School. This is, in many respects, a great improvement over the old arrangement, and the happy faces of the children show that they themselves appreciate the superiority of their new surroundings. Hopeman.

In some parts of West Ross the old buildings, instead of being too circumscribed, are needlessly large for the attendance. It is more than probable that the operation of the Act of 1872 is accountable for this thinning of population. The minds of young people became alive to the fact that they could turn their energies to more account for themselves in southern centres of industry, than by depending for subsistence upon the limited product of the ancestral croft; and I am told that the habit of returning in spring to help the parents in cultivating the croft has well nigh been given up. It is, however, gratifying to be assured that, with the cessation of the old custom, there is no diminution of the filial dutifulness by which it was prompted; for the sons and daughters who are abroad send home money to purchase local labour which their predecessors personally rendered. West Ross.

Mr. Robertson:—

This continues to be generally adequate in all substantial respects. In the town of Inverness the building programme is for the time exhausted, but there is evidence that the pressure upon the accommodation in some of the larger schools is becoming marked. I am inclined to think that the recent more persuasive or rigorous enforcement of attendance in the burgh is accountable for this. Inverness.

In the rural parts of the mainland district the supply is practically un- changed. The only modest feature of change is the reconstruction of the Glanelg Public School, an antiquated building that has been very thoroughly renovated and modernised. Rural main- land.

In the Hebridean section managers have to face many difficult problems in connection with school provision. In Lewis the population is steadily increasing. The Stornoway School Board have recently contracted for a large infant school in connection with the Nicolson Institute, and the same Board has had its hands full with large and costly extensions in the landward part of the parish. There is very little doubt that the process of enlargement has not yet taken end. In the other three School Boards in the Island the need for extra school provision gives much anxiety to managers, who have to work the school system with very slender resources. Hebrides.

Last year I alluded to the strong desire in Lewis for a thoroughly equipped central technical school in which education of a practical character should predominate (such as household economy, seamanship, and navigation, and the branches more immediately allied to industrial occupations). Hope is still deferred, but the prospects are brightening.

In Harris the upkeep of buildings is a very serious item in school expenditure. Competent tradesmen are few, and the transit of material to remote schools adds enormously to the general cost. In this Highland parish, as in many others, the dilapidation of very exposed buildings, which were erected soon after the Act of 1872, goes on at an alarming rate. Harris.

In Skye, as compared with Lewis, the position in regard to present school supply is almost inverted. In Skye the population is steadily decreasing, and most of the schools have felt the drain. The consequence is that an excess of school places is here and there very evident. In other words, while the enrolment and the revenue of a school are falling, the cost of maintenance of premises is not less but often greater. Here is an example of declining enrolment: the parish of Durinish had an average of 616 in 1893, and by 1901 the same statistic was 450. There are eight public schools in the parish. Skye.

SCHOOL ATTENDANCE.

- This subject continues to be one of the most important as well as one of the most difficult with which School Boards have to deal. Of course a measure of irregularity, due to sickness, severity of weather, or distance from school, is unavoidable, but unfortunately absenteeism is not confined to cases which admit of a satisfactory explanation. Perhaps the worst form of the evil exists where there is not much continuous absence, but where the attendance is intermittent—a scholar being present one day and absent the next, or present in the morning and absent in the afternoon, and so on. For this, which is very trying to the teacher and makes the satisfactory progress of the child impossible, there seems to be no remedy under existing law. Managers and teachers can only do their best to foster a healthy opinion on the matter in their respective localities.
- Intermittent attendance.** In rural parishes, where there is at certain seasons a good deal of employment for children, I am not sure that School Boards always realise their responsibility in at least regulating this employment, and it is undoubted that, during these seasons, many children are kept at home whose labour is of no value whatever.
- Employment of children in rural districts.** The subject of exemption from attendance under the Act of 1901 will require careful attention. It is satisfactory to find that many School Boards are exercising due caution in regard to it, but it is to be feared that some virtually ignore the Act altogether.
- Exemption.** As regards the Aberdeen district, I have scarcely anything to add to what Mr. Walker said last year. The inequalities between different localities still exist, but the impression among the Sub-Inspectors is that, on the whole, regularity is on the increase. Of means for *encouraging*, as distinct from *compelling* attendance, there is very little evidence. Query 11 on Form 8 M asks, "What steps, if any, are taken to encourage regularity of attendance?" To this a few correspondents make no reply, fewer still specify such means as prizes, but the great majority give an account, with more or less detail, of the work of the compulsory officer. That there are important possibilities on the side of encouragement, experience has proved. The more attractive the school is made, and the more sympathetic the teacher is in dealing with the children and their parents, the better, as a rule, is the attendance, and the more satisfactory the general feeling in the community regarding it.
- Aberdeen district.** In connection with this point may be noticed the providing of hot dinners at a cheap rate during the winter months. Mr. Calder reports that in Dundee 50,000 or more dinners are provided by various associations, and that in the rural parts of the district arrangements are made at a large proportion of the schools to supply them at a very low rate. Besides the beneficial effect on the health of the children, it is found that the attendance attains its highest percentage during the months in which these dinners are provided. Mr. Wattie also refers to the effect on the attendance of similar arrangements in Banffshire. Mr. Calder states further that a good deal is done to provide clothing and boots for necessitous children in the poorer districts of Dundee.
- Encouraging v. compelling attendance.** Mr. Robertson's remarks on attendance are encouraging, especially in view of the geographical character of his district. After referring to his previous full reports, he says:—
- Hot dinners.** I have only to state briefly that most of the School Boards are reasonably energetic, and that in the few instances in which official remonstrances were necessary, the Boards have promised or shown amendment. The
- Mr. Robertson's report encouraging.**

new Act has really disturbed the ordinary School Board administration very slightly. Rarely are exemptions claimed, and parents seem to have acquiesced very readily in the new arrangements. At the same time, the granting of exemptions requires close watching by the Inspector; and I shall continue to rely greatly, as I have done successfully hitherto, on the effect of personal conference with managers.

The following extracts indicate the peculiar difficulties or special circumstances of the districts to which they refer:—

Mr. Muir:—

This is not yet satisfactory. Ideal perfection is not to be looked for. Shetland. In Shetland there is little use expecting children of five or six, who have to journey more than a mile, to attend during the winter months. Even in the summer months little can be done with them in schools where a single certificated teacher is working absolutely without assistance. Little special time can be devoted to them—a *much* shorter day would suffice. At present, I am afraid, they have to sit simply marking time.

The case is different, of course, when there is an ex-Pupil Teacher charged with the care of the junior classes. The case is still more different in large town schools, where a number of zealous and affectionate young girls, by means of dancing (or something like it), songs, dramatic recitations, brush-work, &c., make the school a place of pleasure as well as of training.

But, when one comes to look at the statistics of these large, well-equipped schools, one is staggered by the number of absentees. To use an Irish phrase, some schools "absolutely swarm with them," day after day. Eight hundred and ten out of 910 are about all that a certain headmaster can muster just now (October), and this, he tells me, is distinctly better than the proportion often is—because the Inspector was expected. It is gratifying, of course, to find children or parents taking such an interest in the annual inspection. I am afraid that, if it were steadily impressed on them that the Inspector may visit the school at any period of the year, this would not induce them to be more regular through the year, but simply weaken their inclination for the spurt which they make. The case of large schools.

According to the Blue Book just issued, the ratio of the average attendance to the average number on the roll was, in Forfar, about 92 to 100. In Brechin, Montrose, and Arbroath, the percentages were 86·4, 84·5, and 83·2, respectively. Disease may partly account for the low place taken by Arbroath. There are districts in Shetland whose percentages rival these; and there are one or two whose figures rival those of Forfar, but there are others where the percentages sink below 70. Last winter was one of exceptional severity in these islands, and much illness prevailed. In fact, the steady supply of letters that I get announcing that this or that school has been closed on account of epidemic disease, seems to point to a state of affairs calling for the attention of other authorities than the educational. Shetlanders are said to be at once unduly nervous and strangely careless in the matter of infectious complaints. Apart from infection, the putting on of damp cloaks or jackets at the end of the school day must be a fruitful source of colds. Epidemics.

Mr. Wattie:—

The statistics of attendance in Banffshire again show an improvement in Banffshire. regularity. In 48 of the 82 schools in the county the annual average percentage has risen, while in 32 it has fallen. Most of the decreases, which are in general trifling in amount, occur in the schools of the high-lying districts, where the winter, if not marked by any great snowstorms, was severe and prolonged. A percentage of 85 or over is recorded in 35 schools, as compared with 26 last year; and six attain the enviable height of over 90. Fordyce Academy reaches the phenomenal percentage of 96, Fordyce. and what is no less remarkable is that the impetus towards stricter regularity has extended to the two adjacent Brodiesord and Sandend Schools, where the absenteeism has also fallen below 10 per cent. It is gratifying to be able again to record a marked improvement in the schools

at the lower end last year in the scale of regularity. There are none this year below 70 per cent., and only four below 75. The Kirkmichael School, the lowest last year, has improved by 14 per cent.

The attendance in the rural districts of Banffshire is much assisted in winter by the admirable institution of hot dinners for the children—an institution of long standing in many of the parishes. I have frequently partaken of the meal and can testify to the excellence of the fare. I am not aware of any such provision in Orkney, but the authorities there would do well in this matter to follow the Banffshire lead.

Orkney.

The Orkney attendance statistics also show a balance on the side of greater regularity. In 34 of the 59 schools the percentage has risen, while 24 present a decrease. Where the decline in regularity is at all serious, it is due in almost all cases to the occurrence of an abnormal amount of sickness among the children. Six of the schools reach 90 per cent. or over, and 23, 85 or over. On the other hand, five fall below 75, the worst being again the South Ronaldshay Grimness School with 65. In view of the unsatisfactory explanation of the prevalence of absenteeism, the special grant under Article 10 B (6) has been withheld in the case of three of the schools.

During the past year I have been devoting particular attention to attendance; and, apart from sickness and severity of weather, of which account must always be made what I find to be the main more or less remediable factors militating against regularity are—indifference to education on the part of a small proportion of the parents, the prevalence of truancy among the fisher children caused by the habitual absence from home of the fathers, and occasional undue laxity of the compulsory authorities, particularly in the smaller rural parishes. The steady tendency upwards, however, which the statistics prove to be operative in both Banffshire and Orkney, I attribute in part to greater stringency on the whole in the enforcement of the compulsory clauses by the School Boards, in part to the effective co-operation of the teachers who prove the best officers, as their action is rather welcomed as a sign of interest than resented as an interference, and in great part to a growing recognition in the general social consciousness that the children ought to get a chance, and that their school work is, for the time being, their business.

Orkney over-
age infants.

Last year I had occasion to remark on the high average age at which school life is begun in Orkney, as compared with the mainland; and this summer I made systematic inquiry of teachers and managers into the reasons for the non-enforcement of attendance at the statutory age of five. For one thing I believe that the children in Orkney mature late; but the plea generally urged was the severity of the weather in winter, aggravated by the prevalence of wind and the absence of shelter from it on the road to school. In several cases also it was represented to me that, were the children to commence school life earlier than they now do, their attendance would be so irregular during a great part of the year as to materially affect the special grant under Article 19 B (6). There is, however, a slight improvement to record in this respect, as the number of attendances made by children under seven has risen from 13 to something over 15 per cent. of the total number of attendances. The figure for Banffshire is practically stationary at 22 per cent.

Mr. Munro Fraser :—

Prevalence of
epidemics.

Their effects
on school-
work.

In South
Uist especi-
ally.

Epidemics continue to play their part in reducing school attendance and in contributing to the inefficiency of schools. They furnish an excuse to School Boards for not enforcing the Compulsory Acts during the period of their occurrence as well as of their non-occurrence. The predominant sentiment in regard to them is, of course, thoroughly sound. To the teacher who sees his work prospering in his hands, they are a source of great annoyance and discouragement, and he is not always at one with the medical officer in regard to the necessity of closing his school, or, as sometimes happens, of extending the period of his enforced inactivity.

One school in South Uist has been closed for about three months at a time, for three years in succession, which means that a considerable proportion of the scholars have lost one year of their school life. Other

schools in the district have been closed for periods varying from three to eight weeks, and in the present state of medical science there seems to be no remedy for this chronic state of affairs, and the retardation of educational progress it entails. In some quarters a mere scare that has no substantial foundation seriously reduces the attendance and dislocates the work of the school, so that the School Board is compelled to close the doors. One school was recently closed for a fortnight on the teacher's initiative, the medical officer having removed to a new parish. On a medical officer being called in from a neighbouring town, he declined to certify an epidemic, and the school was reopened. Closures sometimes due to scares.

The record of a large number of School Boards in respect of attendance is quite satisfactory, testifying as it does to systematic effort on the part of the managers and to praiseworthy efficiency on the part of the compulsory officers. There are Boards, however, towards which, in view of irregular attendance and feeble efforts to counteract it, one is obliged to adopt an attitude of extreme watchfulness. The special attendance grant was not recommended last year in three cases. Compulsory action. Sometimes neglected.

In administering the compulsory clauses of the Education Acts some Boards invariably ask for attendance orders, others adopt more drastic measures, only to find that, after immense trouble incurred in prosecution, defaulters are let off with a fine of 2s. 6d., paid, I am credibly informed in one case, by a good-natured teacher. There is reason to believe that in some instances members of the poorest and most wretched class in the community are selected for prosecution rather than influential offenders. In too many cases parents who are summoned to Board meetings to give explanations fail to appear. The Board, instead of vindicating their authority, are contented with a written letter of excuse and a promise of amendment. A short spurt of regularity ensues, and then matters revert to their previous condition. Greater attention should be paid to the appointment of compulsory officers and to the keeping of proper books or records of absentees. Sometimes ineffective.

The following statement by Mr. Calder comes in appropriately under this head. His remark about leaving school several months before the age of exemption is reached, calls attention to a very important matter which has been attracting the notice of Inspectors generally.

The Labour Certificate Examination is now a thing of the past since the first of January, 1902, when The Education (Scotland) Act, 1901, came into operation. In the four months before that date, 350 candidates had been examined for full-time labour certificates, and 232 of them had passed; while 28 were examined for half-time labour certificates, and 27 passed. By the above Act, the duty of granting exemption from school attendance, under such conditions as the circumstances of the child may seem to warrant, now devolves on School Boards. Labour certificates, etc.

In the first eight months of its operation, the School Board of Dundee considered 786 applications for exemption, and granted full-time exemption to 177 of these, and half-time exemption to 359; while 250 of the applications were refused. The total number in Dundee, who have thus, by examination and exemption, been allowed to go to work before reaching the age of fourteen years, compares favourably with previous years when examination was the sole test. In the year preceding the one being reported on, there were 1,310 candidates, and 1,048 passed for half-time employment, and 1,274 candidates and 959 passed for full-time employment.

The School Boards outside Dundee have as yet used their powers of exemption under the new Act very sparingly indeed.

The practice, however, of pupils dropping their school attendance one two, three, six, or even more months before they are fourteen years of age, in the hope that they may escape the notice of the compulsory officer, or that they will be fourteen before the legal machinery can be set in motion to compel them to return to school, is becoming so common that School Boards and their officers will need to exercise special vigilance in order to keep it in check.

Half-timers. At the annual inspection of the schools during the year, there were found to be 1,848 half-timers in attendance. This number shows a falling off of about 200 as compared with the previous year, when there were 2,033 half-timers on the school rolls. With the exception of nineteen at two works in the country, these half-timers all found employment in the mills and factories of Dundee. Towards the end of the year now being reported on, the decline in the number of young people so employed has increased at a greater rate than previously, owing to the limited number of exemptions granted by School Boards, and the increasing strictness of the certifying medical officer and the Factory Inspector.

ORGANISATION AND STAFFING.

Large schools. The organisation of large schools, though, of course, conditioned to some extent by the nature of the accommodation, gives now great freedom of action to the head teacher, and should enable him more fully than when classification was virtually automatic to carry out his own views and develop his own methods. This freedom, however, is not always taken advantage of. Schools are still arranged for an annual examination in standards, and, though large "standards" may be divided into several sections, these are not always graded according to advancement, but are engaged in the same work, and understood to be at the same stage. Supervision of the classes by the head teacher, which is sometimes very satisfactory, is not infrequently less effective than could be desired—not, as a rule, owing to fault on his part, but to the demands made on him by clerical work, some of which, one is inclined to think, might be otherwise provided for. While, in large schools, not attached to any particular class, he should know the condition of every class, and so be able to co-ordinate and direct the work throughout. The supervision of pupil teachers is specially important. While their education is, in towns, at any rate, very well attended to, there is a danger that their training in the work of teaching may be neglected.

**Supervision
by a head-
master.**

Both Mr. Muir and Mr. Munro Fraser draw attention to this subject of supervision by head teachers, and the former complains that the youngest children, who really require most attention, are still to be found under the charge of the youngest pupil teacher.

Small schools. The organisation of small schools might often be simpler than it is. Where one teacher has to do all the work—and there are some really good schools of this kind—it is surely not necessary to have seven or eight classes, especially in subjects where work in groups would be more interesting and effective.

Staffing.

In the city of Aberdeen, and in the towns generally, the schools are fully staffed, chiefly by women; but in some localities there is a tendency to work with the barest minimum allowed. This seems occasionally due to the difficulty of securing teachers, the demand for all grades being in excess of the supply, but oftener from mistaken views of economy.

I quote the following from Mr. Munro Fraser:—

**Increase of
small schools
taught by
inexperienced
teachers.**

The depopulation of country districts has resulted in a gradual increase of the class of school that is taught under the conditions of Art. 60. The teacher is sometimes a girl who, never having been a pupil teacher, has no practical knowledge of the organisation of a Public School. The absence of a guiding and directing hand places her at a great disadvantage when she is left to herself with children at different stages of advancement. On

the occasions when these small schools are visited, the greater part of an inspector's time is spent in drawing attention to elementary rules of method and in giving illustrations of them.

Faulty methods of instruction are, however, not confined to small schools of this kind and to inexperienced teachers. They are occasionally due to lack of supervision by head masters, and to the inability of teachers who have grown old in the service of education to move out of the grooves to which they have been accustomed. In the latter case unsatisfactory results are, I am afraid, regarded with considerable equanimity as being due to the general imperfection of human nature—to the eternal unfitness of things.

Mr. Wattie discusses an important point in connection with the staffing of small schools, which is likely soon to demand a good deal of attention :—

The raising of the age of leaving to fourteen seems likely, in small schools, to add materially to the burdens of the already-distracted teacher. In many cases the ex-merit pupils cannot be conveniently transferred to a larger centre, and in any case it is questionable whether the ordinary curriculum of an advanced department is the most suitable for pupils who would remain in it long enough to make a mere beginning in languages and other secondary subjects. Hence, in most of the small schools it will be necessary to institute an advanced class for the ex-merit pupils, requiring the withdrawal from the rest of the school of some part of the teacher's time and attention, the demands on which are already sufficiently exacting under existing conditions. I am inclined to think that the only solution lies in the introduction into the Code of a special provision regarding staffing in schools where the difficulty in overtaking the daily routine is determined, not so much by the number of the pupils, as by the multiplicity of the classes.

ELEMENTARY INSTRUCTION.

The effect of the New Code—to use this convenient term—and the corresponding newer methods of inspection on elementary instruction is a very important subject of inquiry, but one on which my colleagues have not said much directly. The general note of progress, however, in their reports leaves it to be inferred that the results are beneficial. Mr. Muir, who is the only one that deals formally with the matter, has evidently considerable doubts on the point, and he consequently adheres more closely than is generally done to the older methods of inspection. Of course the inspector's individuality and his special knowledge of his district are important factors in the case, and a dull uniformity of method among different inspectors, or even on the part of the same inspector, is to be deprecated, but the methods employed should all be directed—and I need not say that this is the aim of all my colleagues—to the encouraging of the individuality of the teachers and of freshness and elasticity in their modes of instruction, as well as to testing, in such ways as the circumstances require, the efficiency of the result.

It can hardly be said that the existing conditions have always received a fair trial; not that there has been any slackening of effort on the part of the teachers, but that from long habit they have not been able to get out of the grooves of an older system. One would expect that, at least in the large and well-staffed schools, there should be no further need for a remark of this kind, but nothing is commoner than to find in schemes of work, set over against this and that subject “according to Fifth Schedule of the Code,” or, “according to the Code” of such and such a year.

Schemes of work.

Schemes of work have, however, been of no little service. They have brought home to head-teachers an increased sense of responsibility, and have caused them to take comprehensive views of the whole work, while considering how much can be reasonably expected of each of the classes. They have been naturally of very varying value, but many, from their fulness and intelligence, show that they have been drawn up with much care and thought. Fulness has its dangers, however, especially with young inexperienced assistants, the scheme being sometimes regarded as setting boundaries which they are not to pass. On more than one occasion, when putting to a class a question which seemed to arise in the most natural way from previous questions and answers, I have been met by the remark from the teacher, "That is not in the scheme"—a new version of the familiar remonstrance, "That is not in the Code." It would be better that the scheme should give a simple outline of the work proposed, leaving to the record-book, which, on the whole, is sensibly kept, to show specifically the ground gone over.

Complaints of pressure.

It is often complained that, even under the present Code, there is undue pressure in overtaking all the subjects required. Any one acquainted with school work will freely admit that there can be few unoccupied moments of school time, but I think the feeling of pressure, where it exists, would be greatly relieved if the work were more concentrated by the co-ordination and correlation of subjects. In numerous time-tables what is really one subject is divided into two, three, or four subjects, each with its separate time allotted to it, and each apparently taught as if it were independent of the others. This is almost always the case with the comprehensive subject of English; but even arithmetic is treated in a similar fashion, separate times being given to tables and to mental arithmetic, or "mental" as it is sometimes set down. On this matter all the Inspectors of the Division are cordially at one, and there can be little doubt that by their kindly suggestions, and by the spread of sound views generally, a simplification of time-tables and greater breadth and continuity in the work will prevail. I should like to remark in this connection that it is quite time to abandon the distinction between "Elementary Subjects," (formerly "Standard Subjects") and "Class Subjects," all of them being essential parts of an elementary school curriculum.

Too much sub-division of subjects.

Distinction between "elementary" and "class" subjects unnecessary.

Regarding the work in my own district, I have received full and suggestive notes from the Sub-Inspectors, and, while space does not allow lengthened quotations from them, they form the basis of the remarks I offer.

English.

English, of course, occupies the first place. A large part of the training under this head must be obtained through reading, on which not much can be said from year to year, though, on a general survey, progress can be noted. The importance of reading with fluency and intelligence is, however, not always realised as it ought to be, and consequently these qualities are imperfectly cultivated. The "getting-up" of a reading-book by repeated revisions is not quite the same thing as being taught to read. Even candidates for merit certificates, who read fluently enough from their own book, will halt and stumble when presented with a piece of ordinary narrative previously unseen. Mr. Black's suggestion, that "occasional reading from a book two or three classes lower down would be a good test of a child's reading with ease, fluency, and natural expression," is worthy of attention. Some of the teaching in the earlier stages seems to be at fault. I cannot think that causing a class of young children to repeat simultaneously, often after

Reading.

Doubtful methods.

previous spelling, each word of a lesson ten or twelve times over, is at all the best way of securing interest or progress. In some places, clearness of enunciation is not sufficiently insisted on. Mr. Munro is most probably right in saying that this is partly to blame for bad spelling, but in any case it is apt to be accompanied by general slovenliness.

It is pleasing to find sometimes one of Scott's novels, Lamb's "Tales from Shakespeare," Tennyson's "Idylls of the King," and other classical works used in the reading of the more advanced classes. School libraries have an excellent effect in increasing facility in reading, while at the same time fostering the love of it. Standard authors.

Recitation of poetry, which is closely allied to reading, usually shows the same characteristics in any particular school. Its chief defect is want of naturalness, the style being, for instance, much too heroic for the words, or otherwise artificial. Among the younger children, however, I see no harm in the expression being a little overdone. It is well to encourage the habit of style, and the exaggerations drop off when the children reach a more self-conscious age. Recitation.

The pieces chosen for repetition are generally suitable, though exception has to be taken to those not seldom given to the youngest children—little pieces taken from fugitive publications, bright enough in their way (though sometimes only silly), but containing nothing worthy of being got by heart. It is fortunately not difficult to find pieces in which simplicity in thought is combined with beauty in form and truth in sentiment. It should not require to be said that the same piece need not be adhered to all the year: it is sometimes revised and re-revised, till every particle of interest has been driven out of it. Pieces for repetition.

The teaching of composition is undergoing a good deal of change. It is still the case, even in large schools, that no written composition is attempted until the "Fifth Standard" is reached, but practice, both oral and written, in the classes below this is certainly spreading. Composition should really advance side by side with reading, and even among the youngest classes, admirable examples of this are found. The practice of getting answers to questions in the form of complete sentences has been a good deal ridiculed, and in its more pedantic and fruitless forms it deserves the ridicule, but when wisely followed it has been proved valuable in accustoming young children to frame correct sentences, and so leading the way to more advanced oral composition. Mr. Munro, in speaking of the necessity of children beginning early to speak correct English, observes that it is very difficult to get a typical Scottish child, especially in a country district, to speak English, of which he hears little out of school, and no doubt this is so; but to enable him to get over his shyness and give him a start, I should not object to his using at first his vernacular Doric. The barrenness of some written exercises is doubtless due to the want of knowledge of the prescribed subject, which, except in a well advanced class, should never be of an abstract nature. The subject-matter of the reading lessons, the poetry learned, the lessons in geography, history, and nature knowledge may all furnish material for composition exercises. Composition.

The reaction against grammar is not surprising. It was too formal and too much divorced from its related subjects. The absurd length of detail to which analysis of sentences and its relative terminology were carried also brought discredit on it as a school subject. The reaction, as usual in such matters, is in danger of being carried too far. When the subject is wisely handled, it is a very useful adjunct to Grammar.

composition ; both analysis and parsing compel the scholar, as it were, to look into the meaning and construction of sentences. I agree with those who hold that the teacher who gives up grammar throws away a valuable educational instrument.

- Geography and History.** Geography and history are virtually branches of English, and frequent opportunities occur of combining them with the reading lessons. With respect to the former, the general opinion is that, in spite of a good deal of adherence to the divisions of former Codes, it is being, on the whole, treated with greater breadth. Something akin to the "concentric" method in history is coming into favour, not without substantial indications of success. Of the result of the method of teaching history just referred to, it is perhaps too soon to form a definite judgment, as the final stages are now only being reached, and many teachers seem still to prefer the arrangement in periods. My own observation leads me to favour the newer, and, I think, more natural plan ; and it must be owned that with the other, as things stand, not a few have to leave school without getting any knowledge of the modern periods at all. Mr. Wattie's remarks in this connection regarding small schools possess considerable weight, but it seems better that a boy should leave school with some knowledge of his country's history as a whole than with a slightly fuller knowledge of only a part of it.
- "Concentric" method in History.**
- Pictures in teaching.** Pictures are now more employed than formerly in teaching geography and history, and they are becoming a distinct feature of school books. Mr. Munro, who has taken a good deal of interest in this matter, remarks that pictures taken from such papers as the *Graphic* and the *Illustrated London News* would in a few years stock a geographical portfolio of great interest and value. Those suitable for history teaching would not always be so easily obtained, but, if the idea were once taken up, a suitable collection would by-and-by be got together.
- Arithmetic.** On arithmetic there is very little new to say. Mr. Galloway comments on the slow progress in the lower divisions of many schools, a good deal of time being, in his opinion, wasted by mechanical methods and needless restrictions, and I have no doubt that this opinion is well-founded. Too much is thus left to be done, if it ever is done, in the subsequent years of school life. In the senior classes one would like to see more working from first principles, rather than by a slavish adherence to rules and formulæ. A scholar will in a written exercise work a simple sum in a long, round-about manner, which, by applying his common sense, he could at once do mentally. The teaching of decimals, or rather the want of teaching, is matter of general complaint. It is very common to find sums in decimals worked by vulgar fractions.
- Mental Arithmetic.** Mental arithmetic is receiving a good deal more attention than formerly, and is being more generally regarded as an essential part of the subject. As has already been pointed out, it is still in some quarters treated separately, and it is even pleaded that it is very difficult to find time for it.
- Nature Knowledge.** Many of the schemes in nature knowledge submitted to me for approval have included too many subjects, or have been otherwise too extensive, and I have had to point out that the object of the lessons under this head is much less to communicate knowledge on a variety of subjects than to train the scholars by the observation of common things and of ordinary phenomena to acquire knowledge at first hand for themselves. The long lists of subjects for object lessons to infant
- Schemes often too extensive.**

and other young classes are often specially open to animadversion, beginning as they do with the distant and unfamiliar, instead of with objects in the schoolroom or close to its door. It must be said, on the other hand, that a creditable number of schemes show a very satisfactory appreciation of the real purpose, both of the manner and of the matter of the instruction. There is great liberty of choice according to the circumstances of schools and the preferences of teachers, and, to put it broadly, it matters a great deal less *what* is taught than *how* it is done. The danger here, and in much other school work, is that the teacher does too much, and the children are called upon to do too little.

With Mr. Munro Fraser I see no objection to Readers that treat Nature in a fresh and simple way of the common objects of nature, provided the mistake is not made of using them as text-books, except as subordinate to the study of the objects themselves. Knowledge Readers.

Mr. Macleod :—

The general study of mental arithmetic helps the study of this subject throughout. In mental arithmetic answers are readily and correctly given, not merely to questions of a stereotyped form admitting of mechanical solutions, but when they take various concrete forms and the mechanical solution is not available. This should diminish the complaints that boys and girls, when they enter offices, require to be taught anew the arithmetic of the shop. It has also been alleged that through the constant use of cards the arithmetical attainments of our public school pupils are of a scrappy character and lack the comprehensiveness of knowledge of those taught through good text-books. This objection is sound only in cases where the teacher fails to properly expound the principles of the subject. In my own district the use of text-books is general and some of those put into the hands of candidates for the Merit Certificate are admirable. Arithmetic.

Geography is learnt under the divisions of physical, political and commercial geography ; and much accurate knowledge under each is usually acquired. The inferring faculty might be more frequently brought into use in the lessons than is the case, and the subject might thereby be made to promote mental development. I lately witnessed a lesson on English rivers given to a fourth standard, an illustration of what the lesson should be. Geography.

The sources, the courses, and the tributaries were correctly detailed, and with many the lesson would have ended there. In this case the class having been requested to look at the sources of the western tributaries of the Yorkshire Ouse was asked what sort of land was there. When the answer "mountainous" was given, it was further evolved, after some correct and some incorrect answers regarding the uses of mountains, that they supplied pasture. From the class answers the conclusion was gradually come to that many people must have been engaged in manufacturing the wool raised on the mountains into cloth. The class was then simply informed that cloth manufactured in Yorkshire was sent to all parts of the civilized world, and that much more wool was required than could be supplied by the mountains. What was necessary to carry on this much more extended manufacture ? Yes, "many more people" and many people working in one place continually "made a town." "Quite right and you will soon get a lesson on the towns whose inhabitants are engaged in the woollen manufacture in Yorkshire, and later you will get lessons upon those countries which send the extra wool required for manufacture in Britain."

It is certain that preparation of that kind will increase the interest in the subsequent lessons and thereby diminish the labour of mastering them.

Reasoning out the cause of the existence and relative size of certain towns would play an important part in the development of thought.

The antipathy to facts is accountable for the little attention paid to the latitude and longitude of important towns ; and yet without such knowledge it is well nigh impossible to conceive the position of towns and even

countries on the globe. It would be unwise to load the memory with too many of these, but it is not too much to expect a sixth standard class to remember the latitude and longitude of London, Edinburgh, Paris, Berlin, St. Petersburg, Rome, Peking, Calcutta, New York, and Montreal in the northern hemisphere, and of Melbourne, Auckland, Cape Town, Pretoria, Buenos Ayres and Quito in the southern.

In physical geography the knowledge is often very creditable. The leading winds, their causes, the large conditions of climate, the main ocean currents and an elementary knowledge of the solar system, are often professed and tolerably well mastered.

History.

The range of history professed is seldom wide. The Roman and Saxon periods taken in conjunction, the Stuart, that of the first three Georges, and the Victorian era are often professed and mastered in some detail. It seems to me that it would be more instructive and lead to a more intelligent perusal of newspapers and other literature in later life if the rough outlines of British History from the Roman Invasion to the present day were taken by the class corresponding to the fourth standard, and this knowledge were amplified in each subsequent year of school attendance.

In the sixth standard class, and still more so in the Merit Certificate class, the subject might be used to cultivate the intellect quite as much as does the proper study of grammar and arithmetic. Mr. Somervell wisely suggests that the master should frame questions on the lesson to be prepared, and these should be dictated to the class. If well drawn up, the questions would arrest the pupils' attention upon points which would otherwise escape their notice, and would doubtless tend to make their reading in other subjects the more observant. Questions on cause and effect could be inserted, but only of a kind suitable to the capacities of the pupils. What the pupils could not solve unaided might, with the teacher's help, be made plain enough; and in few subjects could a teacher enlist so deep an interest on the part of a class, while there is scarcely a lesson in which the inestimable value of honesty, bravery, generosity, or patriotism could not be legitimately recommended.

Mr. Robertson :—

Fundamental subjects.

The results of the past session may be summarised as follows :—In the fundamental subjects of reading, writing, and arithmetic, the instruction is, as a whole, improving, and one has to note specially the marked success of better methods of teaching composition and of arithmetic, especially in the higher classes. English, altogether, is much more intelligently taught, and the emancipation from the rigid methods of the old system is silently but steadily progressing in all but the schools where the principles of the new Code are never likely to be understood or operatively appreciated.

Nature Knowledge.

Nature knowledge, as intended to be taught in elementary schools, is not as yet a satisfactory feature of the curriculum in this district. Where not formally scientific in its style, it often consists of an uninteresting and unrelated series of lessons, which are not educationally dovetailed into the general work of the school. For instance, one is almost tired of urging teachers in the seaboard schools to have a talk with the children about the sand on the seashore within sight of the school, the breaking of the Atlantic rollers on the beach, and many other of the more obvious phenomena. Why should not school children be taught to get their general "bearings" from the sun or the North Pole star? It is really astonishing to find so many adults ignorant of the leading constellations, and especially unable to fix the points of the compass on a starry night. In a word, nature knowledge in the elementary school is far too bookish, and takes far too little account of the simpler significance or interest of natural phenomena.

Mr. Muir :—

Arithmetic.

In Arithmetic I examine carefully nearly every class above the Infants by exercises on slate or paper.

Sometimes the class just above the Infants is only tested orally. Of course, if a class is large, I may give half of it arithmetic and the other half an exercise of a different character. I note not the number of "passes" but the amount of correct work done.

In rural and island schools I find the old standards pretty well adhered to. In town schools examined before 15th December matters are different, as the school working year naturally ends at midsummer, and new ground is broken after the holidays.

I try also to test some of the classes orally, occasionally asking the pupils to work some *very* short questions on slate.

I examined two classes the other day. The junior professed—with considerable success—vulgar fractions and practice; the senior, decimals, etc. And yet, when I asked them to subtract *on slate*—not mentally—10s. from 2l. 5s. 6d., it seemed to be a matter of strange difficulty.

Similarly, in an Evening Continuation Class last winter, when I set down on the blackboard before some big lads a sum like this:—

3l. 10s. 9½d.
15s. 0d.

(subtract), they were utterly put out. I daresay they could have subtracted 1l. 15s. 4½d., but the shillings standing without heraldic support confused them.

To go back to the junior of the two classes mentioned above. The questions on vulgar fractions and practice were answered with considerable correctness, but to subtract one million farthings from one million guineas (on slate, of course) was quite beyond most of them. I have been talking over the matter with one of my most intelligent and successful headmasters. He tells me that reduction as a special rule is taught after the compound rules. The Cimmerian darkness of this procedure is beyond me. How can compound additions, etc., be effected without a knowledge of the principles of reduction, and without a good deal of practice in their application?

The want of intelligent grasp to which I refer, may be found in classes where, if tested on the old method, the "pass" would have been high—where 90 per cent. or more would have managed to do two, and many even three sums correctly out of four. Still, there was some good in the old examination schedule and the duplicate thereof. The child knew himself to be put individually on his mettle, and I believe that he often took a considerable interest in his passing or not.

Mental arithmetic should not be looked on as a set of "dodges," but Mental should go hand in hand with slate exercise. In a good school the other Arithmetic. day the children in the highest class but one were answering with great glibness such questions, put by their teacher, as—"A dozen articles at 2½d."—but they dismally failed when I asked such a question as—"Four dozen eggs at 7d. a dozen." Nor when, lest the "dozen" element should confuse them, I asked them the price of four rabbits at sevenpence a piece, were things much better.

Grammar, I fear, is fading away. One would rather see it die than Grammar. see the sickly life it drags on in the higher classes. But would it die? Would it not rather reappear in some weird form? We may take warning from the fate of the philosophers who profess to abolish Metaphysic. Its decline.

If a teacher were to tell me that through the past school year he had utterly ignored nouns and verbs, moods and tenses, extensions and enlargements; but that he had tried to get his pupils to read and understand two or three books containing good literature and useful information, *not* boiled down to childish pap, I should be inclined to say: "Very good! Let us test them on your own lines."

But I fear that with the body (grammar) the soul (intelligence) would have departed. However, I will try not to prejudge such a possible case. Of course, I conduct, as instructed, my examination on the lines of the work professed. In Classes III. and IV., analysis of simple sentences is still mechanically professed, and in the two higher classes that of complex sentences. But too often I find it difficult, or nearly impossible, even in a large class in a well-equipped town school, to get the analysis of such sentences as, "He bought this book in the High Street; the king kept James in Windsor Castle; this cow my father bought yesterday."

In the higher section, far from getting an analysis of such sentences as:—"The ball that you lost yesterday I found today," with a correct parsing of the relative pronoun, I might as well ask a great proportion of the class to translate the passage into Greek.

To parse the italicised words in the following sentences seemed quite beyond the capacity of all but one or two :—“ His reign was one long war ; nobles strove with nobles and *oppressed* the people.”

Nor is intelligence much better. I found great difficulty in getting the meaning of the word “ throne ” or “ rising ” [*i.e.*, rebellion] out of them. What, then, is to be expected in the case of rural and island schools where, with a good excuse or a bad one, children are absent for days or weeks together !

From a misunderstanding of official instructions and recommendations—perhaps from the fact that the schoolmaster’s mind is imbued with a tendency to arrange different branches of knowledge in water-tight compartments (so to speak)—there is a danger that the reign of Cram may be re-established. To parody the old Thucydidean quip : “ School subjects are difficult to teach—one man—many of them—very.”

Geography and History. Examining these subjects is now attended with peculiar difficulties in the case of those town schools which end their school year in July, and whose inspection has to be taken in October or November.

A new period in history, a new country or continent in geography, has been started, and what was learned in the previous spring is, to a great extent, forgotten. It is not as in grammar or arithmetic where, if the teaching is on rational lines, the advance secures the ground already gained. In order that Merit Certificates may be recommended in any school, the inspector must report that English, nature knowledge, history, and geography are satisfactorily taught. To satisfy myself in regard to the two latter subjects, I have often had to hold in May or June a supplementary examination of large schools in addition to the collective examinations for Merit Certificates.

Mr. Calder :—

English.

Of the class subjects, the two that are, on the whole, most satisfactorily taught, are English and geography. The former comprising as it does the recitation and explanation of good poetry, and the grammatical analysis and parsing of ordinary complex sentences, provides a means for the development and training of the mental faculties of the pupils, as well as for increasing their vocabulary and power of expressing ideas. It is now very rarely indeed that fault has to be found with the pieces of poetry selected for committal by the pupils. They are generally taken from good authors, and give scope for the cultivation of the intelligence and literary taste of the pupils. When faithfully and intelligently taught, this subject is an instrument in the hands of the teacher, second only to that of the reading lesson.

Geography.

Geography when rightly taught seems very readily to awaken the interest of pupils, especially in the upper classes. To do this, however, there must be a good deal of vivid description or word-painting in the teaching with regard to the physical features, people, climate, productions, etc., of the country. If to this can be added pictures of the scenery, houses, people, etc., the interest is greatly intensified. The teacher, however, must make use of the map or build up a map by sketching it on the blackboard in all such lessons ; and not merely stand, book in hand, as is sometimes still the case, and question the pupils regarding the facts that are set down on the page, or half page that has been prescribed for them to learn.

History.

The teaching of history is of a more varied and less satisfactory nature than is that of geography. Historical readers are generally used in place of the second reading book required. In some of the schools they are so used as to give the pupils an intelligent grasp of the main events of history ; but in others the mere reading of the chapters, with a few questions on them afterwards, does not seem to leave a very lasting impression on the bulk of the pupils, or to give them much stimulus to master the subject for the sake of the knowledge it brings them.

Nature Knowledge.

The teaching of this subject has received a considerable impetus by the institution of the classes for teachers under Article 91 (*d.*) of the Code. Many have entered on the work of these classes with great enthusiasm, and have introduced it into their school curriculum with, in some cases, gratifying results.

This is specially the case when botany has been taken up by an enthusiastic teacher who, it may be, takes the classes in turn short excursions into the country in the evenings or on Saturdays, for the purpose of collecting the various plants found growing in the district, or encourages the pupils by themselves to gather specimens of the different plants they find in the neighbourhood and bring them to school, where they are exhibited and classified. In this way some scholars have portfolios with very creditable collections of the plants in the district they live in.

In some schools Experimental Science has been attempted, but the expense of suitable apparatus, etc., has had a restricting effect on such teaching, except in a few of the larger town schools.

Mr. Munro Fraser :—

Reading is, on the whole, taught with fairly satisfactory success. Candidates presented for the Merit Certificate usually read with fluency a book of average difficulty which they have studied during the year, but do not succeed so well in tackling a passage from a newspaper or "unseen" reader. Good attention is paid to intelligent phrasing in the upper classes generally, but there is a tendency to confuse the logical with the rhetorical divisions of a sentence, in other words to show more respect to marks of punctuation than they deserve. A few simple rules of elocution might be brought prominently before pupils of twelve or thirteen in connection with the analysis of sentences and the teacher's own pattern-reading. I may mention as examples the impressive pause after "a long subject" (sometimes after a short one), the rising or falling inflexion in the pronunciation of such words as "other," "different," etc., and of adjectives in the comparative degree. The danger to be avoided here is artificiality, but I hear so much monotonous reading that I could even wish for a little of this for a change.

Teachers in small schools do not realise that it is in Standards I. and II. that the battle must be fought and won in behalf of distinct, audible, and intelligent reading. Thoroughness at this early stage is of first-rate importance. The longer the acquisition of the power of grouping words intelligently and of pausing at the proper places, etc., is postponed, the more troublesome does the teacher's task become. He should not despair if at first he is obliged to restrict himself to lessons of three or four lines a day. In many cases I should consider it a good omen of success if he should resolve so to restrict himself.

In Barra, Uist, and other Gaelic-speaking districts, teachers have special difficulties to overcome, especially in connection with reading. The results obtained in certain schools, notably Claddach, Kirkibost, Carinish, Paible, Howmore and Torlum, are, under all the circumstances, wonderfully good, the main secret of the teachers' success being that they insist on getting things done. The characteristic faults of bad reading—hesitation, indistinctness, monotonous rapidity, etc.—are rather conspicuous in the majority of the schools in these districts.

The civil service style of writing, or something akin to it, is now the pattern in all but a small fraction of the schools, and the subject is well taught. In one or two of the very large schools, however, the character of the penmanship of candidates presented for the Merit Certificate certainly requires increased attention. In the smallest schools—schools with an average attendance of fifteen to forty—I have not infrequently been dissatisfied with the slate-writing of the Infants and of Standards I. and II. Children at these stages are sometimes unduly advanced. They are allowed to write words and phrases before they have attained a moderate degree of skill in the formation of single letters, slates are badly ruled, or, if well ruled, the pupils pay little attention to the markings made for their guidance. A teacher who has to teach all the standards without assistance no doubt comes to the conclusion that proficiency in writing must be subordinate to more important work. But this subordination can take place without a passive acquiescence in the formation of slovenly habits. Transcription from books is in many cases begun too early and receives little supervision.

- Composition.** The difficulties of composition are always with us, but the outlook is hopeful. The proficiency in this subject that is expected in candidates for the Merit Certificate has, without doubt, led teachers to devote more attention to it in the lower classes of the school. Sentence-formation in Standards I. and II., easy connected narrative or description in Standards III. and IV. are obtained in an increasing number of schools. The best kind of work is often not attained by reason of the prevalence of bad habits of speaking, including ungrammatical constructions and provincialisms. I have endeavoured to impress teachers with the importance of making a collection of the more common local errors and solecisms in order that pupils may be put on their guard against employing them unconsciously. I may refer here to such wide-spread colloquialisms as "You was," "They are..." (for "there are..."), "to" (for "until"). The last-mentioned is very common in Caithness, and in certain districts there is hardly a collection of papers that I revise in which examples of the first two are not to be found.
- Affected by bad habits of speaking.**
- Co-ordination of school subjects.** The materials for composition are now largely taken from the nature knowledge lessons and from the historical and other reading books. Thus every subject taught in school is made to contribute its part in the building up of a well-ordered system of knowledge. When the principle of co-ordination has been fully grasped by teachers, we shall hear less of the multiplicity of school subjects.
- Mental Arithmetic.** Mental arithmetic is now much more frequently used in testing the proficiency of classes in arithmetic. A few teachers have still a very inadequate conception of its nature. By these it is generally elevated to the rank of a separate subject, and has a portion of time reserved for it once or twice a week on the time-table. This separation is reprehensible in so far as it implies mechanical teaching in the ordinary slate-arithmetic. Mental arithmetic should accompany all teaching of processes and all manipulations of figures, though time ought no doubt occasionally to be found for a series of special exercises on the more common forms of practical computation. Points in the teaching of arithmetic to which I have frequently to call attention are—revising the Multiplication Table in Standards III. and IV., waste of time in working complex sums in so-called "Practice," the lack of thorough training in reduction and in the theory of fractions, bad methods in use of proportion and related problems of percentage, and the unintelligent use of *formulae* in the solution of questions in interest. A good many teachers are apparently not aware that simple exercises in mensuration (the price of carpeting a room, etc.) are included in the phrase "applying the rules of arithmetic in a way likely to prove useful in the common affairs of life," and ought therefore to form part of the preparation necessary for obtaining the Merit Certificate.
- Ordinary Arithmetic: points neglected.**
- Mensuration.**
- Grammar.** Grammar does not receive the large share of attention that was given to it a few years ago. If this merely meant that the teaching of the subject was intelligently circumscribed, there would be cause for satisfaction, but in many cases it means actual neglect, the excuse being the pressure of other subjects. It will always be regarded as essential that the children should not leave school without possessing a knowledge of the functions of words, the analysis and synthesis of sentences, and the leading principles of word-formation. The subject should not always be taught apart from the reading-lesson or from composition, and should be graded according to the mental capacity of the pupils. A teacher sometimes presents one with grammar in Standard III. which is advanced enough for Standard V.
- Nature Knowledge.** Many teachers have given considerable attention to the subject of nature knowledge, both by drawing up satisfactory schemes of work and by bringing their scholars into direct contact with objects and phenomena that excite their curiosity and make demands on their reasoning powers. At the same time it must be confessed that this is the weakest of all the class-subjects. All teachers are not sufficiently acquainted with the "science of common things," nor have they that interest in it which is essential to successful teaching. In not a few cases nature knowledge is relegated to a very subordinate place in the curriculum: it is often neglected for weeks. Insufficient care is expended on the selection of materials, the instruction is divorced from local phenomena and local industries, and no attempt is made to co-ordinate it with other studies.
- The weakest class subject.**

In most rural districts the chief industry is agriculture, and the knowledge which children ought to have of their surroundings is practically the same for all the schools. A typical rural scheme is therefore advantageous and must in fact occupy the background of an inspector's mind when he is approving schemes that are submitted to him. A scheme of this kind, however, admits of considerable modification according to special circumstances—the flag-stone industry in Caithness supplies one example—and I should like to see in the schemes drawn up by teachers something that indicates individual inclination and independent exercise of thought.

The instruction given in nature knowledge is too often treated as a mere reading lesson instead of being used as a means of training the observation. The "Science Reader"—if there is one—should be utilised in this connection only by way of fixing and impressing the oral lesson. Composition exercises and nature drawing are valuable aids in the same direction, the latter being especially useful in compelling the children to observe correctly.

In the teaching of geography the usual progress has been made, and history has received pretty fair attention during the year. Most of the Historical Readers in use in this district are provided with illustrations which serve to bring the recorded incidents vividly before the children's minds and afford material for composition exercises. Answering in history is often very bad. Much valuable time is lost and much energy misapplied in an attempt to load the memory with petty details of unimportant events while the great landmarks receive no special consideration. As a consequence, the erroneous and confused answering that one meets with is sometimes appalling. Thus, a candidate for the Merit Certificate told me recently that William the Conqueror belonged to Ireland and was present at the battle of Balaklava, while Robert Clive took part in the Indian Mutiny.

The absence of a sense of proportion, so often displayed in the teaching of history, is sometimes shown in the teaching of geography. Statistical accuracy in regard to population, distances, etc. is apparently regarded in some schools as more important than the position of towns on the map, their industrial importance and historical relations. On the other hand, it is a pleasure to question the children of the best schools, not only on the geography of their own country but on the map of the world. Many teachers are making an increasing use of the map in connection with the history lessons. The map ought always to be before the children even when they are occupied with the reading lesson, so that geographical references may be understood and noted as they occur.

Mr. Wattie:—

The practice of composition from a much earlier stage and in organic connection with many of the other school subjects has given it a reality which was frequently wanting when it was treated as a thing apart from the other school work. In this new development, however, the importance of a knowledge of the details of punctuation must not be lost sight of. The weakest part of arithmetic is undoubtedly decimal fractions, which are too often regarded as an inconvenient mystery to be rendered with all haste intelligible by their transformation into vulgar fractions. Indeed I fear they will never be properly treated or properly understood until the long-expected day arrives, when, with the introduction of the metric system, at least a whole year's school work, now devoted to our cumbersome tables, will be done away with.

I have been struck recently with the prevalence of what I believe to be a mistake in method in the teaching of reading at the earlier stages, the insistence on the children's "pointing" to the place long after the need for this help in guiding the eye has disappeared. It should be recognised that "pointing" is a mere crutch to be used as little and dispensed with as early as possible. The class teaching of reading to beginners should be given almost entirely from the wall sheets, to secure that all the pupils are attending and working; and, at a later stage, the same object may be legitimately secured by insisting that the *other* pupils shall point to the place while one is reading. As soon, however, as they can follow the words fairly well with the eye, pointing is only an impediment to fluency; and a pupil, when called on to read, should drop the right hand to the side.

Nature Knowledge. The schemes of instruction in class subjects are getting gradually adjusted on a fairly satisfactory basis. Nature knowledge is growing in favour, with more experience of the leaven of interest added by it to the general programme; and the one-map-at-a-time method in geography, to which I referred last year, is gradually disappearing, at least in its most limited form. In small schools considerable difficulty is found in over-taking the requirements for the Merit Certificate examination in history.

History in small schools. In order to get through the daily routine it is absolutely necessary to combine the pupils to some extent for instruction in class subjects; and, whether the concentric or the separate-periods method be adopted, difficulties present themselves in either case—in the former the difficulty of giving simultaneous instruction, which is intensive in the first, second, and third degree respectively, to different groups of pupils, and in the latter the difficulty of finding time with the older pupils for revising and for acquiring that general bird's-eye view which sees the connection of a period or movement with what precedes and what follows. On the whole I am inclined to think that the division of the history into three periods, one to be studied each year, is the method that suits best the special exigencies of small schools.

Grammar. In spite of the obloquy that is sometimes poured on the teaching of grammar, this subject continues to maintain a not unimportant place in the class-subjects schemes submitted to me. In regard to analysis of sentences, I am convinced that some part of the contempt with which this branch is regarded by some authorities is due to a too rigorous adherence to the method of dividing the sentences into fragments. Grammar is of little value except as a school logic; and, while it may be true historically that such a sentence as "We now know that the world is round," arises from a synthesis of two originally independent statements, viz., "We now know that," and "The world is round," this method of analysis is not the proper method of grammatical logic. The subordinate clauses ought to be treated from the outset and continuously thereafter until the study of the historical development of the language is reached as substitutes for the noun, adjective, or adverb of the simple sentence, attaching themselves, therefore, logically to some one word in the sentence, not vaguely to the so-called principal clause. In the above sentence, for example, while the historical analysis is that already indicated, the grammatical connection is between the noun clause and the verb that governs it.

MERIT CERTIFICATES.

Increase of candidates and of their attainments. The number of candidates for the Merit Certificate is increasing, and their general attainments appear to be rising. In South Forfarshire, for instance, though Mr. Calder has to report a slight decrease in the number of presentations (from 1,752 to 1,737), the passes have risen from 1,092 to 1,257. Mr. Wattie's figures are also encouraging. In Banffshire the presentations and passes have risen respectively from 792 and 568 to 808 and 639, and the number of schools presenting candidates from 61 to 64 out of a total of 82. Of fifty-nine schools in Orkney forty-five presented candidates, the presentations and passes numbering 308 and 248, as compared with 298 and 235 the previous year. A like experience is recorded in other districts.

Number of scholars failing to reach this stage. The subject, however, has a less hopeful side, in the large numbers who fail to reach the Merit Certificate stage before the age of exemption from attendance. This may proceed from late enrolment and irregular attendance, from faulty organisation, or occasionally from mental incapacity, but it evidently calls for the serious attention of school authorities. I note with satisfaction that the School Board of Aberdeen had recently a conference with the head-masters on the point, and it is to be hoped that something practical will result.

In view of the extension of the age of school attendance, it is clear that under normal conditions the Merit Certificate, though probably

continuing to regulate the entrance to Advanced Departments or Higher Grade Schools, cannot now be regarded as the goal of elementary school work. Passing the examination may mark an important stage in this work, but with the extension of the curriculum it will probably be necessary to modify the present arrangements and to provide a certificate of another form to be given when attendance is completed. Effect of raising age of exemption.

SECONDARY EDUCATION.

A large measure of secondary work is done in the Aberdeen district but, my direct knowledge of it being still so limited, I reserve any remarks on it till a future occasion. I annex the statements furnished by my colleagues on the subject.

Mr. Wattie :—

During the past year Advanced Departments were recognised under Article 21 in twenty-nine of the Banffshire schools, as compared with twenty-seven last year. The new Attendance Act has already had the effect of adding slightly to the numbers of the pupils, but I am still doubtful whether so many will ultimately be able to hold their ground. Banffshire.

The grants paid to schools by the County Committee on Secondary Education are mainly based on the results of the Leaving Certificate examination, and the return prepared by the committee for this year again furnishes abundant evidence of the extent and solidity of the work in secondary subjects done throughout the county. Although the total number of certificates gained by candidates from schools on the Committee's list shows a slight decrease, there is an increase in the numbers of certificates of both Higher and Honours Grades. The following tables give the number of certificates in each subject and grade (exclusive of certificates in Lower Arithmetic and certificates gained by pupil teachers) on which payments were made for the last two years :—

	1901.				1902.			
	Lower Grade	Higher Grade.	Honours.	Total.	Lower Grade.	Higher Grade.	Honours.	Total.
Mathematics	52	17	—	69	58	13	1	72
Arithmetic	—	72	—	72	—	58	—	58
English	106	42	2	149	96	51	7	154
Latin	25	24	1	50	38	22	2	62
Greek	12	15	—	27	17	9	—	26
French	88	27	2	117	61	46	—	107
German	37	10	3	50	25	17	—	42
Dynamics	—	1	—	1	—	—	—	—
Analytical Geometry	—	—	—	—	3	—	—	3
	319	208	8	535	298	216	10	524

The outstanding feature of the returns from individual schools is the unique success of Fordyce Academy, which has maintained continuously for a number of years a record such as even a flourishing city school might well be proud of. Of the 10 and 216 certificates of the Honours and Higher Grade respectively, 6 and 70 were gained by pupils from this school. One of the Fordyce candidates has also removed from the county the reproach of never having gained an Honours Certificate in mathematics. Earlier in the year at the Aberdeen University bursary competition, 12 Fordyce pupils appeared on the list of 89 candidates placed in order of merit, including the first, sixth, and eighth bursars, and the highest lady bursar, the thirteenth. The pre-eminent position which this school has now established in the county, coupled with the fact that it draws its Advanced Department pupils from an area much wider than that supplied Fordyce Academy.

by the elementary part of the school, seems to me to point to the desirability of putting the Advanced Department on a new footing which would more exactly and more adequately correspond to its actual status by its reconstitution as a higher class public school under Sections 62 and 63 of the Education Act.

Candidates from four other schools also appear in the bursary list—from Aberlour and Bracoden, one each; from Banff and Buckie, three each. The Aberlour candidate obtained the third place, and the circumstances of his school career recall the most worthy traditions of the genius of the parochial school system of Scotland, which has always loved *efferre humilia*.

In last report I had occasion to note with regret the decline in popularity of the classical languages, particularly of Latin. This year's returns, on the other hand, show a distinct advance in the number of certificates in Latin, and a still greater advance by this subject relatively to modern languages; and the step recently taken by the Department in making Latin compulsory for a certain type of group certificate, will doubtless have the effect of conserving the position of a subject of so fundamental importance.

Orkney.

At the two Orkney secondary centres, Kirkwall and Stromness, there is, on the part alike of managers, teachers, and pupils, a keenness for higher education amounting almost to enthusiasm. This year's Leaving Certificate results show a distinct advance on the highly creditable figures for last year. The total number of certificates (exclusive of certificates gained by pupil teachers) is 224—138 of the lower, 77 of the higher, and 9 of the honours grade; while the corresponding numbers for last year are 190, 117, 69, and 4. Of the nine honours certificates four stand to the credit of Stromness, and five (including three in mathematics) to that of Kirkwall.

Throughout the rest of the county of Orkney advanced departments have been recognised, in some cases tentatively and hesitatingly, in fifteen schools, ten of which get the central school grant under Article 22. Many of them do sound preparatory work in secondary subjects, but the only one reaching the level of the Leaving Certificate Examination is Stronsay Central School, which made a very creditable appearance this summer, twenty-one certificates being gained in five separate subjects.

Economic conditions.

Banffshire and Orkney, while differing widely in many respects, are similarly circumstanced in that the two main industries in both are farming and fishing. There is, therefore, in many cases little or no means of escape for budding ability from the sea or the plough except by the avenue of education, and it is to their credit that so many parents not only recognise this fact in theory, but are willing to make the practical application by stinting themselves that their children may be enabled to rise to a higher rung in the social scale. To the exigency of these economic conditions I attribute in great part the high standard both of aim and of efficiency which is undoubtedly maintained in a large proportion of the schools throughout each of the counties.

It may be noted that the addition to the grant under Article 21 for exceptional efficiency was again recommended in the case of four Banffshire and two Orkney schools.

Mr. Macleod:—

Teaching becoming more thorough.

There are many schools which formerly taught secondary subjects not now attempting them. The teaching was rarely so thorough, formerly, as it is now. As a rule when French is professed it is taught by an L.L.A. or one possessing a similar qualification, who lived for a year or two on the Continent. Consequently the pronunciation is good. The highest classes, in addition to a good deal of miscellaneous reading, profess one, and occasionally three plays of such men as Corneille, Racine, Molière, and Voltaire, which are usually well, and occasionally admirably, translated.

Influence of Leaving Certificates.

The ambition to prepare pupils for the Higher Grade Leaving Certificate in Mathematics has carried the study of the subject relatively further than that of any other. Formerly pupils in elementary schools read Virgil and Horace, but Geometry never was carried beyond the sixth book of Euclid's Elements, nor did the study of Trigonometry extend beyond the solution of plane triangles. Now the eleventh book of Euclid is mastered, and the

more comprehensive theorems of Algebra and Trigonometry, such as the Binomial and De Moivre's theorems, are tackled successfully. Improvement in accuracy has accompanied advancement in profession.

Mr. Robertson :—

The proposed schemes of work have greatly benefited by the suggestions made in writing and during the course of the Inspection. I am convinced that the recognition of small Advanced Departments is of the greatest value to rural education in this scattered district. Last year I fully set forth my reasons for this conviction.

The County Committee of Inverness-shire stimulates these Departments by a grant on the average attendance. The effect of this encouragement has been most salutary.

The Ross-shire County Committee intends to follow the same course as soon as its restricted finances permit.

Mr. Munro Fraser :—

Most of the parishes in the district have one or more schools with an Advanced Department, and in the chief centres of population several of these Advanced Departments constitute what are termed Separate Secondary Departments, and are subsidised by the county committees. The latter are (with perhaps one or two exceptions) well-staffed, and attract pupils from outlying districts of the county by means of County or Highland Trust Bursaries. We have as yet no higher grade schools. In the Advanced Departments the profession usually extends to the third stage of at least one specific subject—most commonly Latin or mathematics—and the work done is, on the whole, very fair. French, when attempted, is the weakest subject. In the Central Secondary Departments, such as Dingwall, Wick and Thurso, French and German are taught with much success. Greek is practically non-existent, though pupils study this subject in Dingwall, Wick and Thurso. Among the smaller Secondary Departments that have come prominently to the front during the past year or two are Invergordon and Lybster. In almost all these schools the number of passes in English and arithmetic at the Leaving Certificate examinations does not produce so favourable an impression as the results achieved in modern languages. French pronunciation is often good, but mostly only very fair. The “ung poo” (un peu) style of pronunciation is contracted in the elementary classes (which are sometimes taught by a pupil teacher), and when once it has been contracted it can only with very great difficulty be eradicated. The majority of the pupils are girls.

Advanced
Departments
and separate
Secondary
Departments.

No Higher
Grade
Schools.

French pro-
nunciation.

SINGING.

This subject is favourably reported on by such of the Inspectors as touch on it. The following from Mr. Munro Fraser may be quoted as showing the special difficulties met with in his district :—

The worst part of my district is the island of North Uist, though there are schools in the west and north-west of Sutherland and elsewhere that are marked by very inferior instruction in this subject. In North Uist there are thirteen schools, and in nine of these there is scarcely any singing that is worthy of the name. Modulator-instruction is, in these schools, either quite unsatisfactory or non-existent. Local prejudices against secular singing, and even against hymnology, may account for a great deal, but such prejudices should only stimulate teachers and school boards to remedy a condition of affairs that gives point to the jests and gibes of the casual visitor. I can see no prospect of improvement in North Uist, unless new teachers with the necessary qualifications are imported from the mainland, or unless the services of a visiting-master for both teachers and scholars are secured.

Backward
condition of
North Uist.

The remedy.

In the burgh and large village schools singing, including modulator exercises, is usually very good, though insufficient attention is given here and there to ear and time tests. A professional critic would say that in some cases the singing was more remarkable for fulness of volume than for purity of tone and harmonious correspondence of sound and sentiment.

Singing in
burgh and
village
schools.

PHYSICAL TRAINING.

Scarcely any of my colleagues refer to the subject of Physical Training, which has recently been a good deal before the country. In Aberdeen, where the teachers have good opportunities of becoming qualified, the instruction is very efficient. In the country districts a good deal of effective work is also done. Sometimes the lessons are too infrequent and, at the same time, too long. In one time-table sent to me it was proposed to give once a week a lesson of an hour's length to the younger children, and one of an hour and ten minutes to the older. The time allowed was not amiss if it had been properly distributed.

Mr. Munro Fraser:—

Military drill.

The teaching of military drill in the upper classes of schools is steadily gaining ground. Several of the teachers in Sutherland and Caithness are active and efficient volunteers and take considerable pains in training their scholars, the principal exercises of squad drill being performed with praiseworthy promptitude and precision. Regular lessons are given by a qualified military instructor in all the schools of the Parish and Burgh of Wick, in Dingwall, Thurso, etc. What should be insisted on in this kind of instruction—apart from ready obedience—is that the words of command and the movements executed should be as nearly as possible the same as those of the Soldiers' Drill Book. A large proportion of the scholars may be expected to join the volunteers, and it is manifestly to their advantage that they should not be taught anything which they will afterwards have to unlearn.

Physical exercises in the smaller schools. Too little time allotted to them.

As a rule the physical exercises in the smaller schools are rather few in number, and are apt to be performed in a hesitating and half-hearted manner. Too little time is in many cases devoted to this subject. Half-an-hour once a week is useless as a means of physical culture. Two half-hours per week, or twenty minutes three times a week, should be regarded as the indispensable minimum. In addition to the formal lesson of the time-table short free exercises should be frequently given to relieve the tension of the ordinary school work. Care should be taken to have the school-room well-aired at all times of the day but especially during the performance of physical exercises. In many cases, I am glad to report, these exercises are given, whenever it is convenient, in the open air.

DRAWING AND MANUAL WORK.

I have received several interesting reports on drawing, all testifying to the distinct advance in this branch of school work, but it may be sufficient to give that of Mr. Ewen, the Science and Art Inspector for the Division, which does not, however, in his case, include South Forfarshire.

Drawing in elementary schools. Nature study and representation.

Drawing in the elementary schools of the Division, so far as I have been able to visit them, is slowly but surely getting on to sound, natural lines. Although a good deal of diagram copying is still being done in some parts, nature representation and object drawing are gradually taking its place as clearer views on the educational value of this work are established. The subjects of drawing and nature knowledge are being brought more closely together, each proving a very real help to the other. A judicious combination of the two should afford an excellent course in nature study and representation, to which the drawing of and from objects other than nature forms, as well as design, or the rearrangement of forms already studied and drawn, would naturally be added. In such a scheme as this, drawing becomes truly a means of acquiring knowledge, for in all schemes of this kind the training of the faculty of observation will be looked upon as of first importance.

Object drawing. Design.

The teacher will, of course, remember that, however simple in form, the Schemes. scheme of nature and other drawing must be a continuous and progressive one with a definite aim in view beyond the mere representation of whatever leaf, flower, or other subject happens to be at hand at the time. A scheme based on the change of the seasons, and the growth and development of various types of plants, would be a rational one. The types selected, as well as the treatment, should be extremely simple for the youngest classes, increasing in difficulty with the age and experience of the pupils. Simple work of this kind should be arranged entirely to supplant the uneducational Kindergarten work. futilities which still linger in too many infant rooms, masked under the name of kindergarten work, but entirely opposed to the spirit which animated all Froebel's teaching.

There is perhaps a tendency to make too much of the mediums of Mediums of expression employed, the work being actually classified by these in some cases instead of by the subjects studied. Ample provision should be made for considerable variation of the medium wherever possible, but the work should be classified as nature drawing of various kinds, object drawing, design, and so on, rather than as pencil drawing, chalk drawing, light and shade, brushwork, and the like.

Free drawing to a large scale, with chalk and charcoal on suitable vertical Free-arm surfaces of sufficient size, affords valuable facilities, especially in the drawing. the younger classes, for the gaining of freedom and the rapid study of form. It is very disappointing, however, to find the work being carried on in many schools on small desk fittings neither rigidly enough supported nor of Fittings. sufficiently large size to admit of any real freedom being obtained at all.

For drawing to a smaller scale, such well-known mediums as the pencil Pencil. for outline and for shading, and the brush, for mass drawing, silhouettes, Brush. and the study of colour (but not for the making of blobs), may be instanced as typical examples of "hard" and "soft" points respectively. As a type of plastic medium, modelling clay is of great value and can be used for Clay. what might be called drawing in relief, and the study of form. Most of these mediums should gradually find their way into our schools as opportunities arise, but in the meantime schemes should always be drawn up to take full advantage of whatever mediums are available.

Scale drawing is now being largely taken up as a means of representing Drawing to things as they are, and where some form of manual occupation, such as scale. woodwork, is provided for the boys, the drawing of objects to scale from actual measurement can be carried on very well along with it. Practice in Measurement. careful and systematic measurement as well as in accurate drawing, should be obtained by all the pupils taking up this work, and they should also be able to determine for themselves the most suitable scale for a particular Scales. exercise as well as actually to construct the scale. The scale should be constructed on the edge of a strip of stiff paper rather than on the page itself, so that it can be applied to the drawing and sizes marked or read off directly. Two or three views of the object, properly projected from each Projection. other, should usually be drawn.

Manual instruction, woodwork, is gaining ground in several parts of the Manual instruction. division, and, combined with drawing to scale, forms a valuable addition to Woodwork. the school curriculum. A scheme for giving some financial assistance to rural school boards, so that they may be able to introduce the subject of In rural woodwork more easily into their schools, is now being taken up by some schools. of the County Committees. Suitable schools are selected, where the headmaster has already had an adequate training in the teaching of the subject at 91 (d) classes under the Committee or elsewhere. The value of manual training of this kind, especially in rural schools, is very great, and it is hoped that this experiment will be thoroughly successful.

The initial expense need not be high in any case, as a start can easily be Expense. made with outfit and materials for four or six pupils. Benchwork can be carried on concurrently with scale drawing and measurement, so that tools, etc., need be provided for only half the number of pupils intended to take the subject at one time. Additional provision can be made later for carrying on the work as the number of woodwork pupils increases. School managers should not allow themselves to be deterred from introducing woodwork into their schools by the fear that a large initial outlay is necessary.

CONTINUATION CLASSES.

It appears to be the case all over the division that, while in the more populous centres these classes are flourishing to a greater or less extent, they have decreased considerably in number in the rural districts. The causes of this decrease are referred to in the statements which follow, but I share Mr. Robertson's hope that a gradual rise in the number will by-and-by be seen.

Of the work in the Aberdeen district Mr. Topping, sub-inspector, has written for me a careful note, the main portion of which I quote :—

In large centres the work of continuation classes has received a quickening impulse under the new Code, but in rural districts the work continues of the same type as under the former Code, and the number of classes has decreased. In Aberdeenshire, in this class of school (Division I.) there has been a fall from thirty-seven to twenty-six, and in Kincardine from seventeen to eleven. The reduction would have been still greater but for the financial assistance given to many of these schools under the schemes of the County Committees. There are also, in both counties, many classes doing work, as a rule elementary, on the technical side, which do not come under the Continuation Class Code, but are supported entirely by grants from the County Committees. The length of session required by the Code, and the unwillingness of the smaller boards to become responsible for one-fourth of the expenditure, are the reasons why a reduced number of continuation classes are opened, and why so many work under other schemes. The conditions under which the work has to be carried on outside the larger centres are not encouraging—constant changes of the available population—great distances from schools to be faced in the worst of the weather—no continuity of work, and hence very little of an advanced character.

In the city of Aberdeen all that is altered. There is ample choice of subjects and courses; there is, to an increasing extent, continuity of pupils and work, staff is generously provided, and every inducement is offered to students to carry on their work to the advanced stages.

In Division II., in subjects that are a continuation of work already begun in the day school, such as English and related subjects, and arithmetic, too much of the time has still to be given to purely revisal work. The classes are very mixed, pupils fresh from school with Merit Certificates, and pupils over fifteen, some with these certificates and some without. Many of those with the over-age qualification alone would be better placed in the preparatory classes of Division I. As it is, they delay considerably the progress of the others.

Mr. Robertson :—

A mere handful of these schools represents continuation effort in this district; but there is no doubt whatever that there will be a slow but gradual expansion in their number, and that managers and teachers now appreciate the genuine educational *motif* of recent regulations. In many of the western districts where young people between 14 and 18 years of age have, owing to industrial conditions, but little day employment, it is regrettable to find so few of them in attendance at the neighbouring day school, and this in districts where evening schools of the old type flourished rankly. In the coming year I intend to devote special attention to this aspect of our rural Highland problem.

Mr. Macleod :—

The evening classes are seldom large but they are always diligent. Novelty some time ago did its part in attracting those whose zeal withers with the first blast of temptation or who succumb as soon as there is a call made upon them for a little serious effort. Enrolment is now only asked for by those really anxious for mental improvement. Ambitious work is not often attempted in these schools. Composition of business letters;

reading of a kind to promote a taste for reading, and arithmetic and drawing are the favourite subjects. Occasional lessons in elementary science of an experimental kind are given, and so far as my observation has extended they are extremely popular. There was a small school at Dyke attended by about half-a-dozen ploughmen whose discontinuance two years ago I personally regret. The diligence and the excellent progress of these men were specially delightful to me in view of the sacrifices I knew that were made by them to attend at all.

Mr. Wattie :—

Last winter I visited only the classes under Division I. of the Continuation Code, the supervision of the others being entrusted to Mr. Ewen. Of these elementary schools there were only four in Orkney and eight in Banffshire. In the larger town and village centres the evening schools, where they exist, are but feebly supported by what one might regard as their natural *clientèle*, and in the rural districts the requirements of the new code in respect of the length of the session are being found rather exacting.

Mr. Muir :—

The regulations of last year seemed to have nipped many of these in the bud. In towns they still survive. In the rural parts of my district they are now almost unknown except for some four in Shetland.

CLASSES FOR FURTHER TRAINING OF TEACHERS.

Mr. Robertson :—

The success of those classes conducted under the auspices of the county committees of Inverness, Ross and Cromarty, has been most gratifying. Drawing, of course, with its accessory branches, has been the main subject but a good deal has been done in manual woodwork and in cookery and laundrywork. An interesting feature of several of the courses has been the instruction in French phonetics. The teachers have given great attention to this ; and already the French pronunciation in the schools shows a sensible approximation to a correct standard. Only the lack of funds on the part of the committees checks a larger development of those classes ; and one would like to see on their programme new or extended courses in nature knowledge, school singing, practical school method, and other subjects that affect so closely the efficiency of day school teaching. The committees have also given some attention to drill (physical and partly military).

Mr. Macleod and Mr. Munro Fraser both refer to the Ross-shire classes, and regarding those in the counties of Elgin and Nairn the former states :—

Classes for the further instruction of teachers in Drawing were carried on during the past winter in Elgin, Nairn and Grantown. In Elgin and Nairn the attendance was very good, and much interest in the work was throughout sustained. Mr. Ewen was able to speak most favourably of the progress made. It is no more than might be expected that in consequence of this instruction drawing is much improved in the schools. In the Grantown district a few of the teachers attended well, but the interest of too many of them was quite perfunctory, and the Secondary Committee of the County is not likely to recommend the re-opening of a class there.

Teachers' field classes are doing excellent work in Elgin and Nairn shires. The former class has the benefit of instruction from Dr. Keith in Botany, from Dr. Mackie in Geology, and from Mr. Taylor in both subjects. Unfortunately the class is not large, but the members are enthusiastic, and I can bear testimony from personal observation to the great earnestness which is enlisted in the study. Knowing that many plants have changed their habitats since the publication of Dr. Gordon's "Flora of Moray," the teachers are preparing a new edition of that valuable work.

I have not had an opportunity of accompanying the Nairn class in any of its excursions. It is under the guidance of Mr. Lobban, Rector of the Nairn Academy, who to a deep knowledge of theoretical Botany adds a minute acquaintance with the flora of the county.

Mr. Munro Fraser, after referring to courses in Drawing, held at Wick, Thurso and Golspie, adds :—

A second and supplementary course (which included Clay-Modelling) was recently held at Golspie, and was attended by almost every teacher and ex-pupil teacher in the county of Sutherland. The enthusiasm manifested by the students and the progress they made under the teaching of Mr. David Symonds, Aberdeen, augur well for the teaching of this subject in the schools.

Mr. Muir also writes in cordial terms of the readiness with which teachers have endeavoured to meet the additional demands now made upon them, and in this testimony I fully concur.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

JOHN BOYD.

To the Right Honourable

*The Lords of the Committee of Council
on Education in Scotland.*

PART III. OF APPENDIX.

TRAINING OF TEACHERS.

EDUCATION (SCOTLAND).

TRAINING OF TEACHERS.

NOTE.

The system in operation for the training of Teachers in Scotland has recently undergone considerable modification.

The nature of the changes made may be gathered from a perusal of the Circular letters of the Department, copies of which are printed below.

As a result, the persons dealt with may be regarded as falling into three classes.

1. Those who have passed the preliminary examination of the Universities or hold Leaving Certificates exempting therefrom.

These may be either :—

- (a) King's Students, who receive their further general education at the Universities, and their professional instruction in classes provided by the recognised King's Students' Committees,
 - or,
 - (b) University King's Scholars, who differ from the foregoing only in receiving their professional instruction at the Training Colleges. They are regarded for the purposes of grant as Training College Students.
2. Those who having passed the King's Scholarship Examination in the 1st or 2nd class, but not the Universities Preliminary Examination, are admitted to a Training College. These students receive the whole of their instruction (both professional and non-professional) in the Training Colleges.
 3. Those who having passed the King's Scholarship Examination have failed to obtain admission to the Training Colleges, or have elected not to enter, and others qualified as Assistant Teachers under Article 79 of the Code.

These are dependent for their professional instruction upon the schools in which they are employed, and for their instruction in other subjects upon their own efforts or upon such provision as can be made for them in classes established under Article 91 (*d*) of the Code, particulars in regard to which will be found in the Circular letters of the Department (Nos. 294 and 357) printed below. They are examined for Teachers' Certificates at the Certificate Examination for Acting Teachers, the Syllabus of which will be found on page 841.

CIRCULAR TO TRAINING COLLEGES AND LOCAL COMMITTEES FOR
THE TRAINING OF KING'S STUDENTS.

Circular 329.

SCOTCH EDUCATION DEPARTMENT.

30th August, 1901.

SIR,

Following the precedent set in the case of science and drawing last year, my Lords have now resolved as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the students' training, they have resolved, as you will observe from the footnote to Article 47. I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses regard should be had to the following considerations:—

- (a.) The students dealt with fall into two main classes, viz. :
(1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes ; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.
- (b.) The subjects of instruction also fall into two main classes, viz. : (1), those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.
- (c.) The work of the University students—and in a less degree the work of the non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects:—

- | | | |
|--|--|--|
| <p>A. 1. Physical Exercises & Drill.</p> <p>2. English.</p> <p>3. History.</p> <p>4. Arithmetic,
Algebra and
Geometry.</p> <p>5. Science.</p> <p>6. Geography.</p> | <p>B. 1. Voice production & Phonetics.</p> <p>2. Drawing.</p> <p>3. Singing.</p> <p>4. Needlework
(for women).</p> | <p>C. 1. The principles of Education.</p> <p>2. School methods and practice in teaching.</p> |
|--|--|--|

- (a.) The instruction in each of these subjects should follow the indication given under the several heads in the Appendix to this circular.
- (b.) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.
- (c.) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4, may be allowed to give a reduced time to these subjects.
- (d.) While the subjects of Division B. except as specified above, must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.
- (e.) The foregoing subjects, except where otherwise specified, must be taken by all non-university students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS.—(a.) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

- (b.) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for non-university students.
- (c.) University students, in order to be recognised as "certificated teachers" must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

- IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.
- V. Recognition as "Certificated Teacher" (Article 52 of the Code), granted upon the successful completion of courses of study as aforesaid, tested in the manner laid down in paragraph IV., shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.
- VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognised Infant Department (Article 19 B. 5 of the Code), but an endorsement of such qualification may be given in the case of students who successfully complete a special course of instruction in Infant School methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.
- VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in:—
- (a.) Household Management (including Cookery and Laundry work).
 - (b.) Woodwork or other manual occupations.
 - (c.) Agriculture or Horticulture.
 - (d.) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, &c.,

H. CRAIK.

APPENDIX.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill ; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.
2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)
 - (a.) Instruction in the principles and practice of English Composition.
 - (b.) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.
 - (c.) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.

(d.) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.

3. History. Examinations on the contents of the work of History read under 2 (c.); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.

4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalization in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

5. Science.

(a.) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(b.) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.

2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.

3. Singing and knowledge of musical notation.

4. Needlework (for women).

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.
2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

- (a.) Reading.
- (b.) Spelling.
- (c.) English (the understanding, speaking, and writing of).
- (d.) History.
- (e.) Arithmetic.
- (f.) Nature study.
- (g.) Geography.
- (h.) Writing.
- (i.) Drawing.
- (j.) A language (optional).

Practice should also be given in conducting a class in Physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

INSPECTION OF NON-UNIVERSITY CLASSES.

Circular 352.

SCOTCH EDUCATION DEPARTMENT.

8th March, 1902.

SIR,

1. Adverting to previous correspondence on the subject, I am now directed to make further explanation of the procedure which Their Lordships propose to adopt for the purpose of satisfying themselves as to the attainments and progress of King's Scholars and King's Students in the subjects of study prescribed by Circular 329.

2. It is presumed that instruction is being given in accordance with the syllabuses for each subject already submitted and approved for the present year, and that a record of the performance of the students in each class is being kept by the Lecturer or Teacher of the class in accordance with instructions already given.

3. Copies of a Form are now enclosed on which it is desired that a summary of that record, for the present winter session of each class, should be entered in the manner shewn. The Forms when completed (one copy for each class) should be returned to the Department as soon as possible after the close of the session. A duplicate copy should be filled up and retained at the Training College.

Form 4.T.

4. It will be observed that the Form makes provision for entering the results of any class examinations held, and also the marks awarded for class exercises of various kinds. It is also proposed that a summary mark shall be given for each student for each subject. This mark will be mainly based upon a consideration of the preceding marks, but the relative importance to be attached to each factor of the award will be matter, in the first place, for the discretion of the teacher. It is further desired that the students (for each subject) shall be arranged in order of merit according to the summary mark, though it is not necessary that fine discriminations should be made, and students of approximately equal merit may be bracketed together. The careful observance of this direction is of high importance for the purpose of the investigation which Their Lordships propose to make through their officers as to the standard of marking.

5. It will also be observed that the Forms are more especially suited for recording the attainments of students in subjects which admit of being tested largely by written examinations: for other subjects Forms devised by the teacher to bring out the various elements on which his judgment, as expressed in the summary mark, is based, may be substituted. These, however, should follow as far as possible the forms already given, and should be submitted for approval before the necessary entries are made.

6. When the same subject is continued over more than one session whether consecutive or not, the summary mark for the preceding session will be carried over to the Form for the current session, and will be one element in determining the summary mark for that session. In the end a judgment will thus be arrived at as to the merit of the work of a student in a particular subject throughout his whole course of training, and these final marks will be those which will receive special consideration in deciding as to the award of a Teacher's Certificate in terms of the Code.

7. An investigation will be made by officers of the Department, and other persons specially nominated for the purpose, as to the scope, method, and merits of the teaching of each particular subject, and also as to the manner in which the marks entered on the Record Sheets are arrived at. These persons will act in conjunction with, or under the direction of the Inspector of Training Colleges. While Their Lordships are alive to the importance of the work of the Training Colleges being as free as possible from interruptions, and while they will endeavour to secure that the visits of Inspectors shall not be unnecessarily frequent, and that they shall as a rule be intimated, they cannot give any undertaking as to their action in these respects.

8. It will be inconvenient from several points of view that there should be an accumulation of visits of inquiry toward the end of the summer term, and on consideration, My Lords do not think that this will be necessary for the purpose of their inquiry. The record of marks forwarded at the end of each term will be transmitted to the visiting Inspector, together with a copy of the syllabus of instruction, and he will thereupon arrange for a visit to the College in the next or a subsequent term. It will not, of course, be necessary that he should visit the College in each term, provided that he has opportunity of inquiring, if necessary, into the whole record of a student, up to the time of his visit. His investigations at his visit will be directed to ascertaining the mode in which the award of marks for preceding terms has been arrived at, whether the tests applied are adequate, and whether they are sufficiently representative of the scope of instruction outlined in the approved syllabus. For this purpose it will be necessary that he should have free access to the mark book of the Lecturer or Teacher, the examination papers of the students, and also their exercise books, and should be afforded such explanations as to these that he may deem necessary. He may also require any papers to be sent to his address for more leisurely investigation. As the same Inspector will, as a rule, visit all the Training Colleges, an opinion as to the relative standard of marking will be arrived at, and, if necessary, an adjustment of marks made accordingly; but as an absolutely uniform standard is not essential to Their Lordships' plan, this procedure will be called for only in cases of marked divergency.

9. The inquiry of the visiting Inspector will have reference to the work of first as well as of second (or third) year students, but will, as a rule, be restricted to work done in the term preceding his visit. It may, however, be repeated in succeeding terms as often as may be necessary. It will not be necessary that he should test the award of marks in the case of each student, but only of a sufficiently representative proportion taken from different parts of the list. He will, however, in all cases make special inquiry as to the attainments of those students who have been awarded a low mark in the subject which he is investigating, and will report to Their Lordships whether or not the work of these students, or of any of them, may be accepted as satisfactory. Where the work of a student in any important subject is reported to be unsatisfactory, he will be specially warned, and inquiry will be made as to his further progress in succeeding terms with a view to determining whether he should be suspended from recognition as a King's Scholar or Student.

10. The authorities of the Training College or Committee will be expected to report to Their Lordships at the end of any term, and particularly at the end of any year of study, any student whose conduct

is unsatisfactory, or who has failed to show due diligence in his studies, and My Lords will thereupon direct a special investigation to be made into his case, and take such further action as may be called for.

11. A review of the final marks in all subjects awarded to outgoing students in each year will be made under the direction of the Inspector of Training Colleges, and the award of Certificates made in accordance therewith. For the purpose of this review the Inspector of Training Colleges may make such further investigation as to the attainments of a student in any particular subject, and may apply such tests as he may deem necessary.

12. The award of Certificates (subject to the prescribed period of probation) to the outgoing students of the present year will be made on the basis of the marks given for the work of the present year, though their position in the class list for the previous year may also, to some extent, be taken into consideration.

13. In addition to inquiring into and reporting as to the award of marks, it will also be the duty of the visiting Inspector for each subject to inform himself at his visits to the College as to the whole scope of the instruction in that subject, both for first and second year students, and to make a report to Their Lordships accordingly at the end of the session. He will have regard both to the syllabus of instruction, and to the particular methods adopted in carrying it out, and his observations on these points will be considered by Their Lordships in dealing with the syllabus proposed for next session. It should be understood that Their Lordships' approval of the syllabuses already submitted is provisional only, and they have to request that fresh proposals for the ensuing session be submitted *before the end of the summer term of the present year*. The syllabuses for each subject should be carefully drawn out in considerable detail, and should embody the result of the experience gained during the present year. They will be carefully considered in the light of the reports which Their Lordships have received from the visiting Inspectors, and it is hoped that in this way an adjustment may be arrived at which will form a fairly permanent basis of work for succeeding years.

14. The authorities of the various Colleges may, no doubt, find it useful to confer as to the general lines of work to be undertaken, but My Lords think it essential that the syllabus of work for any particular subject in a particular College should be drawn up in the first place by the person who is to be entrusted with the teaching of that subject in that College. It is not their intention that the syllabus hitherto prescribed for all the Colleges in common should be replaced by an equally general one imposed by a joint Committee of the Training Colleges, though they will be glad to receive and consider criticisms by the Committees of the Training Colleges and the King's Students Committees, of particular syllabuses transmitted by them.

15. It will be evident that the arrangements described above place a very grave responsibility upon the teaching staff of the Colleges, and upon the Committees, as regards the selection of that staff, and they think it necessary to require that in future all prospective appointments shall be intimated to them beforehand, so that they may have an opportunity of satisfying themselves as to the qualifications of the persons to be appointed.

16. It should be further understood that under the arrangements outlined a special responsibility will attach to the Principals of Training

Colleges for the adequate discharge by the subordinate members of their staffs of the duties entrusted to them, and in particular for the careful and painstaking assessment by them of the relative merits of the work of the students in their classes. It will be necessary also that in the arrangements for the training of King's Students, as distinct from King's Scholars, some one shall be appointed who, whether under that designation or not, shall discharge the duties of Principal, and be responsible for the general conduct of the students, for the proper balance of their work, and for the care with which the work of the students is appraised by the various teachers.

17. The foregoing procedure for the award of marks applies only to non-University classes, whether attended by University or non-University students. The award of marks for work done in University classes will for the present be made in the same manner as heretofore.

I have, &c.,

H. CRAIK.

RESULTS OF TRAINING.

Form No. 17 T.

SCOTCH EDUCATION DEPARTMENT,

October, 1902.

SIR,

I am directed to forward for the information of the authorities of your College (or Committee) the annexed Statement showing under each subject of the curriculum the final result of the work of those students who have now completed a second year of training, as tested by the enquiries conducted under the authority of this Department, and further, the recognition which, having regard to such results, My Lords are now prepared to grant to such students as Certificated Teachers (Article 52 of the Code) and under the special provisions of Circular 329.

In filling up the form, entries which relate to work done in University Classes have been made in red ink.

At the end of the list of second-year students will be found similar particulars in regard to the students (if any) who have received an additional year's training under Article 83 (c), or a single year's training under Article 95 (b) of the Code.

I am to request that the students concerned may be duly informed of these results.

Those recognised as Certificated Teachers will be regarded as such as from 1st August, 1902. The Certificates will be of one class only, and will be issued on the fulfilment of the conditions as to probation laid down in Article 51.

Should the authorities of your College (or Committee) propose to issue to outgoing Students any formal Statement or Certificate as to the result of their course of training, the form proposed to be followed

should be submitted for the approval of this Department, and thereafter such Certificates should be transmitted to the Department to be stamped as approved.

Statements are enclosed for the information of the Principal showing the result of the Examination (Article 48) of Male and Female Students of the first year (if any) who have been in attendance at University Classes.

I have, &c.,

H. CRAIK.

RECORDS OF STUDENTS' WORK.

Circular 362

SCOTCH EDUCATION DEPARTMENT,

23rd September, 1902.

SIR,

1. I am directed to state that My Lords propose to modify the present arrangements for recording the results of the work of students in training as follows:—

2. They will not in future require Form 4 T. to be filled up for students of all years, at the close of each term, but a careful record of the work and progress of each student, in each subject of the curriculum, must be kept by the teacher of that subject in such a form as may seem most convenient for supplying the information required by the Department.

3. This record must show for each term—(a) the total number of hours of instruction in the subject received by each student; (b) the results of the Class Examinations held; and (c) such further details as may seem desirable with a view to the assessment, at the close of the term, of a "Final Mark" representing the teacher's estimate of each student's attainments in the subject at that time. The order of merit as determined by the "Final Marks" should also be indicated at the end of each term.

4. It will rest with the Principal to see that the Record Books for the various subjects are being properly kept. They must at all times be available for the information of the Inspectors of this Department, who at the time of their visits will test the award of the marks recorded therein, in the manner described in paragraph 8 of Circular 352.

5. At the close of each Summer Session My Lords will call for a statement in regard to the work of the outgoing students of the second year, in each subject of the curriculum, particulars for which will be drawn from the Record Books above referred to.

6. These statements or schedules will correspond generally to Form 4 T, showing for the subject in question, the total number of hours of instruction received by the students during the whole course of their training, the teacher's final estimate of their relative attainments, and the details—which will vary according to the nature of the subject—no which that estimate is based.

7. Such statements will be required in respect of each of the twelve subjects mentioned in paragraph II. of Circular 329. Where for purposes of instruction any one of these subjects has been sub-divided—as, for example, in the case of the various branches of English, Mathematics, or Drawing,—each student's records in these sub-divisions must be collated, so as to arrive at a general mark for the whole subject, and in such cases the marks for the subsidiary subjects might be entered as part of the details on which the "Final Mark" is founded.

8. Both in the Record Books and the statements to be forwarded to this Department, it will be convenient that the entries should be expressed numerically in relation to a maximum of 100.

I have, &c.,

H. CRAIK.

EXAMINATION IN MODERN LANGUAGES.

Circular 353.

SCOTCH EDUCATION DEPARTMENT,

8th March, 1902.

SIR,

With reference to *paragraph V. of Circular 329, My Lords have had under consideration the arrangements for testing the attainments of Students in Training who desire to be recognised as qualified to teach a Modern Language.

The terms of the Circular require Candidates for such recognition who have not obtained a pass in the Higher or Honours Grade of the subject at the Leaving Certificate Examination, to undergo an equivalent examination, and My Lords propose, for the purpose of this equivalent examination, to use the paper set at the Leaving Certificate Examination in June next. On learning the number of Students to be presented they will arrange for the examination to be held as follows:—

In French, on Friday the 13th June, at 10 a.m.

In German, on Thursday the 12th June, at 2 p.m.

It must be understood that although, for convenience, the same paper will be used, this examination will not form part of the Examination for Leaving Certificates.

* Paragraph V. of Circular 329:—

V. Recognition as a "Certificated Teacher" (Article 52 of the Code), granted upon the successful completion of courses of study as aforesaid, tested in the manner laid down in paragraph IV. shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a Student holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.

In addition to this written examination (from which students who have obtained a pass in the Higher or Honours Grade at the Leaving Certificate Examination are exempt) all candidates for recognition as teachers of a Modern Language must satisfy the Department:—(a) that they have been duly instructed in the method of teaching the subject, and (b) that they possess a satisfactory knowledge of the spoken language. These qualifications will be tested by one of H.M. Inspectors, or some other Examiner appointed by the Department, who will orally examine the students at such time as may be arranged between himself and the authorities of the Training College or Local Committee, and his report, together with the result of the written examination, will be taken into consideration in determining whether recognition in terms of paragraph V. of Circular 329 can be granted.

The general character of the oral test may be indicated as follows:—

1. The Candidate will be required to read aloud one or more passages of prose or verse to test (a) correct vowel enunciation, (b) accentuation, (c) fluency, and (d) grouping of words in the natural manner of the language, so as to bring out the sense.
2. The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency, in order to test how far the Candidate apprehends the gist of what has been read.
3. The Examiner will test the Candidate by conversation on some simple topic.

In order that the necessary arrangements may be completed, I am to request that particulars of the students to be presented may be entered on the enclosed schedule, which should be returned to this Department *not later than 25th March, 1902.*

I am to add that students may be presented for the *written* examination irrespective of their year of training, provided their attainments in the subject justify such a step, but for the *oral* examination they should not be presented before their 2nd year of training.

The foregoing arrangements apply equally to University and non-University students.

I have, &c.,

H. CRAIK.

Circular 371.

SCOTCH EDUCATION DEPARTMENT,

22nd December, 1902.

SIR,

Adverting to Their Lordships' Circular Letter 353, dated 8th March, 1902, I am directed to state that upon further consideration My Lords have found it necessary to make some modification of the conditions upon which a special qualification as a teacher of modern languages in terms of paragraph V. of Circular 329 will be granted.

Their Lordships think it desirable that for this special purpose a somewhat higher standard of proficiency in written work should be required than it has been thought necessary to exact in the case of ordinary candidates for a pass in the Higher Grade at the Leaving Certificate Examination. Accordingly, passes previously gained at the Leaving Certificate or other Examinations will no longer be accepted. All candidates for the qualification in question must now present themselves for examination during their Training College course, in order that their work may be judged by one and the same standard. The written part of the examination may be taken either in the first or second year of the course. A list is enclosed of those first-year students whom, on a review of their papers, My Lords are prepared to accept as having satisfied this part of the examination. I am, however, to state that the pass mark for the present year has been fixed with some hesitation, and that a gradual rise in the standard may be looked for.

The oral examination will be conducted as before, but a somewhat higher standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative. Each candidate will also be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied, and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear. It should be unnecessary to say that a thorough understanding of the meaning of each piece and its construction will be expected. An exercise in dictation may also be set. As a condition of presentation at the oral part of the examination (which may not be taken till the second year), My Lords will require in all cases evidence that the candidate has been under regular instruction in the Training College or at a University class.

My Lords presume that only in very exceptional circumstances will a candidate be put forward for a qualification in two languages, and that, as a rule, the efforts of the student will be directed to acquiring, as far as possible, a real mastery of one. They further presume that only those students who are found upon entering to possess a fair preliminary knowledge of the language to be studied will be put forward for a qualification at all.

But, quite apart from any question of special qualification as a teacher of Modern Languages in terms of paragraph V. of Circular 329, My Lords think it highly desirable that those students also who enter upon their course of training with, it may be, little preliminary knowledge of a modern language, and who may not hope to obtain the special qualification referred to, should nevertheless be afforded an opportunity, as part of the regular curriculum of study, of acquiring under the best tuition such a knowledge of the elements of that language as will be likely to make subsequent private study profitable. Much that is implied in the knowledge of a language, gradually increasing command of vocabulary, knowledge of sentence construction, appreciation of the masterpieces of literature, may result from the unaided efforts of the capable student. Even skill in composition may be acquired, to some extent, in circumstances which do not admit of direct personal tuition. But to many of those who will subsequently become teachers in various parts of the country, the Training College affords the one and only opportunity of accustoming the ear to the sounds of a foreign tongue and of acquiring the power of reproducing

them with facility and approximate correctness. It is therefore clear what line the course of study during the period of training should take. What the student can do for himself should be done in his time for private study, with, of course, the necessary guidance and direction. The precious hours of classwork must be utilized, as far as possible, for the exercise of ear and tongue.

In teaching pronunciation full use should be made of the knowledge acquired in the general course of phonetics at the College, and the student should be required to commit to memory pieces of prose and verse, the pronunciation of which has been studied in detail and thoroughly mastered. Alongside of these practical exercises, systematic study of the grammar of the language should be undertaken, but this study of the grammar should be illustrated, not by random examples, but by constant reference to the pieces which the student has already mastered. Thus, for example, the broad rules for the classification of substantives according to gender having been learned, the student should be exercised in referring each individual substantive in the pieces he has already learned to its proper heading in the grammar. Similarly, at a more advanced stage, the rules for the construction of the subjunctive mood having been studied in outline, all the instances of the subjunctive mood in the pieces with which the student is familiar should be carefully examined with reference to those rules. It is only by some such process that one can hope to avoid a defect of which examiners constantly complain, viz., that candidates who apparently know a grammar rule correctly are unable to apply it in practice.

The number of pieces thus studied should be gradually and continuously added to, and these pieces should be ultimately known in their minutest detail of construction. Thus treated they will form a permanent body of reference for the guidance of the student in his further, and, it may be, unaided studies. They will also provide abundant material for practice in composition both oral and written.

For the purpose of placing the Training College student in a position in which he may pursue profitably the study of the language for himself without extraneous aids, no other form of study than that already indicated is really essential. A comparatively few selected pieces must be thoroughly studied from the point of view of pronunciation and construction, committed to memory, and made the basis for abundant exercises in the manipulation of words and constructions with which the student is already thoroughly familiar. The knowledge acquired, if limited in scope, will be not only thorough but readily available in practice, and will form a sound basis for further study. But nothing less than complete mastery of what is learned, involving perfect recollection and instinctive correctness of phrase within the limits of the constructions known, will suffice.

If time permits and greater variety of work is desired, two additional forms of exercise may be practised, both of which may be largely matter for private study. The one is the acquisition of a vocabulary descriptive of common things and common actions, combined with the study of a well selected book of dialogues. The other is the free reading of attractive subject matter without further reference to the dictionary and grammar than is necessary to make out the sense. Models of good translation into English should be given from time to time and discussed in class, and occasional exercises of this kind should be given out for home work, but as little as possible of the class time

should be devoted to routine construing. For more advanced students—with whom nevertheless oral work should not be neglected—there is the systematic study of some work of literature and the practice of composition in its various forms.

Students who on entering are found to have already made considerable progress in one language may be allowed to take part in the elementary study of the pronunciation and grammar of another language conducted in the manner already described, with a view to laying a foundation for further study. But care must be taken that a disproportionate amount of time is not given by any individual student to languages as compared with the other subjects of the curriculum, and, as already stated, only in very exceptional circumstances should any attempt be made to put forward a student for a qualification in two languages. In no case should even the beginnings of study of a second language be made until considerable progress has been made with the first, or until by sufficient reiteration the characteristic associations of the first language have become established beyond risk of disturbance from the second.

In the choice of a language to be studied in those cases where a choice is possible, My Lords hope that every consideration will be given to the claims of German. At present it is found that the overwhelming majority of candidates take French, but it may be suspected that in many cases the choice is due rather to unreflecting custom than to any deliberate weighing of the respective advantages of the two languages.

My Lords have decided that, apart from the special qualification referred to in paragraph V. of Circular 329, an entry may be made on the College Certificate in respect of work done in language classes. This entry, as in the case of other subjects, will be made on the basis of the class marks for the session, after adjustment in the manner described in Circular 362, and will not be affected by the results of any examination for special qualification.

I have, &c.,

H. CRAIK.

MUSIC.

Circular 370.

SCOTCH EDUCATION DEPARTMENT,

2nd January, 1903.

SIR,

My Lords have had under consideration the present system of musical training for students in the Training Colleges and King's Students, and the following points would seem to deserve the attention of the Lecturers on Music:—

It is very desirable that students should understand that the primary object of their training is not the passing of an examination, nor even the attainment of individual proficiency in the art of music, but the qualifying of themselves as capable teachers of music in elementary schools.

Therefore it is of the first importance that all students should make themselves familiar with the musical work of the Practising Schools, and especially with the teaching of sight-reading to the younger children.

It is on the power of sight-reading that the musical development of scholars in the elementary schools chiefly depends, and the practice of teaching by ear, except in the case of very young children, should always be discouraged.

Opportunity for what are generally known as criticism lessons should also be given.

Students should be impressed with the idea of making the national songs of England and Wales, Scotland, and Ireland familiar to the rising generation, so that, as far as possible, the schools may set a wholesome standard in musical taste. The singing of national songs by the students in unison, as a social recreation, affords an easy and agreeable means of acquiring a sound knowledge of these songs, while musical progress is encouraged by linking it with the pleasant associations of student days.

Both notations should be made familiar to the students, and they should be encouraged to demonstrate clearly on a black-board.

Looking to the desirability of training them to appreciate what is of high quality in music, it is suggested, that, in the practical course of the first year, there should be included at least 12 standard songs to be sung in unison. When more convenient, a duet, proper regard being had to the quality of the composition, may be substituted for a song.

In colleges where both men and women take part in the choral music, the music need not take this form; but choruses selected from works of high standing may be chosen. The Inspector will be glad to hear the performances of the first-year students at his annual visit. The choral music for the second year will be as heretofore; but it is earnestly hoped that in all cases great care may be taken to secure a high type in the music prepared.

I have, &c.,

H. CRAIK.

CLASSES FOR THE FURTHER INSTRUCTION OF TEACHERS UNDER
ARTICLE 91 (d) OF THE CODE.

(Circular to Local Authorities.)

Circular 294.

SCOTCH EDUCATION DEPARTMENT,

1st August, 1900.

SIR,

As some misapprehension appears to exist regarding the nature and object of the classes to be conducted under Article 91 (d) of the Code and the method of establishing and conducting them, my Lords think it desirable to make the following explanations.

These classes are in no way to be confounded with classes conducted under the provisions of the Science and Art Directory in the same or analogous subjects. They differ in respect that the classes under Article 91 (d) of the Code are (1) for the further instruction of teachers and of teachers only ; (2) that the object of instruction in these classes is not simply the acquisition of knowledge, preparation for the examinations of the Science and Art Department, or the obtaining of qualifications as teachers under the Directory, but the *training* of the teachers with the direct object of rendering the instruction in such subjects as Drawing, Nature Knowledge, Manual Instruction, etc., in the schools of the district as efficient as possible. Nature and object of the classes.

The course of instruction need not follow the lines of the syllabus of any subject given in the Science and Art Directory nor any combination of these subjects, but should rather be a course of instruction especially designed for the object in view. A programme of the proposed instruction in each subject should accordingly be carefully prepared and submitted for the approval of the Department, who must also be satisfied that the instructors proposed have not only special knowledge of or skill in their particular subjects, but are competent to give advice and direction as to the best method of conducting such studies in schools, and if necessary, to illustrate their methods in practice. *The grounds on which any particular instructor has been selected should be very fully stated.*

The authority proposing such classes must have funds from which it is competent for them to defray the whole expenses of the classes in the first place, it being understood that on the satisfactory completion of the course a grant amounting to not more than three-fourths of the actual expenditure after the deduction of the income from fees will be paid by the Department. The remaining portion must be an actual outlay on the part of the Local Authorities who undertake financial responsibility for the classes and may not be made good either in whole or in part by fees payable by the students attending the classes. Financial arrangements

On these conditions My Lords are prepared to entertain proposals from Town and County Councils, or other Local Authorities, for the establishment of such classes at such centres as may be found most convenient. But in view of the special facilities for giving instruction of the kind desired which exist at certain central institutions such as Schools of Art, Technical Institutes, Agricultural Colleges, and in some cases Secondary Schools, my Lords consider that where possible Local Authorities instead of establishing classes of their own should come to an arrangement with the Managers of such institutions as to the terms upon which they would be prepared to establish and maintain classes

of the kind desired. In such a case one of two courses might be followed. The Local Authority might make itself responsible for the whole cost of the classes arranged for in so far as that cost is not covered by fees, receiving directly any grant which may be made in terms of Article 91 (*d*). The other course—and one which would be specially adapted to the cases where classes were established at the instance of more than one Local Authority—would be that the Managers of the school or institution should be in direct relation with the Department, and should as a Committee of or agents for the various Local Authorities who undertake financial responsibility for the classes, make the necessary arrangements for the conduct of the classes, and receive the grant under Article 91 (*d*), obtaining a guarantee from each Local Authority for a fixed proportion of the expenditure which must be borne locally.

Preliminary proposals.

Local authorities who propose to establish such classes will on application to the Department receive a Form for the statement of particulars required for the information of the Department. This Form must be returned to the Department *at least one month before the date proposed for the first meeting of the classes* in order that opportunity may be afforded for the due consideration and adjustment of the proposed course of instruction.

Inspection.

When on consideration of the information supplied a class has been recognised, it will be visited from time to time on behalf of the Department by an officer deputed for the purpose, who will also toward the end of the course make a report on the work of each individual student. For that purpose he will take into consideration the character of the work done by each student during the session and the observations of the instructor thereon, but may also set such supplementary tests—oral, written, or practical—as he may think necessary. Such tests will, however, be relative to the work actually undertaken at meetings of the class, or in connection therewith.

Credit to be given for satisfactory attendance and work.

The names of all teachers who have regularly attended a recognised class and whose work is favourably reported on as above will be recorded in the Department, and credit will be given for such attendance and work in connection with any requirement of qualification for the teaching of certain subjects under the Code which their Lordships may hereafter find it desirable to institute.

Satisfactory attendance and work at a recognised course of instruction of sufficient length in *Drawing* will be held for the present to constitute a qualification to earn grants for Drawing in terms of the footnote to Article 19B4 of the Code and in lieu of the certificates mentioned therein, but their Lordships may, on consideration of the length of the course in any particular case, and the character of the instruction given thereat, require attendance at a supplementary course as a condition of continued recognition.

The classes may be held at any time of the year as best suits the convenience of those concerned, and may provide for instruction either on successive days (holiday courses) or at regular intervals, *e.g.*, on successive Saturdays. The attention of Instructors and others responsible for framing syllabuses of instruction is particularly directed to the Appendix.

I have, &c.,

H. CRAIK.

APPENDIX

My Lords desire to leave a large liberty of suggestion to Managers both as regards the subjects taught in these classes and the details of the course of instruction, but their views on both these points must be clearly formulated in their preliminary proposals in order that each proposed course may be fully considered on its merits.

As regards certain of the courses, however, the following general principles should be kept in view.

I. As regards courses for the instruction of teachers in Drawing.

Drawing (a).

The essential part of every course must be practice in free arm drawing on a large scale from the shoulder upon blackboards or other specially prepared surfaces, the chalk or charcoal being held in such a manner as to secure the utmost freedom of wrist action.

The forms to be drawn should be elementary art forms such as the ellipse, the oval, varieties of the loop form, conventionalized leaf forms of various kinds, the spiral, etc., arranged as far as possible according to difficulty or natural order of development.

Each form must be diligently practised till it can be drawn with ease, certainty, and *rapidity*, without preliminary measurement or blocking in, and to various sizes or to fill a given space.

A bold free line is to be cultivated, and for that purpose no measuring whatever should be allowed from the very start. Each line should be executed as far as possible by a single continuous movement, and accuracy should be sought not by laborious adjustments of parts of a form previously blocked out but by successive approximations to the form as a whole made rapidly and with a continuous line. The primary object of the exercise is to facilitate combined action of hand and eye, and no form should be considered to be mastered till it can be reproduced with rapidity and certainty and to various sizes. When one of the fundamental forms has been mastered it should be made the basis, either with variations or in combination with other forms, of elementary exercises in design.

These various exercises will involve a large amount of practice, and as the time that can be given to practice at the actual meeting of the classes is limited it is essential that the practice in the classes be supplemented by practice on the part of the students at home.

It is desirable that the medium of reproduction should be varied as far as possible, and for that purpose the drawing on the blackboard should from time to time be replaced by drawing the same forms with charcoal on paper or by brush drawing, always on a large scale.

It is also highly desirable that practice in clay modelling should be carried on *pari passu* with the drawing, and wherever possible this exercise should be included in the course but it will not for the present be insisted on in all cases.

The practical exercises should be accompanied by some explanation of the "Principles of Ornament" not necessarily in set lectures, but in connection with the introduction of new forms for practice, and it is highly important that there should be at hand an ample supply of examples of good ornament for purposes of illustration. For this reason among others my Lords must insist that wherever possible the classes for instruction in Drawing shall be held at a well-equipped School of Art.

Drawing (b).

One other great division of the work of these classes to be carried on *pari passu* with the foregoing practice in the drawing of fundamental forms of conventional ornament, should be practice in drawing simple forms such as leaves, flowers, or parts of flowers, shells, fish, birds, and simple artificial objects *either from the actual objects or models thereof.*

For this purpose each student should select for himself the object which he proposes to study, *being as a rule some form which has occurred or will occur in connection with the nature knowledge lessons of the School.*

The first reproductions, however imperfect, of the object selected, should be the outcome of the student's own unaided efforts as suggested to him by a careful study of the forms, but when after correction by the teacher a reasonably correct representation has been arrived at, it should be thereafter drawn not merely once or twice, but repeatedly until it can be reproduced with facility and certainty *from memory.* Endeavour should always be made to seize the broad essential features of the object to the neglect of details, and here as elsewhere the use of a free continuous line and rapidity of execution should be constantly insisted upon. The medium of reproduction should also be varied and as far as possible a selection of the forms should be modelled in clay. Some of the simpler forms studied may with advantage be turned to account as elements of design.

Combined Course.

It is suggested that both divisions of the work—the practice of conventional ornament and of design based thereon on the one hand and drawing from actual objects on the other—should be carried on at each lesson, a certain proportion of the students in turn being engaged at blackboard practice, under due supervision, while the others are engaged in the study and reproduction in various ways of actual objects.

Model Drawing should not be treated as a separate subject but simply as an accessory to the drawing from actual objects as above. No elaborate explanations of the theory of perspective should be entered into, but it may be found advantageous at a comparatively early stage to direct attention to the varying appearances of some simple object such as a pointer or a box, or a ring, when held in different positions and to the difference between apparent and real measurements.

Applications of Geometry—hand work.

II. On consideration of the various exercises commonly grouped under the head of Geometrical and Mechanical Drawing, my Lords are of opinion that they have no necessary connection with such a course of instruction in Drawing as that outlined above and that they should rather form the subject of a separate course *to be taken in conjunction with either cardboard modelling or woodwork or other form of practical application of the principles involved.*

Such a course would on its theoretical side embrace an explanation of the construction and use of scales, and of various measuring instruments, representation of objects in plan, elevation and section; the making of drawings in isometrical projection; and the principles of mechanical perspective.

The principles explained would be illustrated by the making of drawings to scale from actual measurement whether in plan and elevation or otherwise; by the reading of such drawings already prepared; by the use of squared paper to represent, *e.g.*, the rise and fall of the barometer, of the thermometer, of the average attendance in school, of the gas consumption, or of anything that changes definitely as time goes on; by the making of construction drawings for use in

cardboard modelling, in dress cutting, etc. ; and by the use of plan and elevation and of isometrical drawings in Woodwork.

It is not necessary that each and all of these applications of practical Geometry should be included in any one course, but proposals for any such course should make provision for the *practical application* of the subject matter in various directions and particularly in such forms as may be conveniently brought within the range of work in schools.

On the other hand the syllabus of a course for the instruction of teachers in cardboard modelling or woodwork should always make provision for their instruction either as a *preliminary measure or concurrently* in the principles of practical geometry and geometrical drawing.

III. The work of classes for the instruction of teachers in Nature Knowledge or Elementary Science may best be conducted along two distinct lines, each of which may be regarded as complementary to the other. Nature Knowledge

- (a) The first requisite is a study of the elementary principles of physics and chemistry together with practice in the methods of accurate experimental investigation.

The programme of work suitable for such a course may best be gathered from a perusal of Circular 234*, which contains suggestions for science teaching in higher grade departments, and the syllabus of work for the first and second years given therein should be followed with such modifications as may be found necessary.

- (b) The other and complementary course should be essentially a course of out-of-door studies having for its subject matter the meteorology, physical geography, geology, plant and animal life of a given district, studied not as separate subjects but in relation to each other. It may be convenient to make some one of these subjects, *e.g.*, the plant life of the district, the main subject of investigation, but its relation to the others should be kept in view, and the attention of the students should be directed as opportunity offers to significant facts irrespective of the particular branch of science which they illustrate. Each outdoor excursion should have a definite purpose, should be carefully planned beforehand, and careful notes should be made as to observations of facts and objects *in situ*.† These observations will furnish material for subsequent treatment in lectures and for practical exercises of various kinds, and it may be necessary from time to time to devote special meetings of the class to the explanation of general principles of classification in botany or natural history or to other relative matters. But for this purpose the home reading of the students should be mainly relied on, and it will be an important part of the duties of the instructor both at these courses and the courses in physical science to direct the reading of the students, to examine them thereupon, and to prescribe home exercises of various kinds. It is obvious that work of the kind indicated under

* To be obtained on application to the Department.

† The interest of well-informed members of local Field Clubs and Natural History Societies should where possible be enlisted, and the formation of Field Clubs or Natural History Societies among the teachers themselves in districts where such Societies do not already exist might be expected as the natural outcome of some of these courses.

head (b) may be more conveniently taken in summer courses, while the exercises under head (a) may be practised in winter, but the two lines of study should be regarded as essentially complementary to each other, and need not be kept in rigid separation.

Other Courses. IV. My Lords are also prepared to consider proposals for courses of a more special nature, *e.g.*, for the instruction of teachers in country districts in the principles of agriculture—to be held preferably at agricultural colleges—but they are of opinion that as a rule such special courses shall be preceded by instruction of a wider range such as that outlined for the two preceding courses of nature knowledge.

Proposals for the instruction of teachers in various branches of household economy (including cookery, laundry work, &c.), in courses of suitable physical exercises, or in military drill, or for the instruction of teachers in certain districts in navigation, will also be entertained. It should be understood, however, that no proposals for the instruction of teachers in any subject of practical instruction will be considered satisfactory which do not make provision either as a preliminary or concomitant for the sufficient explanation of any theoretical principles involved.

Object of the Courses.

V. The length of the course which may be required in any given subject and the value to be attached to attendance at such a course are matters to be determined by experience, and it may be found necessary in certain cases to require that attendance at a given course shall be supplemented by further instruction before such attendance can be regarded as a satisfactory preparation for teaching the relative subject in schools.

On the other hand, the special object of these classes must be kept clearly in view. They are intended to enable teachers who are already certificated, and who are either untrained, or have not had the benefit of suitable training during their course at the training college to perform efficiently certain duties of instruction laid upon them by the present Code. It follows that the instruction given, though thorough within its own sphere, must be largely of an elementary nature and of a kind analogous to what will subsequently be given by the teachers in their own schools. My Lords do not wish to lay down any hard-and-fast rules as to the extent to which the instruction so given should be carried, or as to the number of courses which a teacher may attend, but as a general rule it may be said that advanced instruction in art, or the special study of some branch of science such as may be required for a University degree, is no part of the work of these classes, and such instruction when desired must be obtained in classes conducted under the provisions of the Science and Art Directory or elsewhere, at the teacher's own expense.

The instruction in these classes must have constant reference to the methods of work to be adopted in the schools, and it is hoped that these references and the resulting discussion and interchange of opinion may not be without their influence both on the teaching of the subject in hand and in giving clearer views as to the object and methods of school work generally. To that end the method of study should be that of the *seminar*. That is to say, the members of the class should be regarded as a body of students pursuing some line of investigation in common under the leadership of a specially qualified person rather than as mere auditors of lectures.

(Circular to Managers.)

Circular 357.

SCOTCH EDUCATION DEPARTMENT,

18th April, 1902.

SIR,

I am directed to state that My Lords have thought it well to lay down the following rules to be followed in future in regard to the issue and authentication of Certificates of satisfactory attendance and progress at Courses for teachers conducted under Article 91 (d) of the Code.

1. Their Lordships will, as heretofore, transmit to the Managers, with the report on each course, a list of the students whose attendance and progress thereat is regarded as satisfactory, and on whose behalf the issue of a Certificate to that effect is authorised.

2. Before these are prepared, a specimen of the form of Certificate which it is proposed to use must be forwarded for the approval of this Department.

3. When this form of Certificate has been duly approved, the Certificates should be prepared, and signed in accordance with paragraph 4 (g) below. They should then be forwarded in parcels to the Department, and, after verification, will be stamped by the Department, and returned to the Managers for issue to the Students.

4. In preparing the draft of the Certificate the following points must be borne in mind:—

(a.) The Certificate should be convenient in form and size.

(b.) It must show the full official title of the Course, the Course number, the designation of the Managers, and the Session during which the Course was held.

(c.) It should show clearly the range of the instruction to which it relates. Accordingly, while the name of the subject only, e.g., Nature Knowledge, need appear on the face of the Certificate, there should be printed on the back of it a syllabus or description of the actual subjects of study which are to be understood as embraced under the general title appearing on the face of the Certificate. Further, this syllabus or description should be that of the work *actually overtaken* by the Class, and not simply what was proposed to be done at the beginning of the Session.

(d.) It should bear the full name of the Student for whom it is granted, the name of the School in which he is serving, and his standing as a teacher.

NOTE.—The use of abbreviated or pet names must be carefully avoided.

(e.) It must show the number of hours of instruction actually received by the Student, and the possible number for the full Course.

(f.) The Instructor's estimate of the character of the Student's work should be stated on the Certificate, and any special mention of merit by H.M. Inspector should also be indicated.

(g.) The Certificate must be signed by the Instructor of the Class, and by the Chairman or some other representative of the Managers specially deputed to do so.

I have, &c.,

H. CRAIK.

TRAINING OF TEACHERS.

*Report for the Year 1901-1902, by T. A. STEWART, Esq., M.A., LL.D.,
His Majesty's Senior Chief Inspector of Schools and Inspector of
Training Colleges in Scotland, on the TRAINING COLLEGES AND THE
TRAINING OF KING'S STUDENTS.*

EDINBURGH, NOVEMBER, 1902.

MY LORDS,—

I have the honour to present a Report for the Year 1901-1902 on the Training Colleges and the Training of King's Students in Scotland.

I propose for the sake of clearness and facility of reference to arrange what I have to say under the following five sections :—

- I. A sketch of recent developments.
- II. The Reports of the special visiting examiners on Non-University Students.
- III. The Reports of the Professors on University Students.
- IV. Statistics regarding attendance, staff, and accommodation at the Training Colleges and under the King's Students' Committees.
- V. The Reports on papers written at the King's Scholarship examination, with a note on 91 (d) classes.

SECTION I.—RECENT DEVELOPMENTS.

The abolition of the examinations for certificates creates what is practically a revolution in the methods of testing the attainments and proficiency of the students in our Training Colleges. The step is one of far-reaching influence, and will be watched with the keenest interest and expectation by those who have at heart the welfare of education in our country.

With the discontinuance of these examinations many evils disappear. Written tests are too apt to condition and stereotype the lines of teaching. The invitation to prepare syllabuses containing and describing the proposed area of work in each department of study has given the Training Colleges a free hand, and has already applied a powerful stimulus to the efforts both of lecturers and students. The stress and strain, the unwholesome excitement and nervousness, the previous "cramming," the dread of collapse, the staking of one's all on a single throw, on a paper perplexing, perhaps, whether from ease or difficulty, are all things of the past. A much fairer and surer test than the writing of any paper or set of papers is surely obtained by a review of the student's whole record of work, and by the opinion as to his diligence, intelligence, capacity, and progress, formed by those best able to judge, namely, the Rectors, Lecturers, and Teachers under whom he has studied from day to day.

In order that the desired information might be gained in definite shape, special forms were prepared on which was entered the Lecturer's estimate of the Student's oral work, written work, and general efficiency during both winter and summer terms.

Special
Examiners.

For the purpose of inquiring into and stimulating the teaching of the various subjects, the Department appointed a number of special examiners, partly drawn from the staff and partly from outside experts, and instructed them to visit the Training College and King's Students' Committees, and to make special investigation into the methods of instruction and the practical training of Teachers.

The duty of these officers was to examine carefully and minutely the syllabuses of proposed work, the records of achieved work, and the exercise books, essays, and other productions of the students, as far as it was necessary to do so. They were also empowered in cases of doubt to institute a control examination, either oral or in writing, for their own guidance and satisfaction. Moreover, they were instructed to embody in a report any remarks or suggestions they had to make as to the present or future modes of teaching the respective branches. These reports are in my hands and will be referred to presently. It may be right, at this point, to state that the examiners were received by all the Training College Authorities and King's Students' Committees with the utmost courtesy. Every facility was extended to them for prosecuting their researches, and their visits were viewed rather as opportunities of amicable consultation for the benefit of the Colleges than as indicative of any suspicion of espionage.

The
Standard of
marks.

One of the most important points that faced us at the outset was to ascertain whether the standard of marks in the various Training Colleges was reasonably uniform. Our experience was that while absolute uniformity is undesirable, even were it possible, the general standard of marking was fair and prudent, and that little, if any, difference of moment appeared to exist in the estimates and values tabulated by the Training Colleges. We had the power to recommend the raising or lowering of the standard where we thought it right to do so, but we seldom had to exercise this prerogative.

Scheme of
percentages
and letter
values.

In order to simplify matters I suggested a scheme of the relation between percentages and letter values to be used in marking the results of any set examinations held by the lecturers, and with the approval of the Department, brought it before the attention of the Colleges and of the University Professors whose classes the Training College Students attended. It is briefly this:—

85 per cent. and above = excellent, or E.

70 per cent. to 84 per cent. = very good, or E.G.

60 per cent. to 69 per cent. = good, or G.

50 per cent. to 59 per cent. = pretty good, or very fair, or F. G.

40 per cent. to 49 per cent. = fair, or F.

Anything below 40 per cent. is regarded as unsatisfactory. These values are given for a paper of average difficulty. In a stiff paper half the percentages might be represented by the same letter values. The final mark awarded for each subject, however, takes account of other elements of judgment, as well as those afforded by written examinations.

Distinct
courses of
study for
University
and Non-
University
students.

Another important development is the recognition of distinct courses of study for the students according as they attend the University or not. Formerly, students of promise were permitted to take certain subjects at the University, and were exempted from these at the

Certificate Examination. Now there is an organised three years' course of study at the University for all those who pass the preliminary examination, a course arranged as far as possible in the interests of the student as a future teacher, and also to enable him to take his degree. His practical training is obtained at the Training College. The Rectors find great difficulty in getting the University and College hours to fit in to each other, especially where the University is at some distance from the Training College. The Non-University students receive their whole training at the Colleges, and no difficulty arises, in their case, in the matter of organisation.

II.—REPORTS OF THE SPECIAL VISITING EXAMINERS.

These reports may now be referred to in narrative form. They are exceedingly interesting but much too long for anything like full, or even adequate, quotation. Only the gist and general scope of them can be outlined here.

EDUCATION—THEORY AND PRACTICE.

By theory is meant (1) Study of the Elements of Psychology, Ethics and Logic; (2) History of Education, or of some educationists or movements; and (3) consideration of the general objects of the elementary school course, correlation of subjects, and the general question of discipline or training.

Practice or Practical Teaching involves training in school methods or school management, and in the actual work of teaching. It is teaching how to teach.

In this connection a very interesting question arises, for which I desire to bespeak special attention. The Master of Method is presumably acquainted with all the best modes of imparting instruction in the branches of an ordinary education, but it is quite possible that the special teacher of, say a language, or of Science, may by concentration on his own subject, have discovered devices and expedients that would prove very helpful to the student, and even to the Master of Method, to know. While, therefore, it is not desired that the authority or prestige of the latter should in any way be diminished, it is considered useful that he and the expert should frequently consult and discuss the teaching of the students, and mutually co-operate in ascertaining the best possible lines on which any lesson should proceed.

In one college, the lecturer in each subject is also Mistress of Method for her subject under the superintendence and guidance of the Lady Principal. This would seem to be an ideal state of matters, but, of course, the conditions are unusual, if not unique, in this country.

As regards preparation for practical experience in teaching, the elaborate notes of lessons have ceased to be handed in, and instead of these I made use of the less ambitious but more practical notes which had actually been used, and which contained the interesting comments and criticisms of the Master of Method.

The scope and range of possible subjects for a teaching lesson have greatly widened since instruction in Science has come so much to the front, but I would remind the Colleges that, however fascinating such a new branch may be, it should not be forgotten that the power to teach the three elementary branches with their ordinary adjuncts and auxiliaries must not be lost sight of as an end of prime and dominating importance.

It may be added that the question as to how much of the knowledge imparted to the student should be transmitted to the child is one that would probably find profitable solution in a friendly exchange of views between the special teachers and the Master of Method.

In the majority of cases the Lectures on Method are given by those who superintend the practical training of the students. In one College the theoretical instruction and the practical work were formerly in different hands. These have now been combined, so that exposition and experiment may follow close on the heels of each other. The Psychological and Historical aspects of Education may be dealt with by a separate lecturer, but the relation of precept and practice can best be governed by the same teacher.

Theory of Education.

In all the colleges a course of lectures in accordance with an approved syllabus has been given on the Principles of Education and on School Methods generally. The syllabuses, while conforming for the most part to previous lines, suggest the possibility of greater breadth of treatment.

Laws of Health.

Several cognate branches have been dealt with separately, such as the Laws of Health, and Handwork. The Laws of Health should, perhaps, be dissociated from Physical Exercises. There are, of course, appropriate introductions to the latter, but the Laws of Health or Hygiene is too wide a subject to be confined to Physical Exercises, and might well stand alone, with First Aid and Ambulance as adjuncts or pendants. Such a course, if the syllabus is wide enough, and the record satisfactory, might possibly entitle the student to a special endorsement.

Investigation of results.

The Examination papers, essays, and note-books were submitted for my inspection on the occasion of my visits at the end of the Winter Term. In examining these the points kept in view were:—1. The amount of work professed in the Syllabus, and actually overtaken as stated in the Record. 2. The nature of the questions set, whether they tended to develop intelligent thinking, arrangement of ideas, and modes of procedure. 3. The standard of marks, to which I have already referred. 4. The quality of the work done.

Syllabuses.

In every case the syllabus provided a two years' course, the ethical, historical, and more advanced psychological aspects being wisely made parts of the second year's programme of study. School organisation and registration also were thoroughly dealt with in the second year. Elementary Psychological principles and School methods formed part of the course of both years. In several of the Colleges the time devoted to the subject was comparatively short in winter, but this was compensated for by a fuller course in the Summer Term. Such an arrangement was found expedient to suit the exigencies of University attendance. In every case the amount of work overtaken was very satisfactory in view of the time given to the subject. The tests set at the written examinations generally demanded both intelligent thought and logical arrangement. In several of the Colleges it was demanded that the illustrations used in elucidating points of view should, if possible, be original and derived from experience. Occasionally essays on some appropriate subject took the place of test papers.

The papers investigated showed very careful marking. There is a tendency to mark strictly, and rightly so, to prevent any lowering of

aim and ideal, but in no case did this marking appear to be unduly severe. The average percentage of the class marks (as in the case of marks for actual teaching) was compared with the percentage gained in the previous year at the Certificate Examination with the view of securing a reasonable continuity of estimate.

On the whole, all the colleges are doing very satisfactory work in Work School Management, both on the theoretical and the practical side. Without disparagement to others, the excellent papers written by the students attending the Glasgow Roman Catholic and the Edinburgh United Free Church Training Colleges may be specially commended. satisfactory.

A word may be added regarding Kindergarten and Infant School Methods as forming parts of School Management or Practical Education. Some confusion would be avoided were the different occupations in the grades of a school designated by some simple technical term such as *Handwork*. *Elementary Handwork* would include all infant occupations; *Intermediate Handwork*, developments of the former for older children; and *Advanced Handwork* would mean what is now called Manual Work (a non-connotative term), wood and iron work. Kindergarten.

In Kindergarten lessons such exercises as the drawing of animals in grotesque cube-forms, blob-making, as it is called, and any purely mechanical occupation, such as pencil-stencilling, should be dropped both in College and School. Wrong methods.

ENGLISH (including History and Geography).

The class examination papers were carefully revised, although sometimes the errors might have been less vaguely marked. It was occasionally noted that the form and style of the composition were subordinated to the estimate of the information possessed and presented by the students. There was reluctance to approach the maximum number of marks even when the answers were adequate, with the result that in pronounced cases the value of the paper was reduced by 10 or 15 per cent. The marking appeared to err somewhat frequently on the side of severity. Too little time is given for the working of the papers, and in consequence penmanship suffers and ungainly abbreviations are employed. A striking similarity of standard and uniformity of practice prevailed in the marking of papers at the respective Colleges.

In almost all the Colleges the students are assumed to possess a general knowledge of grammar including analysis and little formal instruction in these subjects is imparted. Certain fundamental rules of English Grammar and certain technical terms must be acquired for the purpose of indicating solecisms of expression and explaining the principles of periodic structure. More attention should be bestowed on Historical English Grammar for philological purposes, and Phonetics should be associated with the study. Grammar.

As regards composition, more formal and technical instruction in the subject is desired in the way of explanation and illustration of the principles involved. "In the Glasgow Roman Catholic Training College, the rules of composition, the figures of speech, the nature of periodic structure, the proper order of words, errors of ambiguity, inelegance, turgidity or baldness of expression are expounded and criticised with meritorious care and precision." With the view of fostering the oral command of English, two Colleges hold debates on literary, social or historical subjects, with the best results as regards fluency. Composition.

and ease of expression. The very general omission of the useful exercise of paraphrasing is to be regretted.

English
Literature.

As it is recognised that second hand criticism is of little value as a mental discipline, what has been done is to select representative works by Standard authors either for Class work or for home reading and to subject them to critical analysis.

History.

History.—What is attempted, is to develop in the minds of the Students the historic sense, and to exhibit more or less fully the philosophy of history. Two methods are employed, the particular and the universal, the former involving the selection of a special epoch, such as the Commonwealth, the Stuart dynasty, or Warren Hastings and his times. This special epoch is exhaustively treated and discussed in its social, religious, political and constitutional aspects. The universal method is represented by a course of lectures on constitutional development, such as that of the Edinburgh Episcopal Training College, which is specially commended. It embodies the rise and development of European civilisation :—

1. The Aryan race and its contact with the Semites and Turanians.
- 2 and 3. The Greek civilisation, colonies, and conquests.
- 4 and 5. The rise and development of Roman power.
6. The Roman Empire to the time of Constantine.
7. The early Christian Emperors; the break up of the Roman Empire.
8. The Saracenic invasion of Europe.
9. The Frankish Empire.
10. The Feudal system, Norman Conquest, and summary.

Geography,
practical
side.

Geography.—Here the work is both practical and theoretical. The practical work embraces a series of operations having for their object the lineal measurement of areas, the calculation of the angles of elevation, reduction to scale, tracing of contours, embossed outlines, etc. For superficial areas the playground attached to the practising school or a field in the vicinity is actually surveyed and drawn to scale (Edinburgh Episcopal Training College); a plan is made of a classroom, or of the college grounds or of localities in the neighbourhood (Edinburgh Church of Scotland, Aberdeen Church of Scotland, Glasgow United Free Church Training Colleges).

Natural areas, however, present inequalities of surface, and these must be represented. This is done by clay models (Edinburgh and Aberdeen Church of Scotland), or by cardboard models (Aberdeen Church of Scotland), in which the super-imposed layers of paper are accurately sliced and pared away so as to exhibit slopes, extent of depression and contour in relief.

Excursions enable the students to study the configuration of the district and to lay the foundation of map making, and also give them opportunity for acquiring botanical, zoological and geological knowledge.

Theoretic
side.

On the theoretic side Geography joins hands with Astronomy. An orrery is used in one college, and a playground employed for the observation of the heavenly bodies in another. The relation of Physics—meteorology, climatology, isobaric, and isothermic charts—is fully elucidated and illustrated in most of the colleges. Aberdeen Church of Scotland is singled out by the examiner as the college in which geography in all its relations is most exhaustively and elaborately taught.

Latin as an adjunct to English receives satisfactory attention. The Latin object is to establish a clear conception of grammatical distinctions and constructions by an acquaintance with the forms of a highly inflected language, and to help word-building and derivation generally by the knowledge acquired of prefixes, suffixes and root syllables. The time given to this subsidiary course of Latin in the Glasgow Church of Scotland Training College appeared to be insufficient.

Home-Reading.—There is a tendency to prescribe too much Home-Reading. The amount of care, thought, and intelligence bestowed upon the books prescribed for Home-Reading is tested by examination papers or otherwise. A very large number of these papers have been read by the examiner, and the answers, as a rule, give evidence of fidelity and earnest application in the performance of the work.

In the case of the St. Andrews and Dundee King's Students the examination papers relate exclusively to home study. The work is very satisfactory, but too little time is given to answering the questions. The marking in the case of St Andrews Students was too severe. The Dundee Students' papers were revised with great care and attention to propriety of expression. The Aberdeen work was very meritorious.

MATHEMATICS.

The attainments of the men and women students are found to be so different on entering the Colleges that a double course of instruction has to be provided. The ground covered by the men is very nearly the same in all the Colleges, and is practically identical with the Higher Grade Syllabus in the Leaving Certificate Examination, with a somewhat wider range in Algebra. In addition, most of the colleges gave a course in Mensuration treated mathematically as a complement to its practical treatment in the Science course. In exceptional cases Mechanics as far as is necessary for the University Preliminary Examination, as well as the elements of Analytical Geometry, forms part of the Mathematical Teaching.

There is greater diversity of programme among the women students. Euclid's first book is (optionally) studied in one College, in two there is no geometrical work, and in the remaining five, practical courses requiring the use of instruments and involving the discussion of underlying principles have been successfully carried out. In some cases the elements of Trigonometry have been added to the scheme. The programme in Algebra is much the same in all the colleges. In one college, however, it is studied only in connection with Arithmetic, and is used to generalise the solution of arithmetical problems.

The course in Arithmetic is common to both men and women, and extends over two years in the case of the latter. The men are generally able to overtake the work in one year.

The examiners offer the following suggestions:—

1. That a course of practical geometry with the aid of instruments should be drawn up for the women in all the colleges, for the purpose of acquainting them practically with the facts and constructions in the first six books of Euclid. Elementary notions of Mensuration, heights and distances could easily be worked into such a course.
2. In Algebra graphical methods, especially the straight line graph, should receive due attention. The work should be done, to begin with at least, on squared paper.

3. Hard and fast lines need not be drawn between arithmetic and algebra, or geometry and algebra.

4. In their last summer term the senior students might perform exercises, written or oral, involving the explanation of fundamental points in the elementary school course, which would be criticised by the mathematical lecturer.

Too much attention should not be given to the technicalities of the Stock Exchange or the money market. Recurring decimals have a theoretical interest but do not occur in practical solutions. It is therefore not desirable to set questions which purport to be practical if they involve the use of these.

SCIENCE.

Physics and Chemistry.—The first year's courses have generally included elementary physical measurements, determination of densities, a little elementary hydrostatics and some very elementary work in heat. At Aberdeen and Dundee the course has been exceptional in including both Physics and Chemistry in the first year. The examiner does not think that the experiment has been a success. In most cases, Chemistry has been dealt with mainly or exclusively in a second year's course, except in Glasgow where the subject is left out altogether, and this the examiner deprecates very justly.

Influence of
Science
Training in
developing
Teaching
Power.

He refers also to the fact that female students may have to make very little *direct* use of the Science they are taught at the Training Colleges, because few elementary schools possess laboratories, and, where they do, the teaching is generally in the hands of men. But I entirely agree with him in his opinion that indirectly the training should be of great value to all, and should have an important bearing on such subjects as arithmetic, geography and cookery. In fact my view is that at all the stages of a course in Science, while the teacher should learn much more than he will ever have to teach, he should not only be encouraged to give back the information and ideas he has received, by imparting them in turn himself to others, thus fixing and crystallising his facts, but he should especially note the portions or the amount of a subject that can reasonably be brought under the notice and comprehension of little children. The examiner disapproves of making the course of work too formal and too cut and dry. The apparatus should not all be fitted up beforehand. Something should be left to the initiative of the students. He objects also to too elaborate apparatus, such as expensive galvanometers, etc. The students should be shown how to make the best of the simplest apparatus, and it is important, in his opinion, that Chemistry should be included in every course, as giving endless opportunities for scientific observation.

Summer
Courses.

As regards the summer courses in Nature Knowledge, Botany or Botany and Zoology, or Botany and Geology have been taken up, and more variety has been shown than in the courses dealing with physical science. Some of these courses have been just what they were intended to be—an introduction to the study of nature; others have aimed rather at producing technically equipped botanists and zoologists, "a task quite hopeless in the time available, and of doubtful desirability after all."

In some of the other courses there has been too much lecturing, and the practice of telling the students beforehand what they are to observe has been far too common.

LATIN AND GREEK.

All the best students at the Training Colleges desire to pass the preliminary examination at the University, and ultimately to take the degree of Master of Arts. But there are several students who do not feel themselves qualified to attempt the preliminary examination in Classics, or who have tried and failed. These are placed in classes of twenty or thirty at some of the Colleges and receive a course of classical training. Very good work is done. Portions of Cicero, Virgil, Horace, Sallust, Livy, Xenophon, and Euripides are read, and composition is sedulously practised.

FRENCH.

The time given to French in the Colleges varies from three to five hours a week. It need scarcely be said that unless five hours a week can be given to the teaching of any language, it had better not be taught at all. Your Lordships are extremely desirous of raising the level of efficiency in the Modern Languages, and have directed that special attention should be given to the oral examination. The syllabuses of work show great diversity, and some uniformity and precision might be introduced, especially as regards the study of grammar, which should be practical and systematic, with interesting illustrations. Oral teaching, in which the students take part in question, reply, discussion, reproduction of a narrative or personal experience, is of great value.

The pronunciation of French is not on a satisfactory footing. Pronunciation. Although the articulation and knowledge of the lecturers are above reproach, it is most difficult for them, in the case of large classes in particular, to secure reasonably pure utterance in the case of all the members.

It is expected that the introduction of Phonetics will have a salutary and helpful influence in securing correct speech both in French, German, and English. Arrangements for courses of lectures in this subject at the various Scottish centres are at present being made. Several teachers of French both in the Colleges and the Universities, give instruction to their students in this branch, and it is hoped that the different systems may be correlated so as to secure as much uniformity of instruction as possible. Phonetics.

The classes consisting sometimes of more than fifty pupils should be divided, to secure as much individual treatment as possible, especially in the direction of pronunciation, conversation, and repeated personal reference. The examiners report that the "liaison" is too often ignored, and give a number of examples; they urge the importance of reading French aloud as a training to the ear, and point out that real efforts have been made to promote facility in conversation. The practice of conducting all the procedure of a class even down to the explanation of words, in French or German, has much to recommend it. Suggestions.

The choice of French texts has been as a rule sensible, and the books of extracts are excellent. Continuous literature carefully selected from the French Classics of the XVIIth, XVIIIth, and XIXth centuries should be read and studied. Choice of Text Books.

In all the Colleges translation and composition are successfully taught. Free composition is admirably practised in several. The subjects chosen were highly interesting and very creditable essays were written.

The question of teaching the students to teach French is embraced in the general treatment of Education (Practice) on which I have already commented. In this connection, the teacher of French would be expected to give an occasional lecture on the teaching of French, and to witness his pupils' efforts in carrying out his suggestions, with the co-operation of the Master of Method.

The examiners regard the marks given for the examination papers as too high all over, and they would reduce them by 10 or 15 per cent.

Results of
Oral Ex-
amination.

The oral examination was not regarded as satisfactory. It consisted of the reading of a passage of French, and the answering of certain questions. Specimens of these questions are contained in the report.

The pronunciation, I am not surprised to hear, was often found faulty, and until more individual attention can be given to it, or until the introduction of Phonetics lends a helping hand we must not expect too much.

We do not look for Parisian pronunciation in elementary schools. It is enough if it is spoken—

“fulfaire and fetialy
After the scole of Stratford atte Bowe.”

In secondary schools a knowledge of foreign tongues is regarded as an accomplishment and an important item in the programme of a finished education. A small percentage of the children even in these schools will ever read or speak French or German after they have left school. The province of modern language, looking from a purely practical point of view, appears to be to furnish our boys who contemplate a business career with an acquaintance—a working acquaintance—with these languages in conversation and correspondence to enable them to compete on fairly equal terms with foreigners who acquire a polyglot tongue because their environment compels them to do so.

Number
orally ex-
amined.

At the oral examination there were 412 candidates of whom 279 were satisfactory. Only one College made a selection of its second year pupils; the others presented the students “*en bloc*,” probably because they did not know exactly what was required. Now that the standard of pass is to be raised all round, the wisdom of presenting only those who have a reasonable chance of passing is manifest.

Written Ex-
aminations.

The examiner of the French papers worked by the students of the Training Colleges in Scotland reports favourably regarding translation, but not so regarding composition and the reproduction in French of the passage read. There were grammatical blunders in tense, gender, etc., and the translation from English into French was unsatisfactory.

GERMAN.

Not taken by
Male
Students.

The examiner does not criticise the work of the Colleges separately, but makes general observations and suggestions. He says that in none of the Colleges have men any opportunity of studying German because, I suppose, they do not wish to take both French and German if they take Latin also. If they did, 15 hours per week would be spent in languages alone. Five hours per week should be given to the study of any language. If time cannot be found for this the language should not be attempted. I do not agree with the examiner that three hours per week should be devoted to French, and three to German. Much better would it be surely, to give five hours to either language and to gain a competent knowledge of it. In some colleges the senior and junior classes are taught together which is a bad

arrangement. The attainments of the students on entering are very unequal, which accounts for lack of uniformity in their college work. The examiner suggests that beginners should not, as a rule, be taught at all in the Colleges, and approves of an entrance examination to eliminate those who fall below a certain standard. These should be advised to drop the subject as unlikely to bring them a qualification for teaching purposes. He adds that the syllabus in the Training Colleges should not be too ambitious, and that its lectures should be on concrete subjects, such as the Rhine, the German Empire, etc., and not on "Goethe's Faust" or "Schiller as a Philosopher." He would arrange the classes on the assumption that all the students were to prepare, say for the Higher Grade Leaving Certificate.

Previous
Attainments
very unequal.

All oral work should be carried on in German by the teacher and as much as possible by the students. Standard passages of prose and poetry should be committed to memory after a correct and idiomatic pronunciation of them has been acquired. The phonetic method, he adds, should be used, but not without discretion or discrimination. The advantages of German script are urged. In several Colleges a much more severe standard of valuation in marks should be adopted. On the whole the written work of the students is fairly satisfactory, but the oral work is not. The pronunciation of the senior students is often very faulty, sometimes even grossly so.

Suggestion

PHONETICS.

This subject may be taken next in its relation to the teaching of modern languages in particular. It has not been systematically studied in the Training Colleges as yet to any great extent, but since the issue of Circular 329 many of the lecturers and teachers have bestirred themselves to gain some acquaintance with the subject.

Not yet
systematic-
ally taught.

For example, in Glasgow Church of Scotland Training College the special examiner found that two classes in General Phonetics were being conducted, with some overlapping but with much interest. At the Glasgow Roman Catholic and Edinburgh Episcopal Colleges, one or more of the lady teachers had taken up the subject very keenly and thoroughly; at the Glasgow United Free Church College also the acting Rector had drawn up an excellent syllabus and was strongly convinced of the importance of the subject. At Aberdeen in connection with the Church of Scotland College and the King's Students' Committee the subject is mixed up with elocution in English, but the University lecturers are quite in sympathy with the movement, and M. Scholle has already been teaching the subject. At the United Free Church College also the Rector is enthusiastic in the matter, and is conversant with much of the best literature on the subject. At Dundee there is an admirable exponent of this new study, who might also conduct the teaching at St. Andrews in the case of the King's Students.

Much inter-
est is being
shown.

I need not go further into the temporary arrangements because negotiations are in progress for the delivery of a course of theoretical and practical lectures in Edinburgh, Glasgow and Aberdeen at an early date. The lecturers and any others whether principal or assistant teachers, will be invited to attend provided that the classes do not become unwieldy for practical purposes.

Courses of
Lectures to
be given.

The examiner has frequently been met with the complaint that no time can be spared for a new branch in a crowded curriculum. This is not quite fair. The introduction of phonetics should greatly simplify

The Com-
plaint of
Want of
Time.

and expedite the teaching of oral language, and should secure that accuracy and purity of pronunciation which are rarely if ever found in this country except in the case of those who have spent some time in France or Germany.

If anything can be done to eradicate the horrible intonation, which disfigures our Scottish speech in the non-Celtic areas, and to ensure clear, intelligible, and articulate utterance, an immense advantage will have been gained.

Views of the expert Examiner as to Courses, etc.

It may be of interest to glean from the report of the expert examiner some of his views, which I must set down as briefly as possible.

Talking of the general course of Phonetics as it exists, he says it is too much identified with elocution in some of the colleges, and is not sufficiently adapted to the needs of students of languages. The study is not sufficiently exhaustive, and the whole range of speech, sounds and processes should be covered in a systematic manner.

An hour a week is suggested, half of which should be given to practical work such as exercises to secure facility in opening and closing the glottis at will, in raising, lowering, retracting, advancing the tongue; in rounding and unrounding without altering the tongue-positions, etc. He advocates the use of Sweet's system in all the Colleges. The languages and dialects most familiar to the teacher and his class would be used, not only polite English and French, but also the local dialects of Scotland.

The second year's training would ensure a thorough knowledge of the sounds of the language, a practical training in the scientific method of dealing with the problems of pronunciation, and the training of the faculty of observing, through the ear, the phenomena of daily speech.

An hour per week taken from the five hours required for the study of a language would appear to be sufficient for all the purposes of this subject, but the teaching will ultimately become so interwoven with language teaching that it will prove a help, not a hindrance, and no definite time need be assigned to it.

DRAWING AND MANUAL WORK.

Drawing is now taught in all the eight Scottish Training Colleges, and under two of the King's Students' Committees in accordance with separate schemes of instruction drawn up for each institution.

Modern Ideas.

The modern trend has been in the direction of nature observation, the graphic representation of actual things and the study and arrangement of forms already drawn. Natural objects such as flowers, leaves, butterflies, shells, eggs, seed-vessels and the like are now taking the place of conventional models. In two Colleges brush-work seems to have chiefly consisted of blob-making—a purely conventional and mechanical exercise which should be discontinued; but practice in the proper use of the brush and the study of colour should both form integral parts of the schemes of drawing, the brush taking its place as a working tool alongside of pencil and chalk. Clay-modelling in high relief has also proved a valuable feature in several colleges.

Architecture.

At the Glasgow United Free Church Training College and under the Dundee Local Committee, architecture has been taken up as a matter of history, and for the practical study of the principles of ornament. In this way the correlation of drawing with other studies has been kept in view, and, at Dundee, Plant drawing has been kept in touch with the Botanical department of the college.

The reports are generally favourable with the exception of that on the St. Andrews King's Students where no systematic instruction in free drawing has as yet been given. The examiner adds a number of useful suggestions which I must summarise as briefly as possible.

1. "In the new scheme nature study and representation is the dominant note." Reports
generally
favourable. Suggestions.

2. "The systematic study and representation by each student of the growth and development of the whole or part of some growing plant, tree, or flower, carried on throughout one or more seasons would be of great value as an educational training."

3. Design and the study of colour naturally follow.

4. "The day for courses in outline drawing, in brush-work in light and shade and so forth is now past." The individual students after they have had some experience may be allowed some latitude in selecting their own medium of expression.

5. Regarding the requirement for the old Drawing Certificate the examiner adds:—"The art master will have to include in his syllabus the geometrical drawing necessary for the practice of design as well as for the study of architecture when this is taken up. The students will be expected to manipulate freely rulers, compasses and set squares."

6. "All working of ordinary plane geometry problems, however, and exercises in the graphic representation of position, form, and variation should be taken up as an integral part of a course of instruction in experimental mathematics, under the teacher of that subject, and not in connection with the art work at all."

7. "The construction of scales, and drawing to scale of objects in plan and elevation from actual measurement should be taken up in conjunction with some form of manual work, such as card-board modelling or wood-work."

8. "The principles of perspective in a somewhat modified form will of course be expounded in connection with instruction in the drawing of common objects, especially when large rectilinear objects are being drawn."

Manual Work.—Three colleges have taken up card-board modelling, and three woodwork. A course of instrument drawing leading up to the work is in each case included in the syllabus. The reports are favourable generally, and the following suggestions are made by the examiner for the benefit of the College Authorities and Local Committees in preparing new syllabuses of work. Suggestions.

1. "Apart from the educational importance of manual instruction, the student will, by his knowledge of the use of tools and the manipulation of material, be enabled to construct apparatus for use in the College, and later on, in the school or the laboratory."

2. "A scheme should not stop short at card-board modelling."

3. "Both hard and soft woods should be used, and other materials such as wire, sheet-metal, and glass might with advantage be introduced."

4. "The students should be taught to work from their own designs as far as possible, and in every case an accurate working drawing should be made and worked from."

MUSIC.

The examiner expresses dissatisfaction with the state of matters at Aberdeen, Dundee, and St. Andrews under the Local Committees. The students at these centres take music only during the summer session. He urges that the course of music, or at least the choral work, should be made continuous during the year. He is pleased to find that so many of the students at the Colleges learn piano playing, and refers to the patience and single-hearted devotion of the lecturers. Work of
King's
Students un-
satisfactory.

The reports on the teaching of music in the Colleges are extremely favourable; except in the case of the Glasgow United Free Church Training College. This exception is explained by the fact that neither Reports on
Colleges very
favourable.

University nor Non-University Students receive continuous musical teaching, the latter being taught during the winter term only, and the former during the summer term only.

Excellent
Work in
Glasgow
Roman
Catholic
Training
College.

The Report on the Glasgow Roman Catholic College is so striking that I give it in full.

"The students in the performance of the song showed much musical feeling. Most of them sang from both notations with equal ease. I recommended the raising of the marks by about 5 per cent. In the concert which followed, the choral numbers were sung with great spirit and with such clear enunciation that a book of words was quite unnecessary, every syllable being quite distinct. The choir also sang in the chapel, where the really beautiful tone of the voices was heard to still better effect. It is evident that music in this College is a living reality to the students—a state of things which brings about the best possible results—musical and otherwise."

The examiner speaks also in terms of warm eulogy of the work done at all the Edinburgh colleges.

NEEDLEWORK.

Courses of
Work now
more system-
atic.

The lady examiner reports that the new plan of abolishing the collective examination and permitting the various Colleges to follow schemes drawn up by themselves (the practical results being submitted to the examiner) has led to a more effective course of instruction.

The responsibility thrown upon the Instructresses in Needlework of passing judgment on their own pupils has been most conscientiously met. An entrance examination is suggested to secure a reasonable amount of proficiency in such essentials as stitch-making, cutting out, and repairing.

Strangely enough, students from large towns with pupil teacher centres are often less capable of working an exercise, which demands a little thought and common sense, than some of their fellow students who may have learnt the subject in some country village. The explanation given is that the instruction has been kept within the narrow limits of certain typical exercises, and has failed to be general and comprehensive. A thorough grounding in the various branches of Plain Needlework rather than the production of attractive garments or samplers should be aimed at.

Reports
generally
very
favourable.

The reports on this subject are very favourable. A reduction of the requirements in one college, however, is suggested, and in another the time given to teaching the subject has been encroached on by attendance at the University. An exception is made in the case of the Glasgow United Free Church College, where the work does not seem to have reached so high a level as in previous years. This is accounted for by the large number of students, 167, which rendered the work of the Instructress extremely difficult in the way of individual supervision and correction. Evidently, her hands should be strengthened by an addition to the staff. It is represented also that the time set apart for the subject was not sufficient for the thorough examination of practical and theoretical exercises.

The exercises worked at the Admission Examination showed a lack of fundamental knowledge of the subject.

PHYSICAL TRAINING.

The examiner reports on four of the Training Colleges:—The Edinburgh Church of Scotland, and Episcopal, and the Glasgow Church of Scotland, and United Free Church Colleges.

The male members of the Edinburgh Church of Scotland College, Edinburgh under Captain Fraser Macnee, are all members of the 4th Volunteer Church of Scotland Battalion Royal Scots, and belong to the Company of which he is captain. They have been trained practically on the "Model Course," Training College, and after being well drilled as a class, each student has been taught how to teach. Considering the short time they have had for training, the result is very creditable to all concerned. The female class has been taught by another teacher on a somewhat different syllabus. A little more vigour and smartness is suggested.

The other three colleges have been instructed in Colonel Cruden's Col. Cruden's system of musical drill under competent teachers. The work generally is creditable, but the examiner would like to see a simpler course more perfectly executed. System.

The Glasgow United Free Church Students have had, in addition to the course, about thirty drills of one hour each with the 1st L. R. Volunteers, by which they have greatly benefited.

The syllabus for females at the Edinburgh Episcopal, Glasgow Church of Scotland, and United Free Church Training Colleges is regarded as rather long and complicated for the short time available. The instructor, a lady, is most painstaking and excellent.

The examiner urges the adoption of a uniform system, such as the Model Course, in all the Training Colleges, and would like to have more time devoted to the subject. A uniform System recommended

This is what all the expert examiners desire in order that their subjects may reach full efficiency, and if there were not so many equally valuable subjects in competition, with a clamorous demand for more time, there might be less trouble in falling in with their request. We hope ere long to receive authoritative guidance from the Report of the Royal Commissioners to enable us to shape a course which, subject to the behests of the Scottish Education Department, will enable us to foster, both in colleges and schools, the development of this very important subject. Royal Commissioners.

SECTION III.

REPORTS OF PROFESSORS and LECTURERS on KING'S SCHOLARS and KING'S STUDENTS who attended their classes at the UNIVERSITIES or DUNDEE UNIVERSITY COLLEGE.

Tables will be found under the head of Section IV., which give full statistics regarding the number of King's Scholars and King's Students who attended classes either during the winter or summer term, or during both, at the different Universities. In the same Section will also be found an account of the distinctions gained at the University by the students of each of the Training Colleges.

Education.—From a careful perusal of the marks and comments on Form 69, which contains the estimate formed by the Professor or Lecturer of the students' capacity and progress, I am enabled to state generally whether a satisfactory level of attainment has been reached by the main body of the class in this as in the other subjects of training. Education.

The reports, as regards the subject of Education, are generally very satisfactory. Professor Laurie says that the students were steady, well-behaved and industrious. There is a sad interest in what the late Professor Meiklejohn wrote in the margin—probably it was the last time he took his pen in hand: "A bright young fellow," "Very promising," "A sensible girl," "Capital ability," "Very able," "Better on the benches of a good school."

English.

English.—The marks of the students attending this class at Edinburgh are generally satisfactory. Professor Raleigh (Glasgow) says: "The average merit was, I think, unusually high, but first-class certificates were awarded to twenty only. These certificates are therefore certificates of distinction. The third-class certificates are as few as the first, and third-class certificates indicate a poor level." From this it may be gathered that the attainment is generally very good, while a few have done especially well, and a few have fallen below the average.

This seems to be a very common condition of affairs, and perhaps inevitably so, in most of the reports I have received on the various subjects.

At Queen Margaret College, Glasgow, the results are very fair, and at Aberdeen and Dundee, about good. At St. Andrews the medal and second prize in Honours have been carried off by a lady King's Student.

Latin.

Latin.—The reports are favourable. The lady students have distinguished themselves in Glasgow. One has gained 320 marks out of a possible 400, and has carried off the fourth prize, the first prizeman scoring 345. The average mark is about pretty good, though twelve students have fallen below fair. At Aberdeen a similar average result is reached. Here five students fall below fair. The work elsewhere is good.

Greek.

Greek.—The students at Glasgow, Aberdeen and St. Andrews reach a higher average than those at Edinburgh. It is explained by Professor Butcher that the lowness of the Summary marks is due to the fact that unseen work, composition, etc., as distinct from the preparation of set books, were included in the estimate.

French.

French.—In Edinburgh six students attending the French class fall below fair. Dr. Charles Sarolea complains as before of deficiency in oral work—conversation, dictation—and general reading. The average mark would be pretty good. In Glasgow it is much higher, and the students seem to have made very satisfactory progress. The work is very fair at Aberdeen, good at St. Andrews, and good, or more, at Dundee.

German.

German.—The students attending the German classes receive very high marks at St. Andrews, Aberdeen and Glasgow, respectively. At Edinburgh the general level is very fair.

Mathematics.

Mathematics.—Professor Jack, Glasgow, writes that he never had so many normal students in his classes as during the past session, and that the bulk of them have done fairly creditable, and some of them very good, work. One took the Advanced Honours Class, and eight others the Intermediate Honours Class. The professor would be glad if a larger number aspired to Honours instead of merely contenting themselves with taking the graduating Class. The female students have not done so well this year as the male students. The results at Edinburgh, Aberdeen, and Dundee are generally creditable. At St. Andrews the work is decidedly good; a King's Student is medallist.

Natural Philosophy.

Natural Philosophy.—The work of the students in this subject at the Edinburgh University is generally successful. The third-year students have done specially well in laboratory work. At Glasgow the Summary marks are of unequal merit and not of a high range. The work of the Aberdeen King's Scholars is decidedly good, and even higher marks are earned by the King's Students. The Professor writes: "These students were, on the whole, excellent, and comprised some of the *élite* of the class, which numbered eighty-one." At St. Andrews and Dundee the work generally is of a satisfactory nature.

Moral Philosophy.—In Edinburgh the attainments are exceedingly creditable. A lady student who stood third in the general class list received the "Elizabeth Hamilton" prize. In Glasgow the average results are very fair; in Aberdeen, very good, a King's Student gaining the first prize; in St. Andrews, good.

Logic.—In Edinburgh the work as a rule is creditable, but it is a matter of regret that twenty of the seventy-six Normal Students in attendance have fallen below the mark "fair." In Aberdeen highly successful, and in some cases brilliant, results have been achieved. The work at the other Universities is of average quality.

History.—The marks gained by the students attending classes are very high. In Glasgow a first and second prize, and at Aberdeen a first prize with Honours, are registered.

Chemistry.—More than half of the students attending classes in Edinburgh have done exceedingly well. One stood first and gained the Robert Watson Memorial Prize. The practical work of the third year students is particularly good. The results at the Glasgow and Aberdeen classes are generally of good quality. The marks accredited to the St. Andrews King's Students are much lower in the Winter Term. Those who took practical work in the Summer Term obtain better results. Two of the three students attending the Dundee Class have done very well.

Botany.—This branch has been taught with most gratifying success at Aberdeen and Dundee, and with creditable results at St. Andrews.

Zoology and Geology.—Here again the teaching at Aberdeen has produced attainments of decided value and excellence, especially in practical work. The students at Dundee do well, and those at St. Andrews very fairly, in Zoology. The Geological Class at Edinburgh shows very fair results.

Political Economy.—Seven King's Scholars and one King's Student took this subject with good results.

Gaelic.—One student took this language and did very well.

SECTION IV.

STATISTICS regarding ATTENDANCE, STAFF and ACCOMMODATION at the TRAINING COLLEGES and under the KING'S STUDENTS' COMMITTEES

TABLE NO. 1.
Number of King's Scholars in attendance at Training Colleges,
Year 1901-2.

Name of College.	Males.				Females.			
	1st Year.	2nd Year.	3rd Year.	Total.	1st Year.	2nd Year.	3rd Year.	Total.
Edinburgh, Church of Scotland	37	39	15	91	60	65	3	128
" United Free Church	32	37	17	86*	64	65	5	134*
" Episcopal Church	—	—	—	—	36	28	—	64
Glasgow, Church of Scotland	36	39	3	78	87	82	3	172
" United Free Church	39	36	6	81	85	82	2	169
" Roman Catholic	—	—	—	—	43	50	—	93
Aberdeen, Church of Scotland	9	14	2	25	52	51	1	104
" United Free Church	17	16	—	33	48	49	—	97
Totals	170	181	43	394*	475	472	14	961*

* In addition, two Certificated Teachers, one male and one female, were trained at Edinburgh United Free Church Training College for one year under Article 95 (b).

There were thus in attendance 645 First Year, 653 Second Year, and 57 Third Year Students, giving a total of 1,355. In 1901, the total number of students in training was 1,237. There is, therefore, an increase of 118 in the total number in attendance at Training Colleges.

TABLE NO. 2.

Number of King's Scholars attending University, Year 1901-02.

NOTE.—These numbers are included in Table I.

Training College.	Number of Students at			
	Edinburgh University.	Glasgow University.	Aberdeen University.	Total.
Church of Scotland -	97	113	29	239
United Free Church -	102	130	46	278
Episcopal Church -	2	-	-	2
Roman Catholic -	-	2	-	2
Totals -	201	245	75	521

Of the 392 male students, 299 attended University classes, and of the 959 female students, 222 did so. This is a decrease of 5 over the number (526) in attendance during the previous year. There is really an increase of 12 in the number of first and second year students attending these classes. Owing to the new requirement that all third-year students must now be specially recognised under Art. 83 (c) of the Code, there was a decrease in the number of these students this year.

TABLE NO. 3.

Number of King's Students in Training, Year 1901-02.

Local Committee.	Males.				Females.			
	1st Year.	2nd Year.	3rd Year.	Total.	1st Year.	2nd Year.	3rd Year.	Total.
Aberdeen -	11	21	7	39	9	12	3	24
St. Andrews -	7	5	3	15	6	10	4	20
Dundee -	4	5	-	9	19	6	-	25
Totals -	22	31	10	63	34	28	7	69

There were thus 132 King's Students in training during the past session, as against 110 in the previous year. All are attending courses of study at the University.

TABLE NO. 4.

University Classes attended by King's Students and Scholars,
Year 1901-02.

Subject.	Winter Term.		Summer Term.		Totals.
	No. of Students.		No. of Students.		
	Male.	Female.	Male.	Female.	
Latin	121	64	3	5	193
Greek	21	2	4	-	27
French	18	63	-	3	84
German	2	10	-	3	15
Mathematics	146	58	1	4	209
English Literature	73	35	4	1	113
Education	111	181	4	19	315
Logic	100	58	1	6	165
Chemistry (Theoretical)	38	1	3	-	42
„ (Practical)	15	-	6	3	24
Natural Philosophy	89	31	-	-	120
Moral Philosophy	44	22	2	-	68
History	34	9	1	-	44
Political Economy	7	1	-	-	8
Physical Laboratory	13	7	-	-	20
Gaelic	1	-	-	-	1
Geology	4	2	-	-	6
Botany (Systematic)	-	-	14	31	45
„ (Practical)	-	-	9	30	39
Zoology (Theoretical)	1	-	17	19	37
„ (Practical)	2	-	7	3	12
Geology (Practical)	1	-	1	-	2

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

Staff.—Peter Mackinlay, M.A., Principal; Alexander Morgan, M.A., D.Sc., Science; John Masson, M.A, LL.D., Latin and Greek; Arch. Milne, M.A., B.Sc., Science; Janet E. M'Gregor, Lady Superintendent; A. Darroch, M.A., Education and English; D. S. Calderwood, M.A., Method; L. A. Barnier, B.A., Paris, French; J. J. Trotter, M.A., German; James Hay, Drawing; James A. Moonie, Singing; Walter Hately, Music; M. I. Smith, Piano; I. Masterman, D.Sc., Zoology; R. S. MacDougall, D.Sc., Botany; Miss Middleton, English; Helen Graham, and two Assistants, Sewing; J. C. M'Gavin, Drill; Catherine Walker, Lady Superintendent of Boarding House.

Accommodation.—The College is sanctioned for 220 students, and 219 were in training during the year.

Health of Students.—The medical officer reports five cases of withdrawal from training owing to serious illness. Otherwise the health of the students has been, on the whole, good during the year.

Scholarships.—All the male students hold bursaries varying from £21 to £25 per session. About half of the female students receive bursaries varying in value from £8 to £18. The other female students are self-supporting.

University Attendance.—Last session 97 students attended Edinburgh University, viz., 58 men and 39 women. The Education Class was attended by 45 students; Logic by 43; Latin by 31; English by 24;

Chemistry by 11; Mathematics by 10; Natural Philosophy by 9; and Moral Philosophy by 8. A few also attended the classes in French, German, History, and Political Economy.

University Distinctions.—The students of last session carried off 2 medals, 3 special prizes, 46 ordinary prizes, and 109 ordinary certificates. No one failed. Five out of the first twelve prizes in English were gained. Of the 11 students who attended Practical Chemistry, one obtained the first medal, and six others first-class certificates. A former student gained the Baxter Mathematical Scholarship. Seven took the degree of M.A. at the end of the third session. A few more were qualified, but postponed graduation with a view to Honours.

Certificates.—All the 39 male and 65 female students who have completed two years of training have been recognised by the Department as certificated teachers. In addition, 18 have also been recognised as having successfully completed a third year of training.

EDINBURGH UNITED FREE CHURCH TRAINING COLLEGE.

Staff.—M. Paterson, LL.D., Principal; Wm. Lees, M.A., Mathematics; David Baxter, M.A., English and Classics; F. Spence, M.A., B.Sc., Science; T. B. M. Lamb, M.A., Classics; C. Le Harivel, French; Joseph Sneeders, German; W. Hately, Music; J. Riddel, Drawing; J. C. Mitchell, Drawing; R. S. MacDougall, D.Sc., Botany and Zoology; J. D. Dawson, M.A., Practising School; M. Shanks, Lady Superintendent; S. Brown, Head of Boarding House; Mary W. Arnott, Sewing; D. Graham, Manual Occupations; Mrs. Graham, Kindergarten; Drill Sergeants.

Accommodation.—The College is sanctioned for 220 students. There were in training during the year 87 male and 135 female students, making a total of 222. Three of the third-year students included in that number received their last year of training abroad, thus reducing the total to 219.

Two spacious, admirably-equipped laboratories, the one for Physics, the other for Chemistry, and a large, well-planned Art Room, have now been completed.

Health of Students.—There have been no cases of serious illness, and the general health of the students is reported by the medical officer to have been very good.

Scholarships.—All the male students hold bursaries of from £15 to £25 in value, and 53 of the female students of from £8 to £18.

University Attendance.—In addition to the 102 students given in Table II. as attending University classes, one male student attended the University of Grenoble, in France, and two female students the University and Training College in Rennes.

The classes attended were:—Honours Latin, 1; Senior Latin, 24; Junior Latin, 1; Honours Greek, 1; Senior Greek, 3; Senior Mathematics, 29; French, 3; English, 19; Logic, 29; History, 3; Political Economy, 3; Natural Philosophy, 25; Chemistry, 5; Practical Chemistry, 1; Geology, 2; Moral Philosophy, 2; Education, 40.

University Distinctions.—A. H. Gardner obtained First Medal (equal) in Intermediate Honours class of Natural Philosophy; A. J. Merriles, Second Medal in Graduation class; A. Gibson, the Newton Bursary, and H. Ireland the Kelland Prize for Mathematics; and Lizzie B. Murray, the Elizabeth Hamilton Prize in Moral Philosophy. A former student gained the Rhind Philosophical Scholarship and another *proxime accessit*. Two former students graduated with First Class

Honours in Mathematics ; 10 men and 5 women graduated M.A., 13 students passed in three subjects, 34 in two subjects and 30 in one subject, with a view to graduation. In all, 2 medals, 24 prizes, and 88 Honours Certificates (46 of the First Class) were gained.

Certificates.—All the second year students have been recognised by the Department as Certificated Teachers, and the 22 third-year students have also successfully completed a third-year of training.

EDINBURGH EPISCOPAL TRAINING COLLEGE.

Staff.—Rev. J. R. Leslie, M. A., Principal ; Isabella Smith, Lady Superintendent ; Margaret E. Oxley, English and Phonetics ; Margaret E. Davidson, Arithmetic and Education ; E. H. Smith, B.A. (Cantab.), Science ; Jessie R. Smith, M.A., French ; Rosanna Clements, M.A., German ; James Sneddon, Mus. Bac. (Cantab.), Singing ; Edward F. MacFarlane, Drawing ; Mary T. Davidson, Drill ; Mary L. Rayner, and Mary A. Goodwin, Mistresses of Method.

Accommodation.—The College is sanctioned for 72 students, and there were, during the past year, 64 in training.

Health of Students.—The medical report is very favourable. No cases of serious illness have occurred, and there has been rather less than the average amount of sickness.

Terms of Admission.—Resident students pay a fee of £15 or £17 10s. per annum, for which they receive education, board, medical attendance and washing. Non-resident students, of whom a few whose homes are in Edinburgh are admitted, pay a fee of £5 5s. per annum. An additional charge of £5 5s. for books and stationery is made.

University Attendance.—Two students attended University Classes. The third year student broke down in health and had to leave in November. The classes attended were :—French, 2 ; Logic, 2 ; Mathematics, 1 ; Natural Philosophy, 1.

University Distinctions.—One student passed in French and Logic, and the other in Logic, for the degree of M.A.

Teachers' Certificates.—All the 28 students of the second year have been recognised by the Department as Certificated Teachers (Art. 52).

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

Staff.—Alex. M. Williams, M.A., Principal ; James Beveridge, Master of Method ; Daniel G. Miller, M.A., Classics ; Alex. V. Lothian, M.A., B. Sc., Mathematics and Science ; David B. Duncanson, B. Sc., London, Mathematics and Drawing ; Peter Connacher, Mathematics, English and Drawing ; Hector Rey, B.èsL., B.èsSc., Paris, French ; John A. Monteith, Drawing ; Alfred Oswald, German ; D. F. Wilson, Mus. Doc., Oxon., Singing ; Professor Laurie, Zoology ; Professor Scott Elliot, Botany ; Beatrice Fenwick, Lady Superintendent ; A. E. F. Allardyce, M.A., English and French ; Jane Stratton, French, German, Drawing ; Annie Paterson, Assistant Lady Superintendent ; Gilbert J. Ferrier, David Ferrier, Mary A. Stobbs, and Agnes Lawcock, Piano-forte ; Rachel Pirret, Kindergarten ; Ruth Johnstone, Cookery ; Aberdeen Physical Training College, Drill.

Accommodation.—The College is sanctioned for 250 students, and 250 were in course of training during the year.

Health of Students.—The Medical Officer reports that the health of the students has been more than usually good throughout the past

session. He adds: "I am happy to be able to report a marked improvement this year in the physique of the incoming students. This is specially the case among the male students, a large proportion of whom are powerfully built and very well developed."

Scholarships.—All the male students hold bursaries of from £15 to £25. Sixty-seven of the female students also receive bursaries varying in value from £2 to £18.

University Attendance.—In addition to the 113 students given in Table II. as attending classes at the University there were 14 who, though not recognised as taking a third year of training, were allowed to attend classes under Art. 95 (*d*). The classes attended were:—

Latin, 23 (3 in Honours); Greek, 5 (3 in Honours); Mathematics, 67 (1 in Honours); English, 20; Education, 71; Logic, 14; Moral Philosophy, 28; History, 2; Natural Philosophy, 11; Political Economy, 1; Chemistry, 3; Roman Law, 2; French, 3.

University Distinctions.—Students of the third year won the 2nd prize in History, the extra prize in Intermediate Honours Mathematics, the 2nd prize in Honours Greek, the 1st prize in Honours Latin, the 5th and 6th prizes in English, and the 2nd, 5th and 6th prizes in French, awarded by the Franco-Scottish Association. The students of the first and second years carried off the 11th prize in Mathematics, and nine out of the first eleven prizes in Education, besides first-class certificates in Education and Natural Philosophy. A considerable number of Training College students graduate before or soon after they commence their work as teachers.

Teachers' Certificates.—All the students of the second year have been recognised as Certificated Teachers (Art. 52) by the Department. In addition six students have successfully completed a third year's training.

GLASGOW UNITED FREE CHURCH TRAINING COLLEGE.

Staff.—John Alison, M.A., Principal; Thomas M. Morrison, M.A., Science, English, Phonetics; Arch. J. Hood, M.A., Master of Method; William M. Lindsay, M.A., B.Sc., Science, Mathematics; James Y. Simpson, D.Sc., Science; Robert Y. Howie, M.A., Art; James Gallie, Music; Hector Rey, B.èsSc., B.èsL., French; Louis Lubovius, Ph.D., German; Wm. H. Love, M.A., Classics, English; Alex. Norwell, Woodwork; Col. Cruden, Drill; Annette James, Lady Superintendent; Rachel Pirrett, Kindergarten; Florence Stewart, B.A. (Lond.), French, English; Loudon Arneil, M.A., Science and Manual Work.

Accommodation.—The College is sanctioned for 250, and that number were in training during the year. The large addition to the premises, referred to in last Report, is now completed. It consists of Physical and Chemical Laboratory, Art Room, Needlework Room, and a room for Practical Teaching. New lavatory and cloak room accommodation has also been provided.

Health of Students.—The Medical Officer reports that the health of the students during the past year has been, on the whole, excellent. There were four cases of serious illness, but all have made good recoveries. He adds: "The physique of the male students has been enormously improved by the military training they have had with the 1st Lanark Rifle Volunteers."

Scholarships.—All the male students receive bursaries varying in value from £17 to £25, and 62 of the female students from £8 to £18.

University Attendance.—There were in attendance at University Classes, 50 first, 72 second and 12 third-year students. The classes attended were:—Latin, 41; Mathematics, 52; Natural Philosophy 23; Moral Philosophy, 18; English, 24; Education, 37; Logic, 12; History, 19; Chemistry, 3; French, 2; German, 2; Greek, 1.

University Distinctions.—The following distinctions were gained during the past session:—

One bursary of £25 for three years; two bursaries of £25 for two years; and one bursary of £15 for three years. One gold medal for an essay on a historical subject; History, 1st, 2nd and 7th prizes and two certificates of merit; Mathematics, 7th prize; Natural Philosophy, 3rd, 5th, and 6th prizes and 6 first-class certificates; Logic, 7th prize and three first-class certificates; Moral Philosophy, 2nd, 4th, 6th, and 11th prizes and two first-class certificates; Political Economy, 8 first-class certificates; Education, 4 prizes and prize for essays; Senior Latin, 3rd and 4th prizes; English, 2 prizes; French, 3 prizes and 1 first-class certificate; German, 1st prize and one first-class certificate.

Teachers' Certificates.—All the students of the second year have been recognised as Certificated Teachers (Art. 52) by the Department. In addition, eight students have successfully completed a third year of training.

GLASGOW ROMAN CATHOLIC TRAINING COLLEGE.

Staff.—Mary A. Lescher, Principal; Ellen Morris, French and Reading; Margaret O'Keefe, English and Music; Jane F. Healey, English, French, Latin, Science; Gertrude Mitchell, Arithmetic, Geography; Rebecca Price, Education, Science; Monica Taylor, English, Science; Ruth Bonney, Drawing, Music; Augusta Lomax, French and Science; Elizabeth Barry, Science and Drawing; Mary Jane Casey, Drill; Teresa Hind, English Subjects and French.

Accommodation.—The College is sanctioned for 110 students, and 93 were in training during the year.

Health of Students.—The Medical Officer reports most favourably on the health and general physique of the students. There was only one case of serious illness, necessitating withdrawal from the College. He again ascribes the freedom from disease to the care, watchfulness and attention of the Lady Principal and her colleagues, "who do everything possible for the comfort, happiness and health of those committed to their charge."

Terms of Admission.—All the students are received on the same terms. Each pays a fee of £10 10s. and receives her education and board free. Each must, in addition, defray the cost of her books and stationery.

University Attendance.—Two students attended the University. The one took Chemistry and Botany, the other Logic and History. The former gained the medal in both classes taken.

Teachers' Certificates.—All the 49 students who completed their second year have been recognised as "Certificated" (Art. 52) by the Department.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

Staff.—Joseph Ogilvie, M.A., LL.D., Principal; Charles McGregor; M.A., Science and Mathematics; James Taylor, M.A., English, Classics; Jessie Morrison, Lady Superintendent and Mistress of Method; Eliz.

Cleland, French and Pianoforte; Isabella Clarke, French and Household Management; Lily I. Dunbar, Science, Method; Duncan Mackenzie, M.A., School Practice; Frederick A. Weston, Art; John Kirby, Music and Singing; John M. Nisbet, Pianoforte; Alfred Macleod, Elocution; George Cruden, M.A., Laws of Health; Aberdeen Physical Training College, Drill; A. R. Henderson, Woodwork; John Rennie, B.Sc., Zoology; Robert M. Clark, B.Sc., Botany.

Accommodation.—The College is sanctioned for 130 students, and 129 were in training during the past year.

Health of Students.—The Medical Officer reports that the health of the students during the past year has in general been satisfactory. There were two cases of rather serious illness involving temporary withdrawal from studies.

Scholarships.—All the male students hold bursaries varying in value from £21 to £25, and forty-one of the female students from £8 to £18.

University Attendance.—There were in attendance at University Classes 29 students. The classes attended were:—Latin, 10; Greek, 3; French, 8; German, 1; English Literature, 5; Education, 1; Logic, 9; Mathematics, 4; Natural Philosophy, 10; Chemistry, Theoretical, 4; Practical, 2; Geology, 2.

Distinctions.—Besides sixteen places in the Order of Merit, there were gained the 5th, 6th, and 7th prizes in English, Logic, and Natural Philosophy, and two first-class certificates and one second-class in Geology and Zoology; the 10th prize in Logic, the 1st prize in Systematic Geology, the 2nd prize in Practical Geology, the 1st prize in Practical Zoology, and a first-class certificate in Systematic Zoology were gained by former students. One of the present students graduated at the close of last session; and also three former students, one of them with second-class honours in Mathematics.

Teachers' Certificates.—All the sixty-four students who have completed two years of training, have been recognised under Art. 52 as Certificated Teachers. In addition, three students have successfully completed a third year of training.

ABERDEEN UNITED FREE CHURCH TRAINING COLLEGE.

Staff.—George Smith, M.A., Principal; John Downie, M.A., Latin and English; George Davidson, Mathematics and Science; John Mackay, M.A., Mathematics, Science, Geography; David Symons, Art; Alex. Bremner M.A., B.Sc., Master of Method; William Litster, Music; Agnes Walker, LL.A., Lady Superintendent; Jane A. Strachan, French, Needlework; David Thomson, Manual Instruction; Isabel Ross, L.R.A.M., Pianoforte; Margaret Black, Cookery; Caroline Pattison, Kindergarten; George Cruden, M.A., Drill

Accommodation.—During the past year there were 130 students in training—the number sanctioned by the Department.

Health of Students.—The medical report is very favourable. There has been an entire absence of anything like serious disease or ill-health.

Scholarships.—All the male and 45 of the female students hold bursaries. These vary in value from £21 to £25 for males, and from £8 to £18 for females.

University Attendance.—Forty-six students attended classes at the University. These were distributed as follows:—English, 6; French, 18; German, 3; Latin, 10; Greek, 2; Education, 17; Logic, 7; Mathematics, 18; History, 2; Natural Philosophy, 10; Moral Philosophy, 4; Chemistry, 2.

University Distinctions.—Seven former students graduated M.A., one female with first-class honours in Mathematics and Natural Philosophy.

The 1st, 4th, 6th, and 7th prizes in Education, the 6th prize in English, the 3rd and 4th prizes in French, and the 4th prize in German were gained by students of this College, besides 25 places on the Merit List, viz., 7 in Education, 2 in English, 4 in French, 2 in German, 1 in Greek, 2 in Logic, 3 in Mathematics, 2 in Moral Philosophy, 2 in Natural Philosophy, first and second-class certificates in Chemistry, and second-class certificates in Geology and Zoology.

Teachers' Certificates.—All the second-year students have been now recognised under Art. 52 as Certificated Teachers.

ABERDEEN LOCAL COMMITTEE.

All the students in training receive their instruction in well-defined courses at the University, while due provision is made by the Committee for their training in School Method and for other supplementary branches of instruction. For the latter the following staff are employed:—Headmasters at King Street and Causewayend Schools, School Method; William Litster, Music; Alfred Macleod, Elocution; Colonel Cruden, Physical Training; Miss Taylor, Sewing.

University Attendance.—University Classes were attended by all the King's Students, 63 of them during the Winter Session, and by 43 during the Summer Session. In all, 31 different classes were attended in 16 different subjects.

University Distinctions.—King's Students gained 20 class prizes, 56 places in the Merit Lists, and 10 first-class and 30 second-class certificates in science subjects, besides the following special prizes:—1. The Seafield Gold Medal and Minto Memorial Prize in English. 2. The Kay Prize in Education. 3. The Caithness Prize in History. 4. The Town Council Gold Medal—awarded to the most distinguished student of his year at the close of the curriculum. It is gratifying to note that this prize has been awarded for three years in succession to a King's Student. Within the year the Degree in Arts was conferred on 10 former King's Students, and on 15 of those in attendance, 6 of the 15 receiving the degree with honours.

Teachers' Certificates.—Twenty-nine of the second-year Students have been recognised under Art. 52 as Certificated Teachers. Of the four not so recognised, recognition was withheld in the case of two of them on account of unsatisfactory medical report. Ten third-year students have successfully completed a third year of training.

ST. ANDREW'S LOCAL COMMITTEE.

Staff for Non-University Classes.—Edward King, M.A., Teaching; Samuel Warren, A.R.C.M., Singing; Mary R. Stewart, Cookery.

University Attendance.—All the 35 King's Students attended classes during the Winter Session, and 28 of them during the Summer Session.

Teachers' Certificates.—Fourteen out of the 15 second-year students have been recognised under Art 52 as Certificated Teachers. One out of the 7 in attendance has been recognised as having successfully completed a third year of training.

DUNDEE LOCAL COMMITTEE.

Staff.—James Malloch, M.A., Education; James Brebner, M.A., Practice in Teaching; David Stephen, Music; John Clark, M.A.,

Phonetics; Thomas D. Dunn, Drawing; John S. Lumsden, D.Sc., Ph.D. Experimental Science; Barbara B. Porter, Needlework (Lady Superintendent); Jane S. Sturrock, Physical Exercise; Mary F. Farbrother, Kindergarten; Jane Phinn, Household Management.

University Attendance.—All the 34 students attended University Classes in both Winter and Summer Sessions.

University Distinctions.—Two King's Students took the M.A. degree; 1 passed the Graduation Examination in three subjects, 9 in two subjects and 12 in one subject. Medals were gained in Mathematics, Natural Philosophy, Chemistry (2), Logic, Zoology, Botany and Education (3). There were also gained 34 first class certificates.

Teachers' Certificates.—All the 11 second-year students have been recognised under Art. 52 as Certificated Teachers.

SECTION V.

KING'S SCHOLARSHIP EXAMINATION AND THE REPORTS OF THE EXAMINERS.

There is a growing tendency to seek admission to the Training Colleges either through the avenue of the University Preliminary Examination or the Higher Grade Leaving Certificate.

A candidate who secures a pass in the former or obtains the three requisite certificates in the latter examination is exempted from the King's Scholarship examination, and is credited with a pass in the First Division of that examination. At present the practice of the Training Colleges is to admit all who have passed the University Preliminary examination, who are otherwise satisfactory; a certain number from those who pass the Scholarship examination; and the rest from those who possess the exemption Leaving Certificates. As the last-mentioned class contains generally the largest number of applicants the Training College authorities have been obliged to hold a competitive examination. In consequence several are rejected, hence pupil teachers have been making a strong effort, by passing the University Preliminary examination, to secure a place at the Training College.

In December, 1901, there were 1,538 candidates, of whom 372 were exempted as being qualified by passing the examinations mentioned above. The corresponding numbers for 1900 were 1,536 of whom 311 were exempted for 1901; 200 males and 738 females were eligible for admission to the Colleges, but as there were vacancies in these and under the Local Committees for less than 700, more than 200 were left to continue teaching under Art. 79 at their schools. In the majority of cases these would either attempt the examination again or obtain their parchment by service as acting teachers.

School Management.

School Management.—The papers are of average merit. Much practical knowledge cannot be expected of those who stand on the threshold of their career.

English.

English.—Composition was of mediocre quality. Many began to write without any previous arrangement of ideas. The exercise was not an organic whole; "it was a thing of accretion, not of concretion," as a reviser happily puts it. While some of the better candidates showed very considerable ability in their treatment of the themes set, too many had little notion of what an essay should and should not contain, and found refuge in a *pot pourri* of generalities, platitudes and banalities.

Paraphrasing and Analysis were generally well done. Parsing was not so successful. The meaning of *full* parsing does not seem to have been properly grasped. In some cases unintelligible abbreviations were used. Punctuation should receive more attention. The literary questions

showed much blundering and silly guessing. I should be inclined to take off a few marks for such folly as "Evangelist, from Mr. Evangel, the founder," even at the risk of being regarded as devoid of the saving grace of humour.

It was quite evident that many of the candidates played with authors and books, and assigned the one to the other with absolute impartiality. "The Essays of Elia" are variously attributed to Cowper, Fielding and Keats; "Holy Living and Holy Dying" to Fielding and Jonson; "Gulliver's Travels" and "Sartor Resartus" to Jonson, who is frequently confused with Johnson, and Ramsay is said to be the author of the "Ettrick Shepherd."

The papers were for the most part written with great care and neatness.

Arithmetic.—The work was generally correctly done and neatly set down. The exposition of arithmetical processes showed some weakness owing to ignorance of the underlying rules. One reviser, while stating that most reached a high standard, says that a considerable number were lacking in methodical arrangement, and that inaccuracy in simple calculation was too prevalent.

Mathematics.—The general quality of the work is not above fair, or very fair. Loose and inaccurate definitions and clumsy methods of working are much too frequently met with. The superiority of the papers from the Aberdeen centres is referred to by one reviser. In Algebra the commonest fault was the adoption of cumbrous methods, resulting in such a huge aggregation of symbols that further progress towards a solution became impossible.

The results obtained by the female candidates in Mathematics are so poor as to exclude all but a small percentage from the advantage of additional marks. The reviser suggests that the minimum of 50 per cent., which must be reached before candidates can begin to score, might be lowered.

Geography.—The weakest part of the work is Map-drawing, which is neither neat nor accurate, and often all out of proportion. Geography should be studied, atlas in hand. The questions regarding longitude and time, the tidal wave and its course, were not treated with much success.

History.—The papers are of average merit, with the usual percentage of absurdities.

Latin.—The primary cause of failure was ignorance of the prescribed books. A second and equally potent cause was sheer ignorance of grammar, whether English or Latin. "Where the subject has been seriously studied and has been systematically taught by competent teachers, as in most of the Dick Bequest Schools, and in the central classes in the large towns, the results are very good. Elsewhere they are distinctly poor."

Greek.—The papers are four in number; one poor, one very good, the other two of average merit.

French.—The style of translation was seldom really good, and idiom was not well known. Accidence is better than Syntax. The translation from English into French is fairly well done.

German.—The knowledge of idiom is somewhat uncertain, but several of the sentences are often happily rendered in German. The work generally is creditable.

- Gaelic.** *Gaelic.*—Several candidates did excellently — notably two pupil teachers from Valtos Public School.
- Domestic Economy.** *Domestic Economy.*—It was evident that a large number of the candidates were writing from practical and personal experience in dealing with the questions on *Cooking and Washing*. A creditable knowledge of the functions of food was shown. Looseness and inaccuracy of description, prolixity, irrelevancy and repetition should be avoided.
- Penmanship.** *Penmanship.*—The work was of average quality. The upright style of writing appears to be giving way to the system which involves a slight slope to the right. Some combination of the various styles would appear to be the solution of the problem, because each contains an element of interest and importance. The old school-boy round-hand looks pretty in copperplate headlines, but is now obsolete. The slightly sloping, freely spaced and non-angular hand holds the field. In the exercise in small-hand there was a want of care and neatness of outline, and the writing was often too large.
- Music.** *Music.*—The papers as a whole were well done. A preference for the Staff Notation is very marked in Elgin, Aberdeen, Dundee, and Edinburgh, especially in the two former centres; while in the West and North, from Glasgow to Lerwick, the Tonic Sol-fa system largely predominates. The papers in the Old Notation showed generally better work than those in the Sol-fa system.

NOTE—CLASSES UNDER ARTICLE 91 (d).

The results in the Northern Division have been very encouraging especially in Drawing and Nature knowledge; Manual Instruction, Woodwork, Household Economy, Physical and Military Drill have also found a place, while other subjects are in contemplation.

In the Western Division a remarkable increase of the number of centres and classes is registered. Last year 18 classes were held at 12 centres; this year 50 classes at 33 centres, and in all nearly 1,700 teachers have availed themselves of the opportunities afforded them. Free drawing of common objects and of natural forms, both on a large scale on the blackboard with chalk or on paper with charcoal, and to a smaller scale with pencil or brush, has been a feature of instruction at all the centres.

The courses in Nature study have been mainly Botanical. The Millport Marine Station is referred to as again furnishing ideal conditions for the prosecution of this subject. Thirty-two teachers in four classes were instructed in the subject of Marine Zoology. "A remarkably fine estuary, with a rich marine flora and fauna; a laboratory fitted for zoological work, a tank room abundantly supplied with living objects by a steam yacht well equipped for dredging operations, an excellent museum of carefully-selected specimens for comparative study, and the skilled guidance of enthusiastic and competent naturalists," are some of the attractions.

Skill in Nature drawing should be acquired as a preliminary to Nature study.

In the Southern Divisions there were 17 centres. Drawing was taught at 15, and Nature knowledge at 8 centres. There were 3 classes in Woodwork, 2 in Physics, and one or two in French, German, Chemistry and Carboard-modelling. The teaching of Drawing at Anstruther,

Dundee, Hawick, Kelso, and Stirling ; of Nature study at Dunfermline and Duns ; and of Woodwork at Falkirk deserves special commendation. There is no falling off in the supply of teachers. No provision has, as yet, been made by the Edinburgh School Board for giving their teachers the facilities that are enjoyed by their colleagues in the country.

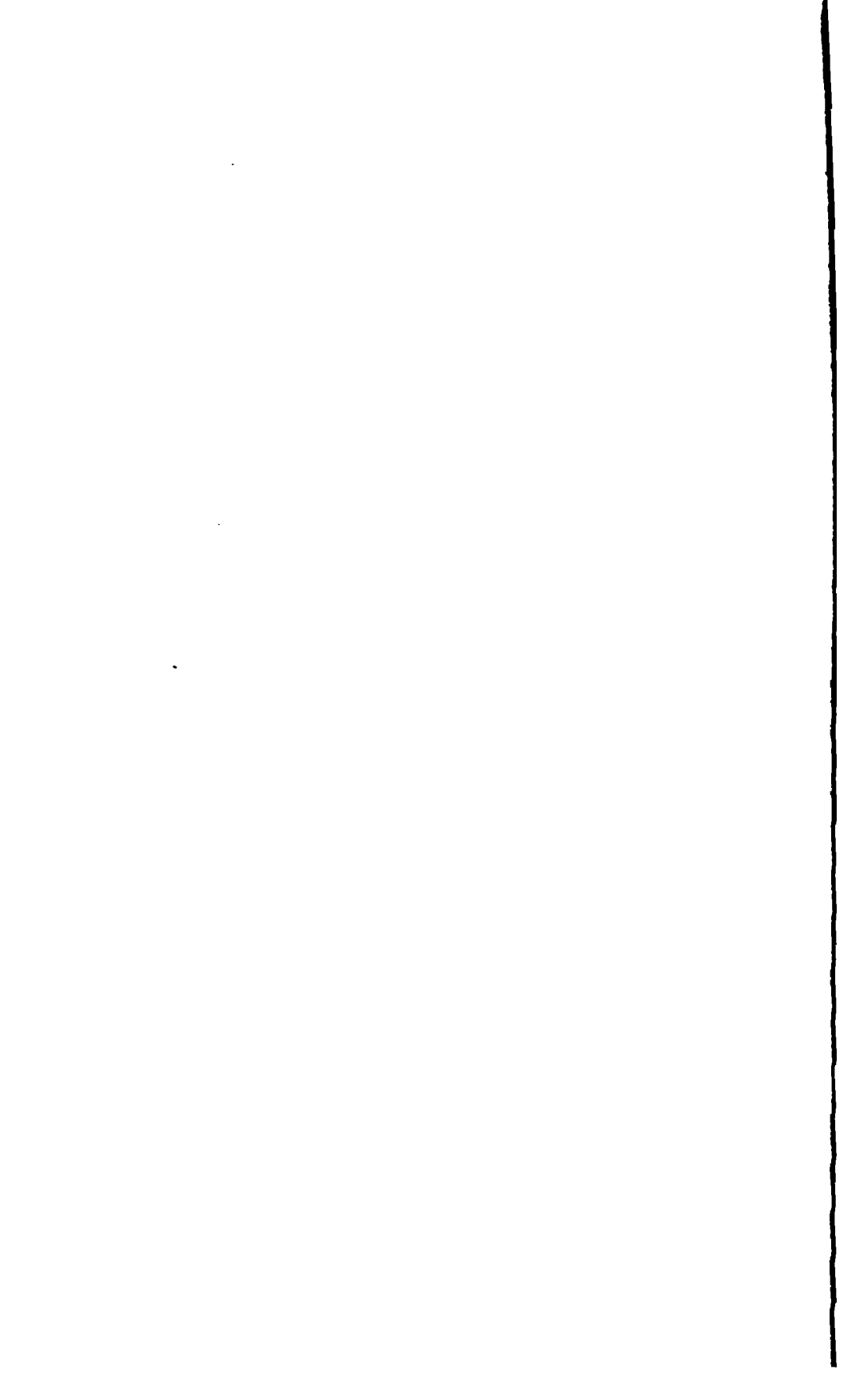
I have the honour to be,

Your Lordships' obedient Servant.

T. A. STEWART.

To the Right Honourable

*The Lords of the Committee of Council
on Education in Scotland.*



TRAINING OF TEACHERS.

STATISTICS FOR THE YEAR 1901—1902.

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST OF TRAINING COLLEGE BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION ; RECEIPTS and EXPENDITURE OF TRAINING COLLEGES in 1901.

DENOMINATION.	Original Cost of Buildings.				Receipts in 1901.			Expenditure in 1901.
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	£ s. d.		
Church of Scotland	£ s. d. 14,699 7 10	£ s. d. 11,847 8 0	£ s. d. 26,546 15 10	£ s. d. 20,773 13 11	£ s. d. 6,563 6 7	£ s. d. 27,337 0 6	£ s. d. 27,337 0 6	
United Free Church	14,467 18 6	7,492 10 0	21,960 8 6	20,172 8 5	9,551 12 9	29,724 1 2	29,724 1 2	
Episcopal Church	-	-	-	2,081 12 1	1,257 11 9	3,339 3 10	3,339 3 10	
Roman Catholic Church	-	-	-	3,001 8 7	1,099 8 5	4,100 17 0	4,100 17 0	
Total	29,167 6 4	19,339 18 0	48,507 4 4	48,029 3 0	18,471 19 6	64,501 2 6	64,501 2 6	

(No. 2.)—TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1901.

TRAINING COLLEGE.		ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.						AMOUNT OF ANNUAL COST per Student UNDER EACH HEAD, AND IN THE AGGREGATE.																	
Number of Students.	Tuition and other Expenses of Instruction.	Board, Fuel, and other Expenses of Keep.			Permanent Establishment Charges, &c.			Total.*	I.			II.			Total.*										
		£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.		£	s.	d.							
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	1,855	15	10	1,042	1	11	332	9	5	3,230	7	2	29	18	8	16	16	2	5	7	3	52	2	1
	Glasgow (Roman Catholic).	1,414	8	8	2,146	16	8	501	18	0	4,063	3	4	15	4	2	23	1	8	5	7	11	43	13	9
	Aberdeen (Church of Scotland).	3,178	4	2	2,248	10	11	580	14	5	6,007	9	6	27	17	7	19	14	5	5	1	11	52	13	11
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (United Free Church).	3,279	9	5	2,359	6	8	817	11	9	6,456	7	10	27	11	2	19	16	6	6	17	5	54	5	1
	Edinburgh (Church of Scotland).	5,634	7	2	4,707	8	5	1,592	12	1	11,934	7	8	26	11	7	22	4	1	7	10	3	56	5	11
	Edinburgh (United Free Church).	6,362	3	10	4,502	12	11	597	6	8	11,462	3	5	30	0	3	21	4	9	2	16	4	54	1	4
	Glasgow (Church of Scotland).	5,830	8	5	4,934	15	6	937	14	1	11,702	18	0	24	14	1	20	18	2	3	19	6	49	11	9
	Glasgow (United Free Church).	6,185	8	11	4,618	1	0	304	16	7	11,108	6	6	26	15	6	19	19	10	1	6	5	48	1	9
		1,279			33,740	6	5	28,359	14	0	65,965	3	5	28	7	7	20	15	4	4	8	7	51	11	6

* Includes cost of instruction in Science and Art subjects.

(No. 3).—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts)					
	1. Grants from Scotch Education Department.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.	
	a. Under Scotch Code.	b. For Science and Art.	a. Inalienable from the College by Law.	b. Alienable from the College at Discretion.	a. From Individuals.	b. From Diocesan Boards and other Charitable Bodies.
CHURCH OF SCOTLAND at	Aberdeen	£ 3,955 18 0	£	£	£	£
	Edinburgh	8,348 1 8	. . . . .	. . . . .	. . . . .	. . . . .
	Glasgow	8,469 14 3	. . . . .	. . . . .	. . . . .	. . . . .
UNITED FREE CHURCH OF SCOTLAND at	Aberdeen	4,358 3 6	. . . . .	. . . . .	. . . . .	134 19 11
	Edinburgh	7,861 6 1	. . . . .	. . . . .	. . . . .	1700 0 0
	Glasgow	7,952 18 10	. . . . .	. . . . .	. . . . .	1700 0 0
EPISCOPAL CHURCH at Edinburgh	2,081 12 1	. . . . .	. . . . .	. . . . .	111 9 0	28 0 0
ROMAN CATHOLIC CHURCH at Glasgow	3,001 8 7	. . . . .	. . . . .	. . . . .	30 0 0	519 19 10
Total	*46,029 8 0	. . . . .	. . . . .	. . . . .	141 9 0	2,566 11 10

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed the 1st of March, 1st of June, and 1st of September (Art. 90a), and the balance as soon as possible after the close of

Paid in 1901.		
Grant for 1900	- - - - -	£11,493 3 0
" 1901	- - - - -	34,536 0 0
Total	- - - - -	£46,029 3 0

(No. 3).—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts)										
	1. Salaries of Teachers or Officers engaged in Discipline.		2. University Fees.	3. Practising School Fees.	4. Books, Apparatus, and Stationery.	5. Printing, Postages, and other Office Charges.	6. Board.	7. Washing (if not included under any other Head).	8. Wages of Servants not engaged in Instruction or Discipline.	9. Fuel and Light.	10. Medical Attendance.
CHURCH OF SCOTLAND at	Aberdeen	£ 2,030 4 4	£ 235 14 6	£ 227 6 8	£ 684 18 8	£ 149 1 8	£ 1,163 4 2	£ 46 12 3	£ 103 15 0	£ 119 0 2	£ 28 6 0
	Edinburgh	3,450 8 0	789 12 0	420 0 0	974 7 2	338 2 8	3,110 11 6	94 10 5	374 5 10	193 18 4	49 2 4
	Glasgow	3,580 10 7	962 2 0	419 0 0	868 15 10	221 2 9	2,896 4 10	70 5 7	148 1 6	175 3 6	510 1 1
UNITED FREE CHURCH at	Aberdeen	2,086 13 0	358 1 0	237 10 0	597 5 5	134 5 7	1,190 10 0	- - -	83 9 0	56 2 8	21 0 0
	Edinburgh	3,547 17 6	693 0 0	391 10 0	1,729 16 4	181 16 9	2,014 17 2	50 11 7	269 7 3	164 11 2	47 4 1
	Glasgow	3,453 6 0	1,133 8 0	440 13 4	1,158 1 7	81 10 0	2,515 15 0	- - -	146 2 6	59 3 6	25 0 0
EPISCOPAL CHURCH at Edinburgh	1,432 17 2	22 11 6	120 0 0	280 7 2	72 16 4	668 2 11	134 14 8	86 7 2	110 9 5	37 4 5	
ROMAN CATHOLIC CHURCH at Glasgow	790 12 6	- - -	185 3 4	438 12 10	14 7 3	1,681 16 0	166 17 6	120 0 0	160 8 0	1715 2	
Total	20,372 9 1	4,194 9 0	2,441 8 4	6,782 5 0	1,198 8 0	16,141 1 7	663 12 0	1,831 8 3	1,088 16 9	277 2 1	

* The amounts entered in Column 11 are not actual payments by the colleges. They represent that part of the cost of lodging of the Students and the bursaries entered under No. 4, paid to them towards it, vide special arrangement.

TRAINING COLLEGES, in the Year ended 31st December 1901.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6. Collections in Churches and Chapels.	7. From Students for Books sold to them.	8. From other Sources.	9. Total Income.
a. Paid by themselves or their Relatives.	b. Paid by Private Patrons.	a. Permanently established.	b. This Year, but not sure to be renewed.				
£ s. d. 865 13 0	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. 252 0 0	£ s. d. 54 7 0	£ s. d. 5,127 18 0
1,870 18 0	-	-	-	-	-	27 14 11	10,246 14 7
2,131 14 0	-	48 1 0	-	-	30 6 6	35 18 4	10,715 14 1
394 14 0	-	-	14 0 0	-	299 5 9	7 3 5	5,208 6 7
1,448 5 2	-	102 0 0	-	-	508 17 10	-	10,800 5 6
613 10 0	-	86 2 6	-	-	592 4 6	-	10,248 11 6
734 1 3	-	-	-	-	197 6 8	12 3 4	3,164 12 4
305 0 0	-	-	-	-	100 0 0	-	3,956 8 5
8,968 15 5	-	236 8 6	14 0 0	-	1,980 1 8	137 7 0	59,468 11 0

audited and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the year (Art. 90c).

	GRANT for 1901.	
Paid in 1901	-	£24,536 0 0
" 1902	-	18,889 0 7
Total	-	<u>£43,425 0 7</u>

TRAINING COLLEGES, in the Year ended 31st December 1901—continued.

actually disbursed during the Year).

9. Replacement of Furniture, Repairs to Buildings, Cleaning, etc.	10. Rent, Rates, Taxes, and Insurance.	11. See Footnote.*	12. Total Cost of Training.	13. Deduct Grants paid for Science and Art.	14. Certified Expenditure Art. 89 (a).	15. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (a).			16. Total Expenditure of College.
						Practising School.	University Fees.	Other Payments.	
£ s. d. 155 17 10	£ s. d. 275 14 11	£ s. d. 787 13 4	£ s. d. 6,007 9 6	£ s. d. 55 17 6	£ s. d. 5,951 12 0	£ s. d. -	£ s. d. 0 10 6	£ s. d. 42 9 5	£ s. d. 5,262 16 1
639 1 11	615 7 6	885 0 0	11,934 7 8	-	11,934 7 8	-	-	313 9 1	11,362 16 9
382 4 10	334 6 6	1,593 10 0	11,702 18 0	-	11,702 18 0	-	-	601 19 8	10,711 7 8
365 19 0	317 7 2	1,008 5 0	6,456 7 10	-	6,456 7 10	-	11 11 0	1470 5 7 39 15 10	5,969 15 3
382 19 2	62 10 9	1,056 1 8	11,462 3 5	-	11,462 3 5	165 0 0	-	12,646 4 0 200 14 5	13,418 0 2
181 1 11	42 4 8	1,872 0 0	11,108 6 6	-	11,108 6 6	276 1 2	9 9 0	1700 0 0 114 9 1	10,336 5 9
145 16 8	113 16 5	5 3 4	3,230 7 2	-	3,230 7 2	-	-	114 0 0	3,339 3 10
151 4 11	336 5 10	-	4,063 3 4	322 12 6	3,740 10 10	-	22 1 0	15 12 8	4,100 17 0
2,374 6 3	2,097 13 9	7,207 13 4	65,965 8 5	878 10 0	65,686 18 5	441 1 2	43 11 6	5,258 19 9	64,501 2 6

of maintenance which is borne by the non-resident students (i.e., the difference between the actual cost of the board and stated in Report of Committee of Council on Education, 1864-5, p. 31.)

† For new Buildings.

(No. 4.)

LIST OF GRANTS for the Training of King's Students paid to Local Committees for the Year 1901-1902 under Art. 91 (a) of the Scotch Code.

Name of Committee.	No. of King's Students.			Amount of Grant.		
	Male.	Female.	Total.	Male.	Female.	Total.
Aberdeen - - -	38	24	62	£. 1390	£. 720	£. 2050
Dundee - - -	9	25	34	315	750	1065
St. Andrews -	15	20	35	525	600	1125
Totals -	62	69	131	2170	2070	4240

(No. 5.)
TABLE SHOWING PARTICULARS OF STUDENTS IN TRAINING DURING THE YEAR 1901-02.

Institution.	Number of Students sanctioned by Department.	Male Students of			Female Students of			Total number of Students.			Number of Students who have attended University Classes.			Number of Students, who, having completed 2 years of training, were:			Number of Students who are:-						
		1st Year.			2nd Year.			1st Year.			2nd Year.			1st Year.			2nd Year.			3rd Year.			
		1st Year.	2nd Year.	3rd Year (Art. SS (c)).	1st Year.	2nd Year.	3rd Year (Art. SS (c)).	1st Year.	2nd Year.	3rd Year (Art. SS (c)).	1st Year.	2nd Year.	3rd Year (Art. SS (c)).	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	
TRAINING COLLEGES:—																							
Aberdeen Church of Scotland ..	130	9	14	2	25	52	51	1	104	61	65	3	129	64	14	50	64	—	—	—	—	—	—
Edinburgh ..	220	37	39	15	91	60	82	3	129	97	104	13	319	54	39	97	59	65	104	—	—	—	—
Glasgow ..	250	36	39	3	78	87	82	3	172	123	121	6	250	64	49	113	39	82	121	—	—	—	—
Aberdeen United Free Church..	130	17	16	—	33	48	49	—	97	65	65	—	130	10	27	46	16	49	65	—	—	—	—
Edinburgh ..	220	32	37	17†	86	64	65	5†	134	98	102	22	230‡	66	36	102	37	65	102	—	—	—	—
Glasgow ..	250	39	36	6	81	85	82	2	169	124	118	8	250	69	61	130	36	82	118	—	—	—	—
Edinburgh Episcopal ..	72	—	—	—	—	36	23	—	64	36	23	—	72	2	2	23	23	23	—	—	—	—	—
Glasgow Roman Catholic ..	110	—	—	—	—	43	50	—	93	43	50	—	91	—	—	49	49	49	—	—	—	—	—
<i>Totals for Training Colleges</i>																							
	1382	170	181	43†	394	475	472	14†	961	645	653	57	1355‡	399	232	621	181	470	651	—	—	—	—
COMMITTEES FOR THE TRAINING OF KING'S STUDENTS:—																							
Aberdeen University ..	69	11	21	7	39	9	12	3	24	20	33	10	63	39	24	63	17	12	29	4*	—	—	—
Dundee University College ..	40	4	5	—	9	19	6	—	25	23	11	—	34	9	25	34	5	6	11	—	—	—	—
St. Andrews University ..	37	7	5	3	15	6	10	4	30	13	15	7	35	15	30	35	4	10	14	1	—	—	—
<i>Totals for King's Students.</i>																							
	146	22	31	10	63	34	28	7	69	56	59	17	132	63	69	132	26	28	54	5	—	—	—
<i>GRAND TOTALS</i>																							
	1528	192	212	53†	457	509	500	21†	1030	701	71	74	1487‡	392	291	683	307	498	705	5	—	—	—

* The recognition of two male King's Students at Aberdeen is withheld on account of unsatisfactory medical report. † Including one Student trained abroad. ‡ Including two Students trained abroad. § In addition, two Certificated Teachers, one male and one female were trained at Edinburgh United Free Church Training College for one year under Article 96(b)

(No. 6.)
LIST OF COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department under Article 91 (a) of the Code, from 1st April 1901, to 31st March 1902.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (=) of approved* expenditure.
									£ s. d.
68	12 April '01.	Marine Biological Association of the West of Scotland	1901	Millport	Nature Knowledge	91	19	14	75 6 9
69	16 April '01.	Aberdeen County Committee	"	Turriff	"	54	21	16	86 18 5
70	23 April '01.	Technical Education Committee of Lanark County Council	"	Glasgow	"	60	27	74	113 0 0
71	1 May '01.	Sub-Committee of Ayr County Committee	"	Kilmarnock	"	40	40	35	37 19 9
72	7 May '01.	Glasgow School Board	"	Glasgow	Physical Exercises and Military Drill	12	81	75	13 2 6
73	6 June '01.	Aberdeen County Committee	"	"	Drawing	56	131	90	61 7 3
74	"	Glasgow School Board	"	Maud	Nature Knowledge	45	30	30	20 11 6
75	12 June '01.	Technical Education Committee of Lanark County Council	"	Glasgow	Clay Modelling	65	68	53	38 2 4
476	4 July '01.	Technical Education Committee of Lanark County Council	"	St. Andrews	Woodwork	108	23	23	38 2 4
477	"	Technical Education Committee of Lanark County Council	"	"	Cardboard Modelling	108	36	36	16 3 10
478	"	Technical Education Committee of Lanark County Council	"	"	Clay Modelling	108	42	40	18 12 5
479	"	Technical Education Committee of Lanark County Council	"	"	Drawing	108	75	73	15 12 0
480	"	Technical Education Committee of Lanark County Council	"	"	Elementary Hand-work	108	18	17	13 8 1
481	10 July '01.	Cathness County Committee	"	Thurso	Drawing	60	48	48	32 11 2
482	"	Kintyre Technical Committee of Arryell County Council	"	Wick	"	60	57	57	23 11 3
483	15 July '01.	Technical Education Committee of Fife County Council	"	Campbeltown	"	90	36	36	25 6 0
484	19 July '01.	Technical Education Committee of Fife County Council	"	Cupar	Physical Exercises and Military Drill	38	23	23	21 3 9

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
 † Courses marked † were Holiday Courses.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where Held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorized.	Amount of Grant paid. (= 2 of approved * expenditure).
158	20 July '01.	Inverness County Committee	1901	Inverness	Manual Instruction	60	22	22	£ 21
158	"	"	"	"	Cookery and Laundry Work	61½	20	20	19 3 7
187	30 July '01.	Technical Education Committee of Fife County Council	"	Edinburgh	Drawing	40	24	24	37 18 4
188	8 Aug. '01.	Inverness County Committee	"	Inverness	Drawing and Clay Modelling.	64	48	48	30 10 4
89	12 Aug. '01.	Edinburgh and East of Scotland College of Agriculture	"	Edinburgh	Botany and Plant Nutrition	44	28	18	53 12 4
90	16 Aug. '01.	Glasgow School Board	1901-1902	Glasgow	Cardboard Modelling	50	52	48	not yet paid
191	3 Sept. '01.	Ross and Cromarty County Committee	1901	Dingwall	Drawing	75	43	43	27 0 7
92	17 Sept. '01.	Technical Education Committee of Midlothian County Council	1901-1902	Edinburgh	Practical Botany	52	6	6	not yet paid
93	"	Technical Education Committee of Fife County Council	"	St. Andrews	Nature Knowledge	60	25	16	34 10 9
94	20 Sept. '01.	Technical Education Committee of Fife County Council	"	Kirkcaldy	Drawing	70	59	52	71 11 1
95	"	Technical Education Committee of Fife County Council	"	Anstruther	"	70	34	32	49 14 0
96	"	Brechin (Burg) School Board	"	Brechin	"	60	31	23	30 2 4
97	"	Ross & Cromarty County Committee	"	Dingwall	Manual Instruction	47½	24	22	not yet paid
98	"	"	"	Tain	Drawing	214	14	11	do.
99	"	"	"	"	"	63½	25	25	do.
100	21 Sept. '01.	Managers of Berwickshire High School	"	Stornoway	Nature Knowledge	64	26	26	do.
101	"	"	"	Duns	"	30	18	16	do.
102	"	"	"	"	"	30	18	15	19 2 10
103	"	Managers of Berwickshire High School (Burg) School Board	"	Paisley	Drawing and Clay Modelling	42	164	125	108 0 3
104	26 Sept. '01.	Technical Education Committee of Fife County Council	"	Kirkcaldy	Experimental Science	75	17	14	57 0 3

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
 † Courses marked † were Holiday Courses.

Training of Teachers (Scotland).

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of students.	No. of Certificates of satisfactory attendance and progress authorized.	Amount of Grant paid (-1 of approved expenditure).	£.	s.	d.
105	30 Sept. '01.	Technical Education Committee of Midlothian County Council	1901-1902	Edinburgh	Drawing	52	25	19	not yet paid			
106	3 Oct. '01.	Technical Education Committee of Fife County Council	"	Dunfermline	Nature Knowledge	56	31	19	65	2	0	
107	4 Oct. '01	"	"	Falkirk	Drawing	54	106	125	102	16	4	
108	3 Oct. '01	Falkirk Burgh School Board	"	"	Clay Modelling	52	4	2	32	10	1	
109	3 Oct. '01	"	"	"	Manual Instruction	54	36	29	28	19	4	
110	4 Oct. '01	"	"	"	Physical Drill	54	20	29	13	17	6	
111	5 Oct. '01	Technical Education Committee of Midlothian County Council	"	Edinburgh	Nature Knowledge	54	49	32	52	6	4	
112	5 Oct. '01	Greenock Burgh School Board	"	"	Drawing (Advanced)	52	72	55	not yet paid			
113	7 Oct. '01	Roos & Cromarty County Committee	"	Edinburgh	Drawing	50	48	32	33	6	6	
114	10 Oct. '01	Greenock Burgh School Board	"	Dingwall	Nature Knowledge	64½	23	24	not yet paid			
115	17 Oct. '01	Managers of Berwickshire High School	1901	Greenock	Drawing	50	38	30	68	13	1	
116	"	Elgin County Committee	"	Dunn	"	30	20	19	16	8	10	
117	"	Govan School Board	1901-1902	Elgin	"	26	76	44	39	13	10	
118	"	"	"	Govan, Strathbungo Public School	"	63	23	13	17	2	3	
119	"	"	"	Govan, Hamilton Crescent Public School	"	"	15	11	13	1	4	
120	"	"	"	Govan, Bellahouston Academy Public School	"	66	22	14	21	13	1	
121	23 Oct. '01	Finance Committee of Forfar County Council	"	Arbroath	"	68	43	37	31	14	5	
122	25 Oct. '01	Hamilton Burgh School Board	"	Forfar	Physical Training	60	40	36	28	11	7	
123	"	"	"	Hamilton	"	20	35	24	not yet paid			

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

No. of Course.	Date when sanctioned.	Managers.	Season.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= 2 of approved* expenditure).	£	s.	d.
124	26 Oct. '01	Hamilton Burgh School Board	1901-1902	Hamilton	Woodwork Drawing and Modelling	46	8	7	not yet paid			
125	"	"	"	"	Nature Knowledge Brush Drawing	66	76	48	do.			
126	28 Oct. '01	Glasgow School Board	"	Glasgow Town- Head Public School	Clay Modelling Drawing	44	92	16	11	15	4	
127	"	"	"	"	"	60	18	8				
128	29 Oct. '01	Technical Education Committee of Lanark County Council	"	Glasgow School of Art Lanark	"	60	41	8	18	4	8	
129	"	"	"	"	"	60	86	61	71	6	7	
130	"	"	"	"	"	60	23	23	44	11	8	
131	7 Nov. '01	Technical Education Committee of Lanark County Council	"	Stirling	Cardboard Work Drawing	22	81	57	24	15	0	
132	8 Nov. '01	"	"	"	Physics	48	154	66	85	13	7	
133	12 Nov. '01	"	"	"	Woodwork	42	15	11	25	9	10	
134	7 Nov. '01	"	"	"	Drawing	40	29	22	18	5	0	
135	8 Nov. '01	Arbroath Burgh School Board	"	Arbroath	Cookery and Laundry Work	66	15	13	10	15	7	
136	16 Nov. '01	Perth School Board	"	Perth	Elementary French	40½	14	11	31	5	11	
137	"	"	"	"	Elementary French	37½	8	1	11	5	0	
138	"	"	"	"	Advanced French	37½	81	11	18	2	6	
139	"	"	"	"	Elementary Ger- man	26	11	6	7	10	0	
140	"	"	"	"	Advanced German	26	18	7	9	7	6	
141	"	"	"	"	Drawing (1st Year)	54	137	106	125	6	8	
142	"	"	"	"	Drawing (2nd Year)	54	23	22	86	9		
143	"	"	"	"	Elementary Chemistry	28	9	4	14	16	3	
144	"	"	1902	"	Advanced Chemistry	28	9	8	16	2	6	
145	"	"	"	"	Elementary Physics	28	7	4	18	6	3	

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the Income from fees.

Training of Teachers (Scotland).

No. of Courses.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (-) or approved expenditure.
146	16 Nov. '01	Perth School Board	1901-1902	Perth	Advanced Physics	26	9	9	2
147	"	"	"	"	Nature Knowledge (1st Year)	64	41	18	14 18 6
148	"	"	"	"	Nature Knowledge (2nd Year)	64	6	5	88 19 7
149	13 Nov. '01	Glasgow School Board	"	Glasgow Pupils' Institute	Drawing and Card-board Modelling	60	79	71	39 7 6
150	18 Nov. '01	Finance Committee of Forfar County Council	"	Montrose	Drawing	65	37	32	94 6 7
151	"	Technical Education Committee of Banff County Council	"	Banff, Buckle, Craigmachrie	Drawing	60	152	124	23 3 3
152	"	Dumfriess Burgh School Board	"	Dumfries	Nature Knowledge Military Drill and Physical Exercises	70½	48	28	79 9 1
153	"	"	"	"	Drawing	22½	43	43	96 8 7
154	"	Stirling Burgh School Board	"	Stirling	French	67½	68	64	25 17 6
156	"	Glasgow School Board	"	Glasgow, John St. Higher Grade Public School	Cardboard Modelling	40	8	6	58 2 6
156	19 Nov. '01	"	"	"	Woodwork	84	13	12	16 7 0
157	20 Nov. '01	"	"	Glasgow High School	"	78	16	12	20 5 1
158	25 Nov. '01	"	"	Wick	"	75	15	6	36 2 3
159	11 Dec. '01	Wick Burgh School Board	"	Wick	Drawing	60	40	39	not yet paid
160	7 Dec. '01	Town Council of Montrose	"	Montrose	Drawing	61	34	33	20 14 6
161	9 Dec. '01	Glasgow School Board	"	Glasgow High School	Brushwork	42	46	38	24 10 10
162	12 Dec. '01	Governors of Rose's Acamedical Institution	1902	Nairn	Drawing	60	49	37	not yet paid
163	12 Dec. '01	Rothsney Burgh School Board	1901-1902	Rothsney	Nature Knowledge	50	11	9	36 15 6
164	"	"	1902	"	Drawing	†	†	†	4 0 8

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

† Courses marked † were Holiday Courses.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant Paid. (= $\frac{1}{2}$ of approved expenditure).
									£ s. d.
165	14 Dec. '01	Dundee Burgh School Board	1901-1902	Dundee	Drawing	60	207	158	162 17 3
166	16 Dec. '01	Sub-Committee of Ayr County Committee	"	Ayr	Manual Training	63	13	13	27 8 5
167	"	"	"	Kilmarnock	Nature Knowledge	63	6	6	22 19 0
168	"	"	"	Maybole,	Drawing	60	102	78	103 13 4
				Ayr, Kilmarnock					
169	2 Jan. '02	Shetland County Committee on Secondary Education	"	Lerwick	"	67½	68	57	42 7 9
170	4 Jan. '02	Kincardine County Committee on Secondary Education	1902	Stonehaven	Manual Instruction	64	14	11	24 14 8
171	"	Port Glasgow School Board	"	Port Glasgow	Drawing and Clay Modelling	60½	44	29	45 19 11
172	7 Jan. '02 (reapproved 2 April, '02)	Eastwood Parish School Board	"	Shawlands	Drawing	52½	21	13	32 1 1
173	11 Jan. '02	Linlithgow County Committee—Secondary Education Committee	1901-1902	Bathgate	Drawing (1st Year)	†	†	†	19 13 6
174	"	"	"	Linlithgow	Drawing	†	†	†	19 12 10
175	24 Jan. '02	Glasgow School Board	"	Glasgow, Crookston St. Public School					
176	"	"	"	Glasgow Kent Rd. Public School	"	103½	30	18	38 7 11
177	23 Jan. '02	Roxburgh County Committee on Secondary Education	"	Kelso	"	69	35	26	22 6 10
178	"	"	"	"	"	42	32	24	51 1 6
179	"	"	"	Jedburgh	"	40	22	11	51 12 8
180	24 Jan. '02	Gourock School Board	1902	Hawick	"	40	67	62	60 13 10
181	27 Jan. '02	Kincardine County Committee on Secondary Education	"	Gourock	Drawing and Clay Modelling	56	12	12	27 4 5
182	29 Jan. '02	Managers of Berwickshire High School	"	Stonehaven	Drawing	50	34	24	19 3 3
			"	Duns	"	32½	17	16	18 18 2

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
 † Courses marked † were Holiday Courses.

Training of Teachers (Scotland).

No. of Course	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= 2 of approved* expenditure).
183	29 Jan. '02	Managers of Berwickshire High School	1902	Duns	Nature Knowledge	82½	12	11	£ s. d. 18 18 6
184	"	Glasgow School Board	1901-1902	Glasgow Dundas St. Public School	Brushwork	67	57	47	15 17 10
185	1 Feb. '02	Oban Burgh School Board	1902	Oban	Drawing	80	21	11	7 10 0
186	21 Feb. '02	Elgin County Committee on Secondary Education	"	Grantown	"	50	10	10	28 19 6
187	27 Feb. '02	Paisley Burgh School Board	"	Paisley	Nature Knowledge	43½	38	34	40 16 0
188	"	(Athcart Parish School Board	"	Langside	Drawing	60	6	5	Not yet paid
189	6 Mar. '02	Aberdeen School Board	1901-1902	Aberdeen	"	40	85	50	19 4 5
190	"	Secondary Education Committee of Linlithgow County Committee	"	Bathgate	Nature Knowledge (first year)	‡	‡	‡	17 16 7
191	"	"	"	Linlithgow	Nature Knowledge (first year)	‡	‡	‡	16 17 11
192	15 Mar. '02	Hamilton Burgh School Board	1902	Hamilton	Nature Knowledge (Natural Science)	44	24	20	Not yet paid
193	18 Mar. '02	Technical Education Committee of Lanark County Council	"	Airdrie	Drawing	72½	34	24	36 0 8
194	"	Eastwood Parish School Board	"	Shawlands	Nature Knowledge	114	13	11	36 10 1
195	19 Mar. '02	Glasgow School Board	"	Glasgow	Physical Training	80	54	53	26 2 7
196	26 Mar. '02	Greenock Burgh School Board	"	Greenock Academy	Nature Knowledge	64	24	19	26 8 11
197	"	"	"	Greenock Holm-croft Public School	"	62	37	36	26 13 9
TOTALS									14,029 9 2
							5,046	3,900	

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
 † Excluding the Grants for 30 Courses not yet paid, in connexion with which the number of students was 668, and the number of Certificates authorised was 477.
 ‡ To be supplemented by a further course of instruction.

SUMMARY OF THE FOREGOING TABLE UNDER SUBJECTS.

No. of Courses in each Subject.	Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant.
2	Cookery and Laundry Work	34	31	£ s. d. 50 9 6
65	Drawing	3,394†	2,638†	2,422 12 6‡
	<i>Modern Languages :—</i>			
3	French	32	18	40 14 6
2	German	29	13	16 17 6
	<i>Manual Instruction :—</i>			
6	Cardboard Modelling and Elementary Handwork	213	181	102 0 5‡
4	Clay Modelling	127	103	54 6 9‡
9	Woodwork	184	151	167 16 11‡
	<i>Nature Knowledge :—</i>			
11	Experimental Physics & Chemistry	142	114	201 19 10‡
22	Practical Botany, Zoology, &c.	616*	454*	872 7 5‡
6	Physical Training and Military Drill	275	257	100 3 10‡
130		5,046	3,960	4,029 9 2

* Excluding figures for 2 courses.

† Excluding figures for 3 courses.

‡ Excluding grants not yet paid, viz., Drawing 9, Cardboard Modelling and Elementary Handwork 1, Clay Modelling 1, Woodwork 3, Experimental Physics and Chemistry 2, Practical Botany, Zoology, &c. 3, and Physical Training and Military Drill 1—in all 20 Courses, representing 603 Students and 477 Certificates.

No. 7.

**KING'S SCHOLARSHIP EXAMINATION,
DECEMBER, 1901.**

Summary of Results of Examination.

MALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total
Passed :—1st Class	37	—	37
2nd Class	44	2	46
3rd Class	30	1	31
Total :—Passed	111	3	114
Failed	19	4	23
Total presented	130	7	137
Qualified for exemption from the King's Scholarship Examination under Article 70 (d) 6, for recogni- tion as King's Scholars under Article 95 (a) 2, or 95 (a) 3, or as King's Students under Article 96.	82	35	117

FEMALES.

—	Pupil Teachers.	Non-Pupil Teachers.	Total
Passed :—1st Class	169	8	177
2nd Class	281	25	306
3rd Class	235	23	258
Total :—Passed	685	56	741
Failed	161	27	188
Total presented	846	83	929
Qualified for exemption from the King's Scholarship Examination under Article 70 (d) 6, for recogni- tion as King's Scholars under Article 95 (a) 2, or 95 (a) 3, or as King's Students under Article 96.	204	51	255

No. 8.

CERTIFICATE EXAMINATION, JULY, 1902.

**Summary of Results of Examination of
Graduates and Acting Teachers.**

GRADUATES.

Examined under Article 47 II. (c).

	Number Examined	Passed.	Failed.
Males -	21	18	3
Females -	8	7	1
Totals -	29	25	4

Exempted under Article 48 (b).

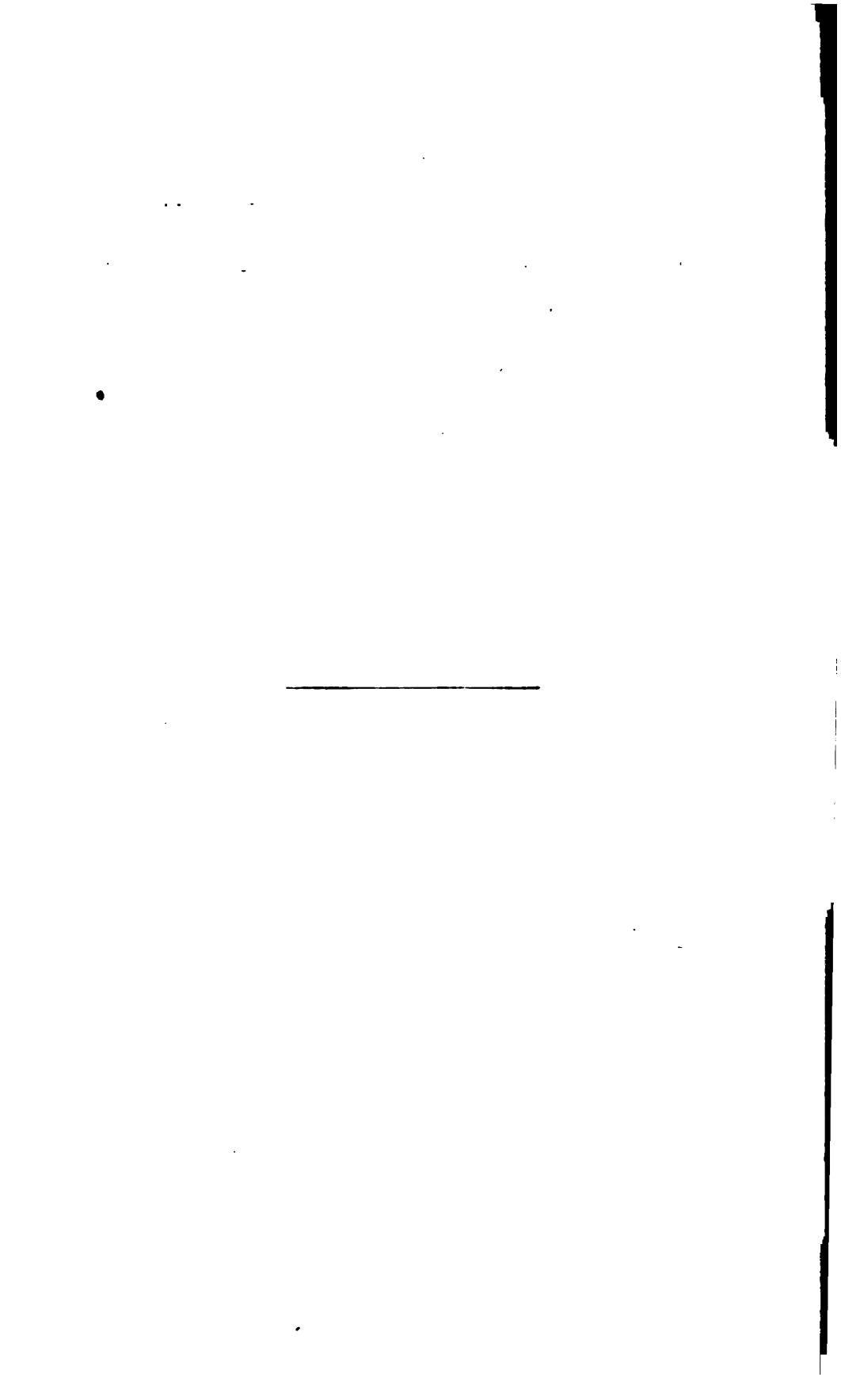
Males -	1
Females -	3
Total -	4

**ACTING TEACHERS EXAMINED ON
Second Year Papers.**

	Number Examined	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males -	22	2	2	9	9
Females -	495	15	45	247	188
Totals -	517	17	47	256	197

**ACTING TEACHERS EXAMINED ON
First Year Papers.**

	Number Examined	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males -	17	—	1	2	14
Females -	577	22	91	317	147
Totals -	594	22	92	319	161



[833]

King's Scholarship Examination.

December 1903.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF CANDIDATES

FOR

ADMISSION INTO TRAINING COLLEGES

OR FOR THE

OFFICE OF ASSISTANT TEACHER.



1902.

KING'S SCHOLARSHIP EXAMINATION. 1903.

REGULATIONS.

1. The Examination for admission into Training Colleges and for the office of Assistant Teacher, called the King's Scholarship Examination, will commence on Tuesday, 15th of December 1903, and will be held at each of the Training Colleges, and at the following Centres:—

Dundee	-	-	University College.
Elgin	-	-	Elgin Academy, Moray Street.
Inverness	-	-	High Public School, Kingsmills Road.
Kirkwall	-	-	The Town Hall
Lerwick	-	-	Central Public School.
Oban	-	-	High Public School, Soroba Road.
Stornoway	-	-	The Nicolson Institute.
Wick	-	-	Pulteneytown Academy.

2. The Examination extends to the subjects required in the course of a pupil-teacher's engagement (*see* Schedule I. of the Code, and the Syllabus appended hereto).

3. Candidates must be either pupil-teachers entering for their final examination under Article 70 (*d*) of the Code, or, not having been pupil-teachers, persons over eighteen years of age on the 1st of July next following the date of the Examination. Pupil-teachers whose engagements have been cancelled may also be admitted on certain conditions (*see* Article 93 of the Code).

4. Application on behalf of pupil-teachers and others engaged in State-aided Schools, for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form is sent in January to the managers of every State-aided School, in order that the names of all such candidates may be notified to the Department as early as possible.

5. Pupil-teachers or ex-pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 9 (or 9*b*) for the School.

6. Candidates who have *not* been Pupil-teachers—

- (*a*) Must state the exact date of their birth at the time of making application for permission to attend the Examination;
- (*b*) Should, in order to obtain marks for Reading, Repetition, and Teaching, communicate with H.M. Inspector for the district, whose report will be made on Form 13 [*c*]; and

- (c) Must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness. This must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

7. Candidates wishing to be examined at a Training College, must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Centres will be offered.

8. Candidates will be informed by letter from the Department as to the result of their Examination. Those who obtain a place in the First or Second Class will be eligible for admission as King's Scholars to a Training College. For information as to the qualifications of successful Candidates as Assistant Teachers, see Articles 79 and 32 (c) 2 of the Scotch Code.

9. Candidates who fail twice to pass the King's Scholarship Examination may not be again examined.

10. No marks are carried forward from one King's Scholarship Examination to another.

11. The position in the Class List of any Candidates entitled to exemption under Articles 70 (d) 6, 95 (a) 2, or 95 (a) 3, who elect to undergo the Examination, will depend upon the result of such examination.

12. *Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects.*

Candidates are recommended to make themselves acquainted with Articles 32 (c) 2, 57-61, 70, 78-82, and 92-99, and the First Schedule of the Scotch Code.

Copies of the papers set at previous Examinations (price 6*d.*) and of the Scotch Code (price 4*d.*) may be obtained from Messrs Eyre and Spottiswoode, East Harding Street, Fleet Street, London. E.C., or through any bookseller.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. ***[30]**—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson with clearness and force, and knowledge of meanings and allusions.

Teaching. **[60]**—To give a collective or class lesson on any subject taught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such Lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the exercises in Reading, Repetition and Teaching before H.M. Inspector at one of his visits to their school preceding the King's Scholarship Examination, or elsewhere as he may arrange. Other Candidates, by giving notice to the Inspector of the district, will have an opportunity of Reading, Repeating and Teaching before him at some school of which the Inspector will give them notice.

Penmanship [30] and Dictation. [30]

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

English [60] and Composition. [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Geography. **[50]**—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

* The figures in brackets indicate the maximum number of marks allowed for each subject.

History. [50]—British History from Julius Caesar to the present time, with a special reference to Scottish History.

Note.—All Candidates will be required to pass in the subjects of Geography and History. Those Candidates who, at this Examination, fail to obtain at least 40 per cent. of the maximum number of marks for Geography and History combined, will be held to have failed in the Examination, and will be so informed.

Candidates who pass the King's Scholarship Examination will understand that they have thereby necessarily qualified in Geography and History for the purposes of the Certificate Examination for Acting Teachers.

Arithmetic and Algebra. Females. [90]

ARITHMETIC generally.

The paper on arithmetic may contain questions requiring the reasons for the several rules to be explained and demonstrated as to a class of scholars.

ALGEBRA.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, simple equations of one unknown quantity, with easy problems.

Arithmetic. Males. [90]—Arithmetic generally.

The paper on arithmetic may contain questions requiring the reasons for the several rules to be explained and demonstrated as to a class of scholars.

Mathematics. Males. [90]

EUCLID.—Books I., II., III., IV., and the first nine propositions of Book VI. with simple deductions.

ALGEBRA.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems.

MENSURATION.—Of triangles, parallelograms and plane surfaces.

School Management. [75]—Notes of lessons.

The methods of teaching the ordinary subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. Females. [80]

1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise and night-dress.

3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. Females. [45]—Food; its composition functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects :-

MUSIC.

ONE LANGUAGE (or two languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—Candidates may take theory without also taking the tests in practical skill.

(a.) THEORY. [20]

Candidates may work the paper in either notation, but not in both.

Staff Notation :

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Sol-fa Notation.

Tonic Sol-fa Notation :

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Staff Notation.

(b.) PRACTICAL SKILL. 30]

The tests can be sung from the staff or the tonic sol-fa notation at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

Languages. [80 each]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

LATIN.—Cicero, de Senectute, and Virgil, Æneid, Book II.

GREEK.—Xenophon, Anabasis, Books III. and IV., and Homer, Iliad Book III.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages.

Science [80] and Drawing. [80]—Candidates who have satisfactorily completed a three years' course of practical Instruction in Experimental Science or Drawing, according to a scheme specially approved beforehand by the Department for this purpose, may have marks allowed therefor according to the report of an Inspector of the Department upon the work done. Such candidates in order that marks may be assessed must be presented at the Leaving Certificate Examination in Drawing or Science (as the case may be) previous to the King's Scholarship Examination, their claim for marks being indicated on the Schedule of presentations in accordance with the instructions given thereon. Marks will be awarded according to the merit of their work, even when they fall short of the standard required for a pass in the Leaving Certificate Examination.

Marks may also be claimed in respect of passes at the Leaving Certificate Examination in Science or Drawing obtained previously to 1903.

NOTE.—In the case of Candidates who have already completed some part of a course of instruction in Drawing based upon the scheme given on page 7 of the King's Scholarship Examination Syllabus for 1902, or the corresponding paragraph of previous years, their success at previous Examinations of the Board of Education will be taken into consideration in making the award of marks, provided that during the Session 1902-3 their instruction has been according to a scheme specially approved as above by the Department, and that they have been duly presented at the Leaving Certificate Examination in Drawing.

In the same way account will be taken of previous successes in Science subjects at the Examinations of the Board of Education, provided that the course of instruction in Science followed during the Session 1902-3 is according to a scheme specially approved by the Department, as above, and that the Candidate is duly presented at the Leaving Certificate Examination in Science.

C.—SPECIAL SUBJECTS.

Gaelic. [80]—*Grammar, Translation, and Composition.*—In addition to the marks obtainable under the foregoing regulations, marks will be allowed for Gaelic as follows:—

- (1.) To Candidates who are, or who have been pupil-teachers in any of the counties mentioned in Article 19 E. Scotch Code, and
- (2.) To Candidates who, not having been pupil-teachers, are shown to the satisfaction of the Department to have been under tuition at some centre of instruction within the specified counties for at least one year immediately preceding the King's Scholarship Examination.

Candidates should read, at least, the secular portions of "*Caraid nan Gaidheal*," and their orthography should be based thereon.

Mathematics.—Females.—Female Candidates may take the paper on Mathematics set for Males (in addition to the ordinary paper on Arithmetic and Algebra), and, provided they obtain at least 50 per cent. of the maximum for the subject, will receive extra marks therefor.

[841]

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1903.



REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

The Examination of Acting Teachers for Certificates will commence on Monday, the 6th July 1903, at 2 p m.

**CERTIFICATE EXAMINATION
FOR ACTING TEACHERS, 1903.**

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Monday, 6th July 1903, and four following days at the following special Centres:—

- Aberdeen : The Grammar School Hall. (Males, 1st year Females and Graduates.)
 „ Robert Gordon's College. The Gymnasium. (2nd year Females.)
 Dundee : Harris Academy. (Males and Females.)
 Edinburgh : George Watson's College, Archibald Place. (Males and Females.)
 Glasgow : Kent Road Public School. (Males, 1st year Females and Graduates.)
 „ Woodside Public School, Woodlands Road. (2nd year Females only.)
 Inverness : Burgh High School, Secondary Department. (Males and Females.)
 Lerwick : Central Public School. (Males and Females.)

2. The examination in first year's papers is open to candidates who are upwards of 20 years of age, and otherwise fulfil the conditions of Article 47 I. (b) of the Code.

The examination in second year's papers is open to candidates qualified under Article 47 II. (b) or 47 II. (c) of the Code.

3. Candidates who are serving as teachers in State-aided Schools may obtain admission to the Examination by making application to the Department through the official correspondent of their school. Such application must be made before 1st March 1903, on Form 147. A copy of this Form is sent to the Managers of every State-aided School, in or about the month of October in each year.

4. Candidates who, at the time of making application, are not teachers in State-aided Schools, must be recommended by the Managers of the School in which they last served.

5. Under the School Teachers' Superannuation Rules (Scotland) 1899, every candidate desirous of being examined in second year's papers, whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March. The medical examination must take place between 1st April and 1st June in the year in which the 2nd year's Certificate Examination is to take place.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147.

6. The subjects of examination are laid down in the following Syllabus, and are open to candidates of both sexes unless otherwise specified.

7. The maximum number of marks allowed for each subject is indicated by the figures within brackets [].

8. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING or TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the sign (f).

9. Candidates who fail to obtain at least 25 per cent. of the maximum for any LANGUAGE, will not be credited with any marks in that subject.

10. Candidates will be informed by letter from the Department of the result of their examination.

Under no circumstances can information be afforded as to the result of examination in particular subjects.

Candidates are recommended to make themselves acquainted with Articles 43-56 of the Scotch Code.

Copies of the papers set at the previous examinations can be obtained, either directly or through any Bookseller, from Eyre and Spottiswoode, East Harding Street, Fleet Street, London, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

1st
Year.

1903

SYLLABUS.

FIRST YEAR.

1. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Scott's "Ivanhoe,"* and (2) *Tennyson's "Idylls of the King."*

Teaching, Practical Skill in, (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and Dictation (f) [50].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

English (f) [100] + Composition [50].

1. Parsing, Analysis, and the principles of Grammar.

2. An intelligent acquaintance with the language, style, and subject matter of the fourth book of *Milton's "Paradise Lost,"* and *Kingsley's "Heroes."*

In 1904 the books will be the second book of *Spenser's "Faerie Queen"* and *Macaulay's "Essay on Clive."*

3. To write plain prose upon a given subject.

Arithmetic (f).—Males [80] + Mental Arithmetic [40].

**1st
Year.**

1903

1. To work arithmetical sums, both mentally and on paper.
2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

Algebra and Mensuration — Males [100].

To answer simple questions, both theoretical and practical, in algebra and the mensuration of plane surfaces.

In algebra candidates should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, and the solution of simple and easy quadratic equations of one or more unknown quantities, ratio and proportion, or problems producing such. In mensuration they should understand the measurement of every species of plane rectilineal figure and of the circle.

Geometry and Dynamics --Males [100].

1. The first four books of Euclid, the first nine propositions of Book VI., and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems.
2. Dynamics, or the Elementary Statics and Kinetics of Solids, Liquids, and Gases.

Arithmetic and Algebra (f)—Females [80] + Mental Arithmetic [40]

ARITHMETIC.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar Fractions.
4. Decimal Fractions.
5. Simple and Compound Proportion.
6. An exercise in Mental Arithmetic.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such, and simple equations of two unknown quantities.

The figures should be well formed, and the work methodically arranged as a good model for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

1st Year **Domestic Economy—Females [75].**

- 1903
1. Food—its composition, function, and preparation.
 2. Clothing and Laundry.
 3. The Dwelling.
 4. The Laws of Health and Sick Room Management.
 5. Household Expenses and Investment of Money.

Needlework (f) Females [100].

1. The repairing of any plain article of underclothing.
2. The drawing of diagrams on sectional paper of—
A child's overall.
An infant's shirt, or a child's pair of drawers.
- 3 The cutting out and making of one of the above-named garments, and the cutting out and making, by tacking, of one of the other garments.

Geography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.
2. The Physical Geography of *Africa and the British Isles*, in connection with Commercial, and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

History.

1. General knowledge of the most important events in English and Scottish History, with dates.
2. The British History of the Victorian Era with special reference to (a) constitutional questions; (b) military operations; (c) the literature of the period.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, must take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination prior to 1897, or who passed the Certificate Examination in first year papers prior to 1898, but who failed in Geography or History, must take the subject or subjects at any subsequent Examination for Certificates.

Candidates who passed the Scholarship Examination in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at any subsequent Examination for Certificates. This will not, however, entail any loss of marks.

[These regulations will apply also to Candidates taking SECOND year papers who have not previously passed in (Geography or History).]

II. OPTIONAL SUBJECTS.

**1st
Year.**

1903.

Music: THEORY [40].

Candidates are restricted to ONE notation.

NOTE.—Marks for Theory of Music are not given, unless the candidates obtain at least 30 per cent. of the maximum for the subject.

STAFF NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. Transposition from one major key to another
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription of time.
3. Musical terms in common use.

TONIC SOL-FA NOTATION.

1. Notes. The common major scale : its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. The standard scale of pitch and the relations (in pitch) of various keys.
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.
3. Musical terms in common use.

Languages [100 each].

- | | |
|-----------|------------|
| 1. LATIN. | 3. FRENCH. |
| 2. GREEK. | 4. GERMAN. |

(Candidates are restricted to two languages.)

The papers will contain grammatical questions and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

2nd
Year.

1903

SECOND YEAR.

I. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from "*The Autocrat of the Breakfast Table*," and Shakespeare's "*As You Like It*," or from an unprescribed book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Teaching, Practical Skill in, (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and Dictation (f) [50].

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

English (f) [100] + Composition [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's "*As You Like It*," and Oliver Wendell Holmes's "*The Autocrat of the Breakfast Table*."

(In 1904 the Books will be Shakespeare's "*Macbeth*" and Carlyle's "*Heroes and Hero Worship*."

2. To write plain prose upon a given subject.
3. General knowledge of English literature from 1820 to the present day.

(In 1904 the prescribed period will be from 1600 to 1700.)

School Management [100].

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

2. Notes of lessons.
3. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.
4. (a.) The different methods of organizing an elementary school, including the construction of a time table.
(b.) The form of school registers, the mode of keeping them, and of making returns from them.
5. The laws of health as applied to school premises, scholars and teachers.
6. Quick's Educational Reformers, chapters 13, 16, 17, 18, 19.
N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special recognition as teachers of infants.

Algebra and Mensuration—Males [100].

More difficult questions and problems than for First Year, together with logarithms, interest and annuities.

In Algebra, Candidates should at least add to the requirements for the first year a knowledge of progressions, permutations and combinations, the binomial theorem, scales of notation, and the solution of more difficult equations or problems producing such. In mensuration they should add to the requirements for the first year a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

Geometry and Trigonometry—Males [100].

Euclid's Elements, Books I, II, III, IV., and VI., and Euclid's definition of Proportion with simple deductions from the propositions and easy geometrical problems. Plane Trigonometry up to the Solution of Triangles.

Political Economy—Males [75].

Elementary Questions in Political Economy.

Arithmetic and Algebra (F)—Females [80].

The figures should be well formed, and the work methodically arranged as a good model for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

ARITHMETIC.

- 1 The first four rules.
- 2 Practice and Bills of Parcels.
- 3 Vulgar Fractions.
- 4 Decimal Fractions.
- 5 Simple and Compound Proportion.

**2nd
Year**
—
1903

6. Simple and Compound Interest.
7. Discount.
8. Stocks.
9. Insurance.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such. Simple equations of two unknown quantities, square root, cube root, and easy quadratics.

Needlework (f)—*Females* [75].

One of the following exercises will be set :—

- (a) An examination paper testing the Candidate's practical knowledge of the method to be pursued in teaching needlework to classes of children ;

or,

- (b) An exercise in cutting out and fixing the various parts of some garment.

The Second Year's course should include the following :—

1. The higher branches of plain needlework. These include tucking, whipping and feather stitching ; the repairing of linen, print and woollen dress materials.
2. (a) The drawing up of notes on lessons in needlework, in cutting out, and in knitting.
(b) The working of sections of garments, and of needlework and knitting exercises, in illustration of the above-mentioned lessons.
3. The cutting-out in paper of garments suitable for making up by children in the Upper Standards, the garment to be half size.
4. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.

GEOGRAPHY. }
HISTORY. } See Notes to these Subjects on page 846.

II. OPTIONAL SUBJECTS.

Music. [30].

Candidates are restricted to ONE notation.

NOTE—Marks for Music are not given, unless the Candidate obtain at least 20 per cent. of the maximum.

STAFF NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.
3. The compass and registers of the voices of men, women, and children. General rules relating to voice training.
4. Musical terms in common use.

TONIC SOL-FA NOTATION.

- | | |
|--|----------------------|
| 1. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones. | 2nd
Year. |
| 2. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c. | 1903 |
| 3. The compass and registers of the voices of men, women, and children. General rules relating to voice training. | |
| 4. Musical terms in common use. | |

Languages [100 each].

- | | |
|-----------|------------|
| 1. LATIN. | 3. FRENCH. |
| 2. GREEK. | 4. GERMAN. |

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

GRADUATES.

Graduates

Candidates examined under Article 47 II. (c) will only be required to take—

1903

the School Management paper (see pages 848 and 849), and a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them;

or,

the Department may accept in place of the above papers—

a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—Article 48 (b).

SPECIAL NOTE.

The practical training for the profession of a Teacher in Elementary Schools, on the part of candidates under Article 47 II. (c), does not appear to have received, in recent years, that amount of attention which is required by this Department as a primary qualification for a Teacher's Certificate. Their Lordships will therefore look narrowly into the answers given to the questions in the two papers, and will require the candidate to have a sound knowledge of the first principles of teaching.

1903

ADDITIONAL SUBJECTS.*(For Candidates of Either Year.)*

Marks will be awarded for the Leaving Certificates in Science or Drawing of this Department, or for satisfactory work at an organised course of instruction approved by the Department for this purpose, either in classes conducted under Article 91 (d) or otherwise in one or more of the following subjects:—

- A. Physics and Chemistry.*
- *B. Any branch of Biology.*
- C. Drawing.*
- D. Navigation.*

* Students claiming marks in respect of attendance at a Course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be correspondingly reduced.

NOTE.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for DRAWING may be allowed in respect of passes obtained PRIOR TO 1902 at the local examinations in that subject.

NOTE.—Candidates who propose to attend a course of instruction, other than one conducted under Article 91 (d) of the Code, in any of the above named subjects, should carefully ascertain from the managers whether it has been specially approved by the Department in terms of the above regulations, for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

PART IV. OF APPENDIX.

LISTS,

WITH STATISTICS RELATING THERETO,

OF THE

- (a) HIGHER CLASS SCHOOLS aided under the provisions of the Minute of the 24th August, 1900 ;
- (b) CONTINUATION CLASSES aided under the provisions of the Continuation Class Code, 1901 ;
- (c) CENTRAL INSTITUTIONS aided under Article 87 ; and
- (d) NAVIGATION SCHOOLS aided under the provisions of the Minute of the 30th June, 1899 ;

FOR THE SESSION ENDED 31ST JULY, 1902 ;

AND

- (e) Grants made to AGRICULTURAL COLLEGES for the YEAR ENDED 31ST MARCH, 1902 ;

AND

Statistics of the LOCAL SCIENCE AND ART EXAMINATIONS conducted by the Board of Education in Scotland under the supervision of the Scotch Education Department ; and awards to Students, in respect of successes gained at these Examinations and for Art Works presented for the National Competition.

CONTINUATION CLASSES.

SESSION 1901-1902.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading, spelling and composition; Arithmetic, Drawing, and one or more of the following:—History, Geography, Nature knowledge.

DIVISION II.

Symbols used in Table 2 (page 860), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Sym- bol.	Subject.	Sym- bol.
SUBHEAD A.		SUBHEAD C.	
English	e.	Commercial German	gn.
Geography	g.	Mercantile Law	m.
Handwriting	w.	Shorthand	s.
History	h.	Typewriting	t.
Life Duties of the Citizen	c.		
Political Economy	p.		
SUBHEAD B.		SUBHEAD D.	
Danish	d.	Art	a.
French	f.		
Gaelic	ga.	SUBHEAD E.	
German	g.	Algebra	a.
Greek	gr.	Dynamics	d.
Hebrew	h.	Geometry	g.
Italian	i.	Mathematics	m.
Latin	l.	Mensuration	mn.
Spanish	s.		
SUBHEAD C.		SUBHEAD F.	
Book-keeping	b.	Botany	b.
Business Procedure	p.	Chemistry	c.
Commercial Arithmetic	a.	Experimental Science.. ..	s.
Commercial Correspondence	c.	Geology	g.
Commercial French	f.	Hygiene	h.
Commercial Geography	g.	Introductory Technical Course	i.
		Magnetism and Electricity	m.
		Nature Knowledge	n.

DIVISION II—*continued.*

Subject.	Sym- bol.	Subject.	Sym- bol.
SUBHEAD F.		SUBHEAD G (b).	
Physical Measurements	pn.	Naval Architecture	na.
Physics	p.	Navigation	n.
Physiography	pg.	Painter's Work	pa.
Physiology	pl.	Plumbing	p.
		Statics	st.
		Steam	s.
		Surveying	su.
		Weaving	w.
		Wool Dyeing	dy.
SUBHEAD G (a).		SUBHEAD H.	
Mechanical Drawing	d.	Ambulance	a.
Practical Geometry	g.	Cardboard Modelling	cm.
Practical Mathematics	m.	Cookery	c.
Technical Arithmetic	a.	Domestic Subjects (including Household and Domestic Economy, Domestic Science and House Management)	e.
SUBHEAD G (b).		Dressmaking	d.
Agriculture	ag.	Ironwork	i.
Applied Mechanics	me.	Laundrywork	l.
Architecture	ar.	Millinery	m.
Brickwork and Masonry	br.	Needlework	n.
Building Construction	bc.	Sick Nursing	s.
Electrical Industries	el.	Tailor Cutting	t.
Engineering	e.	Woodwork	w.
Horticulture	h.		
Iron and Steel	i.		
Machine Construction	mc.		
Mining	mi.		

DIVISION III.

Subject.	Sym- bol.	Subject.	Sym- bol.
Art Course	a.	Language Course	l.
Commercial Course	c.	Mathematical Course	m.
Industrial Course	i.	Science Course	s.

DIVISION IV.

Subject.	Sym- bol.	Subject.	Sym- bol.
Elocution	e.	Physical Exercises	p.
Music	m.	Swimming	sw.

PETREHEAD (LANDWARD) S.B.	..	..	..	..	..	18 5 10	5 5 10	..	..	..	8 0 0
Boddam ..	..	..	10	..	..	..	..	..	..	..	..
FITSLIGO S.B.	..	..	..	..	..	48 0 0	30 1 10	9 18 2	..	3 0 0	..
Rosehearty ..	..	..	31	..	C.a.s.	..	..	..	..	..	..
Sandhaven ..	..	..	29	..	A.h. C.a.	..	..	..	..	..	..
SLAINS S.B.	..	..	..	..	..	30 5 8	17 18 4	10 0 0	..	1 18 3	0 9 1
Slains ..	..	..	21	..	C.g. E.mn. G(b).su.	..	..	..	..	..	..
STRATHDON S.B.	..	..	..	..	..	15 0 0	11 5 0	..	..	..	3 15 0
Corgarf ..	..	..	16 16	..	A.e.	..	..	..	..	..	..
STRICHEN S.B.	..	..	..	..	..	8 6 1	6 4 7	..	..	..	2 1 6
Nicol's School ..	..	..	25	..	D.a.	..	..	..	..	..	..
TURRIFF S.B.	..	..	..	..	..	144 9 4	85 15 1	52 4 1	..	..	6 10 2
Flinty ..	..	..	18	..	C.a. E.mn.	..	..	..	..	..	..
Turriff ..	..	..	89 109	..	A.e. B.f. C.a.b.s. E.m.	..	..	..	..	..	..
ARGYLL.											
CAMPBELTOWN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..
Grammar School ..	..	..	92	..	C.a.b.s. D.a. H.w.n.c.l.	80 11 11	65 11 3	..	..	..	24 0 8
Milkneve ..	..	..	35	..	..	..	..	..	..	..	..
Boys' Brigade (2nd Coy)	..	..	20 20	..	..	8 9 4	4 7 0	..	..	4 2 4	..
COLL S.B.	..	..	..	..	..	17 12 1	5 15 10	..	..	..	11 16 3
Arneagour ..	..	..	8	..	C.a.b. D.a.	..	..	..	..	..	..
DUNOON AND KILMUN S.B.	..	..	..	..	..	364 11 10	238 4 10	96 9 11	..	..	22 17 1
Dunoon Grammar School ..	..	..	87 198	..	C.a. D.a. G(b).bc.pa. H.w.n.c.	..	..	..	..	..	..
Innellan ..	..	..	33	..	A.e. C.a.b.	..	..	..	..	..	..
Sandbank ..	..	..	40	..	C.a. E.mn. G(e).m. G(b).na. H.d.	..	..	..	..	..	..

LOCHILHEAD S.B.								84 4	60 10 9				23 13 7
Avrinishig	55	H.n.a.					m.						
Lochnighead	98	C.a. D.a. H.w.n.a.					m.						
MORVERN S.B.								80 15 0	23 1 3				7 13 9
Lochaline	17												
OBAN S.B.								187 2 9	37 13 0				99 10 9
High School	47												
High School	102	A.e. B.f.l. C.a.b.a. D.a. E.g.a. H.d.c.					P.						
SALEN S.B.								17 0 1	6 9 0				10 11 1
Salen	8	A.e. C.a.b. D.a. F.p.											
FOUTHEND S.B.								21 1 0	14 17 0				6 4 0
Southend	22												
SOUTH KNAPDALE S.B.								20 12 6	15 9 4				5 3 2
Kilberry	20												
STRALACHLAN AND STRACHUR S.B.								29 13 2	16 9 2				13 4 0
Strachur	18	E.m.n. H.n.											
TARBERT S.B.								64 16 5	18 17 11	40 0 0			5 13 6
Tarbert	21	E.m. F.pg. G(b).a.											
A.YR.													
ARDROSSAN S.B.								596 16 7	420 8 6	239 2 6			..
Academy	188	B.f. C.a.b.a. D.a. E.m. F.c. G(b).m.c.bc. H.m.d.c.l.					P.						
Eglinton	31	H.n.											
Salicats	53												
Winton	48	H.n.											
Winton	22												

DALMELLINGTON S.B.																			90 19 9
Benwhal		36	37	E.s.mn. H.n.															..
Dalmellington		37	38	E.s.mn. H.n.c.															
Lechanhill		7	39	D.s. E.s.mn. H.n.c.															
Waterlaid		38	40	G(s).s. G(s).ml. H.n.c.l.															
DALRY S.B.																			9 16 11
Townend		25	41	C.s.															..
West End		123	42	H.d.p.															..
DUNDONALD S.B.																			89 11 6
Troon Portland		30	43	C.a.b.s.t. F.m.															..
GALSTON S.B.																			55 0 2
Galston		51	44	A.e. C.a.b. D.s. E.s.m. G(s).mc.bc.me. H.d.n.															..
St. Sophia's R.C.		56	45	H.n.															24 3 1
RICCARTON Hurlford St. Paul's R.C.		83	46																..
IRVINE (BURGH) S.B.																			116 3 3
Bank Street		68	47	G(s).mc.ml.															..
East Road		36	48	H.c.															..
Fullarton London Street		80	49	A.e. C.s.s. G(s).bc. H.n.c.							m.e.								..
IRVINE (LANDWARD) S.B.																			11 16 3
Annick Lodge		25	50																..
KILBRINE S.B.																			6 10 6
Ladyland		45	51	H.n.															..

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTR..	NUMBER OF STUDENTS PAID FOR IN				Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.				SOURCES FROM WHICH NET EXPENDITURE WAS MADE.				BALANCE.										
	Division I.					Division II.	Division III.	Division IV.	Net Expenditure (after deducting Fees, &c.)	Grant from the Department.		Contributions from Town and County Councils.		Repayments.		Subscriptions or other Sources.	Rates.							
	Year of (including First Year of Division III).		Second Year.							Third Year.		Fourth Year.		£	s.			d.	£	s.	d.	£	s.	d.
	Division I.	Division II.	Division III.	Division IV.						£	s.	d.	£	s.	d.			£	s.	d.	£	s.	d.	
CLACKMANNAN—contd.																								
ALLOA (LANDWARD) S.B.																								
Alloa Parish	65	51			116	H.n.c.			182	0	9	89	0	1			48	0	8					
ALVA S.B.																								
Menstrie Park Place	38	21			59	G.b. B.f. C.h.s.p. D.a. F.c. G(a).m. G(b).mc,bc,w. H.n.c.l.		m.	365	11	1	246	1	8	64	18	5			54	11	0		
CLACKMANNAN S.B.																								
Clackmannan			48		48	C.a,b,s,g. H.n.			61	2	6	45	16	10						15	5	8		
DOLLAR																								
Dollar Institution			6		6	D.a. G(b).bc			24	13	0	6	5	7			18	7	5					
TILlicouLTY S.B.																								
Coalsnaughton Tillicoultry	25	80			105	H.d.n.c. C.b.s. D.a. F.m. G(b).mc. H.d.n.c.l.			220	19	8	168	6	1	42	10	0			20	6	4		
DUMBARTON.																								
BONHILL S.B.																								
Alexandria North Bonhill	100	165			265	A.s. C.a.m. E.s.a. F.dr.G(b).mc,bc. H.d.n.			201	17	6	190	8	1	42	1	8			38	7	9		
North Jamestown	22	24			46	A.c. G.a. H.d.																		

DRYFSDALE S.B.													20 13 9
Dryfedale ..	81	..	..	..	..	A.s. C.a.b.o.a.t. G(s).d. H.w.	..	..	..	..	..	..	..
DUMFRIES (BURGH) S.B.													54 10 10
Academy ..	921	..	..	..	..	E.g.f. C.b.a. D.a. G(s).m.d.	..	..	..	..	..	..	..
George Street ..	70	..	..	..	..	H.d.n.c.	..	..	..	..	..	..	..
Loreburn Street ..	53	..	..	..	..	C.b.a.	..	..	..	..	..	..	..
St. Andrew's R.C. ..	40	192	..	..	..	A.g. C.b. D.a. H.w.n.	..	..	..	..	..	..	43 15 9
LOCHMABEN S.B.													5 17 10
Lochmaben ..	89	..	..	..	..	..	..	..	..	..	..	..	..
MOFFAT.													..
Proudfot Institute ..	84	26	..	..	..	C.a.b.a.e.p.g. D.a.	..	..	..	..	..	..	15 18 10
EDINBURGH.													..
BORTHWICK S.B. ..													6 5 4
Borthwick ..	26	..	..	..	..	..	..	..	..	..	..	..	..
COCKPEN S.B. ..													24 0 3
Bonnyrigg ..	7	6	..	..	..	C.b.a.	..	..	..	..	..	..	..
EDINBURGH S.B. ..													32 15 15 3
Abberhill ..	19	104	..	..	..	A.s. C.a.b.a.g. D.a. E.m. G(s).m.	..	..	..	..	..	..	..
Brick ..	28	110	..	..	..	A.s. C.a.b.a.g.t. H.n.d.c.	..	..	..	..	..	..	..
Broughton ..	72	..	..	..	..	P.g.a.t.	..	..	..	..	..	..	..
Bruntsfield ..	29	450	..	..	..	A.s. C.a.b.a.t. D.a. F.p.g.a.b. H.d.n.c.	..	..	..	..	..	..	..
Castle Hill ..	33	140	..	..	..	H.n.	..	..	..	..	..	..	..
Causeside ..	29	162	..	..	..	A.g.g. B.f. C.a.b.a.c.t. H.d.n.c.	..	..	..	..	..	..	..
Dairy ..	42	177	..	..	..	A.s. C.a.b.a.g.t. H.d.n.c.	..	..	..	..	..	..	..
Gorgie ..	31	117	..	..	..	A.g.g. C.a.b.a.g.t. D.a. G(s). a.g.d. G(b).bc.	..	..	..	..	..	..	..
Leith Walk ..	90	285	..	..	..	H.t. C.a.b.a.g.t. D.a. F.m. G(b).e. H.w.	..	..	..	..	..	..	..
London Street ..	33	180	..	..	..	A.s. C.a.b.a. H.d.n.c.	..	..	..	..	..	..	..
Lothian Road ..	66	235	..	..	..	A.s. C.a.b.a.g. D.a. E.g.m.n. F.m. G(s).d. G(b).	..	..	..	..	..	..	..
North Canonate ..	15	72	..	..	..	bc. H.w.	..	..	..	..	..	..	..
North Merchiston ..	176	71	..	..	..	A.s. C.a.b.a.g. H.d.n.c.	..	..	..	..	..	..	..
Regent Road ..	509	171	..	..	..	C.a.b.a.g.t. (s).m. G(b).mc. bc. H.w.	..	..	..	..	..	..	..
	115	192	..	..	..	A.s. C.a.b.a.t. H.d.n.c.	..	..	..	..	..	..	..
	80665	7	4	5849	19		..	..	..	..	..	..	..
	68	3	0	38	9		..	..	..	..	..	..	..
	844	14	11	421	18	6		..	..	..	..	..	..
	112	16	6	69	0	9		..	..	..	..	..	..
	23	11	5	17	18	7		..	..	..	..	..	..
	57	15	3	41	16	5		..	..	..	..	..	..
	24	9	11	18	4	7		..	..	..	..	..	..
	39	12	0	15	11	9		..	..	..	..	..	..
	80665	7	4	5849	19	1		..	..	..	..	..	..

KINLOSS S.B.	..	..	..	..	..	..	..	..	15 10 0	11 13 6	..	..	..	3 17 6
Findhorn	..	..	..	..	..	18	..	..	..	..	..	..	..	..
ROTHES S.B.	..	..	..	..	..	..	..	..	19 0 6	2 9 0	..	..	..	16 11 0
Rothies	..	..	..	..	..	..	..	..	..	..	..	..	..	..
ROTHES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Speymouth	..	..	..	..	..	..	..	..	..	..	..	..	..	..
ROTHES S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Garmouth	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Speymouth	..	..	..	..	..	..	..	..	..	..	..	..	..	..
FIFE.														
ABERDUR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Aberdour	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Donibristie Colliery	..	..	..	..	..	..	..	..	..	..	..	..	..	..
ANSRUTHER.														
Ansruther, Town Hall (County Council)	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ansruther, Wald Academy	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UCHTERDERRAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Auchterderran	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UCHTERMUCHTY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Auchtermuchty	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dunbalt	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mindrae	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UCHTERTOOL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Auchtertool	..	..	..	..	..	..	..	..	..	..	..	..	..	..
BEATH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Condenbeath	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hill of Beath	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kelty	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Lassodie	..	..	..	..	..	..	..	..	..	..	..	..	..	..

See under Fife County Technical Education Committee.
 54 3 2 21 19 6 26 3 8 6 0 0

40 0 2 19 16 9 4 0 0
 54 15 6 22 6 0 16 0 0
 17 11 6 13 3 7 4 0 0
 146 5 3 109 13 11 26 10 0

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTRAL.	NUMBER OF STUDENTS PAID FOR IN					Division I. Year of Division III.	Division II. Year of Division III.	Division III.	Division IV.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.	Net Expenditure (after deducting Fees, etc.)	SOURCES FROM WHICH NET EXPENDITURE WAS MET.				BALANCE.						
	Division I.	Second Year.	Third Year.	Fourth Year.	Division IV. Total Number of Individuals							Grants from the Department	Contributions from Town and County Councils	Endowments	Subscriptions or other Sources	Rates.	£	s.	d.	£	s.	d.
																	£	s.	d.	£	s.	d.
FIFE.—continued.																						
BRATH—cont'd.																						
Cowdenbeath (County Council)	155	..	..	..	155	D.a. F.c. G(b). el.mi.				See under Fife County Technical Education Committee.									
Kely (County Council)	31	..	..	..	31	H.c.l.				do.									
Lassodie (County Council)	31	..	..	..	31	H.c.l.				do.									
BURTONSLEIGH S.B.																						
Burntisland	58	..	..	..	58	C.a.b.s. D.a. F.c. G(b).mc.bc.				107 12 3	63 15 5	60 0 0	..	..	..	..		
CERES.																						
Ceres (County Council)	48	..	..	..	48	H.d.				See under Fife County Technical Education Committee.									
COLLESSIE.																						
Ladybank (County Council)	27	..	..	..	27	C.b.s.				do			do.						
CUPAR.																						
Bell Baxter School	23	..	..	..	23	D.a.				62 11 10	4 11 8	10 0 0	28 0 2	..	..	..			
Castle Hill (County Council)	67	..	..	..	67	C.a.t. H.d.				See under Fife County Technical Education Committee.									

List of Continuation Classes.

DAYSIDE.		17									See under Five County Technical Education Committee.			
Dairies (County Council)						H.d.								
DALGETY S.B.										18 15 1	14 1 4		4 13 9	
Hillend														
DUFFERLINE (BURGH) S.B.										1554 18 9	1042 19 4	326 14 0	40 0 0	145 5 5
High School		24 101												
Lauder Technical School		230 60	33	17		A.e. R.f. C. a. b. a. g. D. a. H. n. C. b. p. D. a. E. m. F. m. c. G. (a). g. G. (b). m. c. a. m. c.								
McLean		16 28				C. b. a. H. n. c.								
Queen Anne		32 168				A. e. C. a. b. a. t. H. n. d. c.								
DUFFERLINE (LAWDWARD) S.B.														
Charlestown		6 19				A. e. C. a. D. a. E. m. n. G. (b). m. c.								19 9 10
Crosskeys		27				H. d.								
Townhill		39 78				H. n.				86 9 7	61 19 9	5 0 0		
Lime Kilns (County Council)														
DYSART (BURGH) S.B.														
Pathhead		40 114				C. a. b. a. t. H. d. c.								5 0 8
Sinclairtown		77 15				D. a. E. m. F. p. g. G. (a). g. m.								
Dysart (County Council)														
Pathhead (County Council)		23				H. c. l.								
ELIE														
Earlsferry Town Hall (County Council)		42				H. c. l.								
FALKLAND S.B.														
Freuchie		13				D. a.				26 14 0	10 1 10	13 13 2		2 14 0

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTER.	NUMBER OF STUDENTS PAID FOR IN					SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.	SOURCES FROM WHICH NET EXPENDITURE WAS MET.						
	Division I.	Division III.			Division IV.		Grants from the Department.	Contributions from Town and County Councils.	Endowments.	BALANCE.			
		Division II.	Third Year.	Second Year.						Fourth Year.	Subscriptions or other sources.	Balance.	
		Division I (including First Year of Division I)				Division II.	Division III.	Division IV.	Grants from the Department.	Contributions from Town and County Councils.	Endowments.	Subscriptions or other sources.	Balance.
					Total Number of Individuals Students Paid for.				Net Expenditure (after deducting Fees, etc.)				
FIFE—contd.													
FALKLAND—contd.													
Brunton House, B.C.	15				15	H.m.l.			17 17 8			14 8 6	
FERRYPORT-ON-CRAIG S.B.					92	B.g. C.b.s.t. D.a. E.m. G(b).m.c.e.l.			110 14 8	30 0 0			17 17 0
Tayport	25				25								
FIFE COUNTY TECHNICAL EDUCATION COMMITTEE													
Arncuther Town Hall	57				57	H.c.l.							
Beath, Cardenbeath	186				186	D.a. F.c. G(b).s.l.m.l.							
Beath, Kelly	31				31	H.c.l.							
Beath, Lamsodie	31				31	H.c.l.							
Collieston, Ladybank	46				46	H.d.							
Cupar (B), Castle Hill	27				27	C.b.s.							
Dalrymple	17				17	Chap. H.d.							
Dunfermline (Ld.)													
Kiln	41				41	H.c.l.							
Lynart (B)	78				78	H.c.l.							
Dyest (B), Pathhead	28				28	H.c.l.							
Elie, MacIntyre Town Hall	43				43	H.c.l.							
Fogson, East Newport Mission Hall	20				20	H.c.l.							
Fogson, Wormit Stuart's Hall	16				16	H.c.l.							
Forbes, Wemyss	25				25	H.d.							
Kilconquhar Colliery Town Hall	20				20	H.c.l.							
Kilninnery	14				14	H.c.l.							

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN				Division II (including First Year of Division III).	Division III.	Division IV.	Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.				Net Expenditure (after deducting fees, etc.)	SOURCES FROM WHICH NET EXPENDITURE WAS MET.				BALANCE.					
	Division I.	Second Year.	Third Year.	Fourth Year.					Division II.	Division III.	Division IV.	Grants from the Department.		Contributions from Town and County Councils.	Endowments.	Subscriptions or other sources.	Rates.	£	s.	d.	£	s.	d.
FIFE—contd.																							
WEMYS S.B.				
Buchhaven				
Coalton				
Kirkland Crosses Is.				
Wemys				
Kirkland Cross Roads (County Council)				
West Wemyss Dorothy (County Council)				
West Wemyss New Hall (County Council)				
FORFAR.																							
ARBOATH (BURGH) S.B.				
Cookery School				
High School				
Keptie				
Parkhouse				
HARRY S.B.				
Carroustie				

List of Continuation Classes.

NAME OF CONTINUATION CLASS CENTER.	NUMBER OF STUDENTS PAID FOR IN					SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.				SOURCES FROM WHICH NET EXPENDITURE WAS MET.				
	Division I.	Division III.			Division IV.	Total Number of Individuals.	Division II.	Division III.	Division IV.	Grants from the Department.	Contributions from Town and County Councils.	Endowments.	Subscriptions or other Sources.	BALANCE.
		Year of Division I (I)	Second Year.	Third Year.											Fourth Year.	2	3	4	5	6	7	8
KINCARDINE—contd.														
BENHOLM S.B.	6 19 8
Johnshaven	..	23	..	..	23	H.n.	..	..	19 15 4	12 15 8	..	..	..	6 19 8
BERRY S.B.	9 12 7
Bervie	..	17	..	..	17	D.a. E.mn.	..	..	65 19 10	49 9 10	..	..	..	9 12 7
Gourdon	..	31	..	..	62	A.c. H.n.	..	..	..	..	..	..	..	..
DUNNOTAR S.B.	5 7 6
Brackmuirhill	..	23	..	..	23	H.v.	..	..	47 19 4	26 13 4	..	..	..	5 7 6
FERRISSO & RICKARTON S.B.	10 9 4
Cairhill	..	24	..	..	24	C.a. E.mn. F.P.G.	..	..	77 10 10	43 6 6	..	..	..	10 9 4
Rickarton	..	16	..	..	16	D.a. E.mn.	..	..	..	..	..	..	..	..
Stonehaven	..	25	..	..	25	..	..	..	..	..	..	..	..	..
Stonehaven Machie Academy	..	13	..	..	13	D.a.	..	..	15 13 3	7 13 0	..	..	7 15 3	..
FORBOW S.B.	2 1 0
Kordoun	..	13	..	..	13	H.cm.	..	..	43 13 3	29 12 3	..	..	..	2 1 0
LAURKIRK S.B.
Beathye	..	3	..	..	3	G(O).am.	..	..	6 13 9	2 5 0	..	..	..	..

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTER.	NUMBER OF STUDENTS PAID FOR IN					SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.	SOURCES FROM WHICH NET EXPENDITURE WAS MET.				BALANCE.		
	Division I.		Division II.		Total Number of Individual Students Paid for.		Grants from the Department.	Contributions from Town and County Councils.	Endowments.	Subscriptions or other Sources.	Rates.	B. S. D.	P. R. D.
	Division I (including First Year of Division II).	Second Year.	Third Year.	Fourth Year.										Division III.	Division IV.
NAIRN.													
ARDGLACH S.E.	18				18		19 0 0	14 5 0	..	..	4 15 0	
Campbell's							52 0 0	87 16 4	..	..	14 3 8	
AULDEARN S.E.													
Auldearn	38				38		36 15 0	26 11 10	..	..	10 3 2	
CAWDOR S.E.													
Cawdor	34			34	34	m.	36 0 0	17 8 1	..	..	18 16 11	
NAIRN (BURGH) S.E.													
Church Street	40				40		88 17 0	9 9 5	56 13 4	..	..	6 5 9
Nairn Esce's Academical Inst.	40				40	C.b.a. F.c. G(b). bc.	24 3 1	17 17 4	..	..	..	0 18 7
ORKNEY.													
EVIE AND RENDALL S.B.													
Costa	14			16	16	A.s.g. C.a.	31 11 10	16 18 8	..	..	..	..
Rendall	11			11	11	A.s. C.a. b.p.g. E.min.	..	..	..	..	..	..
FIRTH AND STERNES S.B.													
Firth	37				37	H.c.	..	..	..	..	..	..

HARRY & BIRSAV S.B.						118 0 10	84 15 7	..	..	28 5 8
Birsay ..	22	..	..	..	..			..	..
Dounby ..	17	..	..	..	..	
Harra ..	4	..	..	..	H.n.					
	..	..	..	..	..	19 1 9	13 6 7	..	..	5 15 2
ORPHIR S. B. ..	..	..	..	..	..
Kirbister ..	9	..	..	..	m.					
SANDWICK. ..	..	..	..	..	..	See under	HAR RAY AND	BIRSAV	S.B.	
Dounby ..	17	..	..	..	..	
STROMNESS S. B. ..	..	..	..	..	..	9 1 4	6 10 0	..	..	2 5 4
Stromness ..	24	..	..	..	H.I.					
PERIBLES.										
INNERLEITHEN S. B. ..	..	..	..	..	..	70 14 7	32 13 2	25 0 0	..	13 1 5
Innerleithen ..	30	..	..	..	B.f. C.b.					
Walkerburn ..	15	..	..	..	..	
PERIBLES.										
Pebbles (Local Committee) ..	19	108	..	..	..	68 0 11	27 10 7	36 0 0	..	4 10 4
WEST LINTON S. B. ..	..	..	..	..	..	20 17 7	8 12 2	..	..	12 5 5
West Linton ..	..	16	..	..	C.a.b.					
PERTH.										
ALYTH S. B. ..	..	..	..	..	..	78 13 2 ^a	13 11 8	62 17 11	..	3 3 7
Alyth ..	..	47	..	..	C.a,b,a. D.a. G(b). bc. H.e.					
AMULREE S. B. ..	..	..	..	..	..	18 5 1	13 11 6	7 19 6	..	..
Amulree ..	13	12	..	..	C.b. H.n					
ARDOCH S.B. ..	..	..	..	..	..	69 15 10	48 6 10	..	..	16 9 0
Braco ..	18	..	..	..	..	
Greenloaning ..	32	..	..	..	..	

* An expenditure of £17 13s. 6d. was also incurred in defending an action in the Sheriff's Court, Perth, brought by the cleaner against the School Board.

CRIEFF S.B.						90 11 11	48	8	47 8 8
Crieff	70		76	A.e.g. C.abgct.					
DULL S.B.						104 8 11	49 13 6	50 0 8	4 9 9
Aberfeldy		19 32		60	C.b.g.t. H.n.				
DUNBARNEY S.B.						42 15 8	22 0 5	12 0 0	8 15 3
Dunbarney		10 29		41	C.a.g.c. H.e.				
DUNBLANE AND LEICROFT S.B.						115 17 11	30 3 7	50 0 0	
Dunblane		10 94		113	A.e. C.ab.g. D.a. F.n. G(e).d. G(b).bc. H.w.n.				
DUNKELD AND DOWALLY S.B.						27 6 5	5 7 4	20 0 0	1 19 1
Royal		9		9	A.e. C.ab. E.mn.				
ERROL S.B.						21 12 0	6 11 11	15 0 1	
Glendolek		15 3		18	C.s.				
FORTHVOT S.B.						48 4 8	20 16 5	25 0 0	2 8 3
Forteviot		32		32	C.a. D.a. E.mn. G(b).ag. H.n.c.				
Fath of Condie		8		8	A.e.h. C.a. E.mn. H.n.				
GARTMORE S.B.						29 17 6	10 7 2	14 0 0	5 10 4
Gartmore		31		31	C.b.s. D.a. E.mn.				
INGHURE S.B.						39 7 10	6 8 9	35 0 0	
Inchture		13		13	C.a. D.a. G(0). ag.				
KENMORE S.B.						26 15 0	5 9 2	12 0 0	9 5 10
Acharn		17 14		17	F.pg.pl. H.a.				
KILMADOCK S.B.						74 19 5	53 11 11		21 7 6
Deanston		20 42		45 64	H.n.				m.
Doone		16		19	H.n.				m.

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTER.	NUMBER OF STUDENTS PAID FOR IN				Total Number of Individuals Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.				SOURCES FROM WHICH NET EXPENDITURE WAS MET.				
	Division I.		Division II.			Division III.	Division IV.	Grants from the Department.	Contributions from Town and County Councils.	Incumbents.	BALANCE.		Subscriptions or other Sources.	Rates.
	Division I (including First Year of Division II).	Second Year.	Third Year.	Fourth Year.							£	s.			d.	£	s.	d.
PERTH—contd.														
KINGLAVEN S.B.
Kinclaven	80	C.b. D.a. E.mn. H.n.	..	20 5 6	21 19 1	12 0 0	..	..	..	..
KINLOCH-RANNOCH S.B.														
Georgetown	10	C.b. E.mn	..	36 17 5	27 8 10	12 0 0	..	..	..	..
Killichochan	16	A.s.g.h. C.a.b. E.mn.	..	..	..	..	..	..	..	..
KIRKMICHAEL S.B.														
Ballintuin	20	H.n.	..	28 7 0	17 10 2	..	..	..	10 16 10	..
Kirkmichael	15	G(O).ag.	..	..	..	..	..	..	..	..
LITTLE DUNKELD S.B.														
Little Dunkeld	16	..	..	32 8 10	9 7 3	12 8 6	..	..	..	0 13 1
LITTLE DUNKELD AND KINGLAVEN S.B.														
Murchly and Airmtally	19	..	..	21 7 6	11 5 2	12 0 0	..	..	..	..
LONGFORDAN S.B.														
Mylnfield	24	A.s. C.a. H.d.j.	..	42 11 4	10 17 4	20 0 0	..	..	..	11 14 0
MOULIN S.B.														
Pitlochry	44	H.l. C.a.b.s. D.a. E.mn. H.n.	..	78 11 6	24 0 9	42 12 5	..	..	..	0 9 4

LIST OF CONTINUATION CLASSES—continued.

NAME OF CONTINUATION CLASS CENTRE	NAME OF STUDENTS PAID FOR IN					SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN.	SOURCES FROM WHICH NET EXPENDITURE WAS MET.					BALANCE			
	Division I.	Division II (including First Year of Division III).	Division III.				Division IV.	Net Expenditure (after deducting Fees etc.)	Grants from the Department.	Contributions from Town and County Councils.	Endowments.	Subscriptions or other Sources.	Totals.	£	s. d.
			Second Year.	Third Year.	Fourth Year.											Division IV.
RENFREW—contd.															
RENFREW (BURGH) S.B.	105					..	96 14 8	40 8 8	30 0 0	..	..	26 10 7		
Blythwood Testimonial						..									
RENFREW (LAWDARD) S.B.						..	61 16 8	46 7 2	..	..	..	16 0 1		
Moor Park	64					..									
ROSS and CROMARTY.															
CROMARTY S.B.						..	20 2 6	11 5 10	..	..	..	8 16 8		
Cromarty	14					..									
DINGWALL S.B.						..	29 7 10	11 5 11	..	..	..	18 1 11		
Academy	20					..									
ROBERTSON S.B.						..	26 9 9	7 0 10	6 0 0	..	..	18 8 11		
Edmonton	8					..									
FRANK S.B.						..	6 10 0	2 18 0	..	..	..	14 18 0		

SHENKLE (BURGH) S.B.															
Junior	9	19	16	..	..	..	..	..	..	..	..	..	..	..	16 2 11
Senior	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
SHENTLAND.															
NEMING, LUNNASTING, WHAL- RAY AND SKERRIES S.B.															
Whalsay (Brough)	29	64	..	..	..	..	..	..	..	..	..	..	..	..	..
WALLS, SANDNESS, PAPA AND FOULA.															
Happyhannel	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..
YELL S.B.															
Mid Yell	16	5	..	..	..	..	..	..	..	..	..	..	..	..	..
North-a-Voc	9	..	..	..	..	..	..	..	..	..	..	..	..	..	6 18 8
STIRLING.															
CAMPBELL S.B.															
Craighead	123	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Lamontown	29	218	..	..	..	..	..	..	..	..	..	..	..	..	..
Torrance	10	51	..	..	..	..	..	..	..	..	..	..	..	..	138 10 7
DEERY S.B.															
Denny	108	41	..	..	..	..	..	..	..	..	..	..	..	..	..
Longcroft	22	17	..	..	..	..	..	..	..	..	..	..	..	..	4 9 11
FALKIRK (BURGH) S.B.															
Comely Park	99	187	..	..	..	..	..	..	..	..	..	..	..	..	..
Northern	187	118	..	..	..	..	..	..	..	..	..	..	..	..	..
Science and Art School	..	168	59	9	11	..	..	..	..	..	..	..	..	..	..
FALKIRK (LANDWARD) S.B.															
Bonnybridge	70	85	..	..	..	..	..	..	..	..	..	..	..	..	..
Cannion	56	90	..	..	..	..	..	..	..	..	..	..	..	..	..
Laurenceon	87	87	..	..	..	..	..	..	..	..	..	..	..	..	96 2 1

TABLE NO. 3.
SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE NO. 2,
UNDER COUNTIES

COUNTY.	Number of Students paid for in					Total Number of Individual Students	Net Expenditure (after deducting Fees, &c.)	SOURCES FROM WHICH NET EXPENDITURE WAS MET.				Balance.												
	Division I.	Division II. (Including First Year of Division III.)			Division IV.			Grants from the Department.	Contributions from Town and County Councils.	Endowments.	Subscriptions or other Sources.	Rates.												
		Division III.	Second Year.	Third Year.									Fourth Year.	£	s.	d.								
Aberdeen	628	4,060	868	402	302	6,532	7,940	19	7	5,975	7	9	350	15	5	43	5	2	85	17	0	1,246	12	8
Argyll	402	708	..	..	187	1,149	1,204	16	6	766	4	8	188	9	11	..	..	..	27	1	10	277	19	1
Ayr	2,101	3,061	59	15	244	5,389	7,273	7	7	5,006	0	9	1,254	2	11	4	10	8	162	11	0	922	8	5
Banff	100	459	..	..	59	638	486	15	4	231	16	0	82	0	2	..	..	..	18	13	8	171	7	10
Berwick	81	6	..	..	..	87	59	7	1	40	9	1	..	..	..	..	..	..	..	..	..	..	..	..
Bute	35	166	..	..	..	201	214	14	6	120	14	8	..	..	..	..	..	..	6	4	1	87	15	9
Caithness	116	153	..	..	..	280	294	5	7	212	1	6	7	0	0	..	..	..	1	14	0	63	0	7
Clackmannan	224	702	57	6	33	967	1,504	1	6	1,123	2	1	137	8	5	18	7	5	115	6	4	100	0	0
Dumbarton	1,106	1,796	..	..	..	2,688	5,072	6	4	2,946	17	5	261	4	7	..	..	..	123	8	6	619	6	4

Dumfries	220	525	6	..	..	..	680	7	5	448	18	8	08	5	7	15	18	10	48	15	9	108	9	0	
Edinburgh	2,081	4,668	290	79	..	1,948	6,544	14,362	15	8	10,029	12	2	323	17	8	187	0	9	865	19	10	3,969	16	2
Elgin	102	249	..	..	..	..	389	492	5	9	174	6	7	154	6	6	..	..	..	70	14	3	92	18	5
Fife	692	3,920	125	53	23	95	4,747	6,059	16	5	3,996	11	11	1,484	6	2	380	8	4	23	8	8	410	13	2
Forfar	1,819	4,084	140	100	3	338	5,264	7,022	1	6	4,563	7	4	990	3	9	160	0	0	333	3	6	1,011	14	0
Haddington	135	51	..	..	..	..	168	160	1	0	109	9	10	28	19	6	..	..	..	..	..	..	23	11	8
Inverness	631	441	16	16	..	40	1,008	1,704	5	2	1,048	14	9	300	0	0	..	..	..	4	14	2	369	17	8
Kincardine	131	225	..	..	..	..	388	377	13	7	227	4	6	86	15	8	7	15	3	7	18	6	47	19	8
Kirkcubright	121	208	..	..	..	115	329	387	5	9	270	10	6	..	..	..	..	..	..	28	8	6	88	6	9
Lanark	7,365	20,344	485	206	42	898	26,923	36,997	1	1	23,407	11	2	3,484	9	10	23	4	2	977	17	2	7,442	17	3
Linlithgow	272	271	..	..	..	81	485	590	14	0	360	15	10	40	9	2	19	0	7	17	5	2	153	3	3
Nairn	180	40	..	..	..	34	170	182	12	0	195	5	8	56	13	4	..	..	..	..	..	..	47	18	9
Orkney	52	94	..	..	..	25	148	186	18	10	188	13	9	..	..	..	..	..	..	..	..	..	48	5	1
Peebles	64	141	..	..	..	..	205	159	13	1	68	15	11	61	0	0	..	..	..	..	..	..	29	17	2
Perth	690	1,977	74	10	2	249	2,484	3,416	6	5	1,945	8	2	807	6	0	100	0	0	117	6	8	628	9	5
Renfrew	1,591	4,151	135	71	7	195	5,579	6,959	10	0	4,691	11	8	1,176	10	0	505	3	4	39	3	10	1,292	6	7
Ross and Cromarty	184	203	..	..	..	172	374	358	17	3	189	12	7	6	0	0	..	..	..	..	..	..	163	4	8
Roeburgh	182	370	20	3	..	23	463	716	9	10	425	4	0	19	13	9	..	..	..	23	3	6	249	8	7
Selkirk	88	262	..	..	..	..	344	452	12	0	253	17	0	..	..	..	..	..	..	67	8	0	131	7	0
Shetland	65	69	..	..	..	..	102	124	5	2	90	18	10	..	..	..	..	..	..	10	5	2	23	1	2
Stirling	1,923	1,847	129	40	11	261	2,980	5,402	7	11	3,470	1	11	451	13	6	241	18	10	90	16	1	1,168	9	0
Sutherland	9	11	..	..	..	21	21	22	8	0	9	11	7	..	..	..	..	..	..	..	..	..	12	16	5
Wigtown	127	66	..	..	..	..	173	168	8	6	114	11	9	31	5	0	..	..	..	..	..	..	29	9	3
Totals	23,001	67,077	2,429	1,001	327	5,548	78,171	109,422	3	11	73,508	9	7*	12,885	16	10	1,645	13	4	2,704	19	8	20,693	10	4

* Additional grants for Session 1901-1902 of £24 15s. 1d. were made to the Governors of Aberdeen; Robert Gordon's College and Gray's School of Art on the 30th July, 1903, and of £155 12s. 4d. to the School Board of Leith (Burgh) on the 10th September, 1903; and a total sum of £15 2s. 8d. has been refunded by various Local Authorities, who forwarded inaccurate claims.

TABLE No. 4.

CENTRAL INSTITUTIONS.

Statement shewing the number of pupils instructed in, and the grant made by the Department to, the 4 Central Institutions working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code for the Session ended 31st July, 1902.

NAME OF INSTITUTION.	Number of Pupils instructed.	Grant from the Department.
Dundee Technical Institute	723	£ s. d. 920 0 0
Edinburgh Heriot Watt College	4,078	1,900 0 0
Glasgow and West of Scotland Technical College	4,900	4,900 0 0
Glasgow School of Art	998	1,800 0 0
Total	10,799	9,520 0 0

TABLE No. 5.

NAVIGATION SCHOOLS.

Capitation Grants paid under the Minute of 30th June, 1899, for Session ended 31st July, 1902.

NAME OF SCHOOL.	Total Amount of Fees paid.	Amount of Local Contribution.	Number of Students in respect of whom Grants were paid.	Number of Lessons recognized for payment by Department.	Amount of Grant paid by Department.
	£ s. d.	£ s. d.			£ s. d.
Aberdeen Navigation School	126 11 5	38 0 8	96	7,928	126 11 5
Dundee Navigation School	49 15 0	45 0 0	67	6,201	94 8 0
Leith Navigation School	125 16 0	32 1 6	101	7,689	119 6 4
Totals - - - -	302 2 5	110 2 2	264	21,818	340 5 9

TABLE No. 6.

AGRICULTURAL COLLEGES.

Statement shewing the grants made to the 3 Agricultural Colleges for the Year ended 31st March, 1902.

NAME OF INSTITUTION.	Amount of Grant.
Aberdeen University (Agricultural Department)	£ s. d. 500 0 0
Edinburgh and East of Scotland College of Agriculture	1,780 0 0
The West of Scotland Agricultural College	2,350 0 0
Total	4,630 0 0

TABLE No. 7.

Medals and King's Prizes Awarded for Science.

LIST of STUDENTS attending CONTINUATION CLASSES to
whom MEDALS for SCIENCE were awarded, 1902.

Subject.	Name of Student.	Name of Continuation Classes.
Machine Construction and Drawing (Subject II.).	Gray, Alexander . . .	Edinburgh Heriot Watt College.
	Alexander, John . . .	Glasgow, Townhead.
	Dempsey, Gerald . . .	Dundee Technical Institute.
Building Construction (Subject III.).	Cooper, Benjamin, M. W. . .	Edinburgh Heriot Watt College.
	Reid, James . . .	Glasgow, Townhead.
	Frew, Robert . . .	. ditto .
	Patton, David . . .	. ditto .
Naval Architecture (Subject IV.).	Johnson, Edward A. . .	Glasgow Pupil Teachers' Institute.
Applied Mechanics (Subject VII.).	Nicholson, John S. . .	Glasgow Pupil Teachers' Institute.
Geology (Subject XII.).	Gibb, John A. P. . .	Edinburgh Heriot Watt College.
	Burns, Daniel . . .	Cambusmethan, Wishaw.
Principles of Mining (Subject XVIII.).	Skelding, Arannah . . .	Beath, Cowdenbeath.
Navigation and Nautical and Spherical Astronomy (Subjects XX. and XXI.).	Hendry, Francis C. . .	Leith, Navigation School.
Physiography (Subject XXIII.).	Fulton, William . . .	Edinburgh, Bruntsfield.
	Oliver, Thomas . . .	Galashiels (B), Roxburgh Street.
Agricultural Science and Rural Economy (Subject XXIV.).	Findlay, William M. . .	Aberdeen Grammar School.

TABLE No. 8.

LIST of STUDENTS attending CONTINUATION CLASSES to whom
KING'S PRIZES for SCIENCE were awarded, 1902.

Arranged under Subjects in Order of Merit.

Subject.	Name of Student.	Name of Continuation Classes.
Practical, Plane, and Solid Geometry (Subject I.).	Cruickshank, Alexander . . .	Aberdeen, Robert Gordon's College and Gray's School of Art.
Machine Construction and Drawing (Subject II.).	Harley, George B. . .	Alloa, Town Hall Buildings.
Steam (Subject XXII.).	Brooks, Robert . . .	Edinburgh Heriot Watt College
Physiography (Subject XXIII.).	Thompson, Alice . . .	Aberdeen, Central.
	Reid, Isabella . . .	. ditto .
	Fraser, Margaret A. G. . .	. ditto .
Hygiene (Subject XXV.).	Gibb, Castalia . . .	Edinburgh Heriot Watt College.
	Conley, Margaret A. . .	Govan, Dowanhill Academy, Roman Catholic.
	Cairns, Mary A. . .	. ditto . . .

TABLE No. 9.

King's Prizes Awarded for Art.

LIST of STUDENTS attending CONTINUATION CLASSES to whom
KING'S PRIZES for ART were awarded, 1902.

Arranged under Subjects in order of Merit.

Subject.	Name of Student.	Name of Continuation Classes
Geometrical Drawing (Subject 1a).	Hamilton, William Smith	Ayr Academy.
	McIntosh, David James .	Edinburgh Heriot Watt College.
Model Drawing (Subject M).	Scrimgeour, George . .	Dundee (B), Harris Academy.
Drawing in Light and Shade (Subject L).	Bain, George	Edinburgh Royal Institution
Perspective (Subject F).	Macmillan, Robert Speirs	Edinburgh Heriot Watt College.
Architecture (Subject 1d) .	Tait, Thomas Smith . .	Paisley Technical School.
Principles of Ornament (Subject 12).	Peddie, William Fergusson	ditto
Painting from Still Life (Subject 15).	Clark, Forbes Maitland Moir	Aberdeen, Robert Gordon's College and Gray's School of Art.

TABLE No. 10.

Awards in the National Competition.

LIST of STUDENTS attending CONTINUATION CLASSES in SCOTLAND
for whose works awards have been made at the NATIONAL
COMPETITION, 1902.

Name of Continuation Classes.	Name of Student.	Subject.	Description.
BRONZE MEDALS.			
Aberdeen, Robert Gordon's College and Gray's School of Art.	Macdonald, Colin J. -	23a (for 4)	Measured Drawings of St. Machar's Cathedral, Aberdeen. Ornament modelled from the cast. Ornament modelled from the cast.
	Murray, James -	18b	
	Mutch, George K. -	18b	
Dundee Technical Institute.	Robertson, Allen -	23b (for 2)	Design for a Monumental Clock-tower.
Edinburgh Royal Institution.	Morton, Annie W. -	23d	Design for an Alms Box.
	Saunders, Annie -	8c1	Chalk drawing of a head from life.
Falkirk Science and Art School.	Forrester, John -	18b	Ornament modelled from the Cast.
Glasgow, Kent Road (Art Class).	Mitchell, James -	23c	Design for a wool tapestry.
Glasgow, Whitehill (Art Class).	Armour, Mary Jane -	23c	Design for a carpet.
Paisley Technical School (Art Class).	Walker, William -	23c	Design for an Embroidered Fire-screen Panel.
NATIONAL BOOK PRIZES.			
Aberdeen, Robert Gordon's College and Gray's School of Art.	Shand, Lizzie -	8c1	Chalk drawing of a head from life.
	Stephen, Frederick W.	18b	Ornament modelled from the cast.
Dundee Technical Institute.	Fair, George -	23c	Design for a ceiling-paper.
	Lumsden, David -	23b (for 6)	Design for a Cottage Hospital.
	Menart, George -	23b (for 2)	Design for a Chancel screen.
	Revel, John -	23c	Design for a printed silk hanging.
Dunfermline, Lauder Technical School.	Drummond, Henry -	23c	Design for Cretonne.
	Jackson, Alexander -	23c	Design for a Damask table-napkin.
Edinburgh, Royal Institution.	Doyle, Ethel -	8b1	Chalk drawings of hands from casts.
	Hight, Ada -	8d	Chalk study of drapery arranged on a figure.
	Inglis, William -	8b1	Chalk drawings of hand from a cast.
Falkirk, Science and Art School.	Bisset, James -	19b1	Model of a head from the antique.
	Boyne, William -	18b	Ornament modelled from the cast.
	Callander, James G. -	23a (for 4)	Measured drawings of St. Michael's Parish Church, Linlithgow.
Greenock Academy.	Walker, William -	23a (for 4)	Measured drawings from Falkland Palace Chapel, the Study Culross and Kinross House.
Leith Navigation School (Science Class).	Blair George -	23h	Design for a Steam yacht.
Paisley Technical School.	McLauchlan, William	23c (for 2)	Design for a Madras hanging.

TABLE No. 11.

Awards in the National Competition and Prizes for Works.

LIST of STUDENTS attending CONTINUATION CLASSES in SCOTLAND to whom PRIZES of 10s. for WORKS were awarded in 1902.

Name of Continuation Classes.	Name of Student.
Aberdeen, Robert Gordon's College and Gray's School of Art.	Bearsley, Mary.
	Kemp, George W
	McDonald, Gordon S.
	Mutch, George K
	Panton, Robert C.
	Rosa, James S.
Dundee, High School.	Myles, John A.
" (B) Morgan Academy.	Rollo, Jeanie C.
" Technical Institute.	Smith, Harry C.
Edinburgh, Roy Institution.	Doyle, Ethel.
	Frater, William.
	Harby, Bella.
	Jackson, John.
	Struthers, Andrew
Falkirk Science and Art School.	Thaw, James.
Greenock (B) Shaw Street.	Low, James.
Leith Navigation School.	Henningsen, Svend.
Old Kilpatrick, Clydebank	White, William.
Paisley Technical School.	McKenzie, Elizabeth McP
Perth, Sharp's Institution.	Hill, Alexander.

LOCAL SCIENCE AND ART EXAMINATIONS, 1902.

STATEMENT shewing the SUBJECTS in which candidates sat for examination in Scotland and the SYMBOLS used to denote the subjects in TABLES No. 12—13.

SCIENCE.		ART.	
Subject.	Symbol.	Subject.	Symbol.
Practical Plane and Solid Geometry	I.	Drawing with chalk upon the Blackboard ...	B.
Machine Construction and Drawing	II.	Drawing from Life ...	D.L.
Building Construction ...	III.	Freehand Drawing of Ornament	F.
Naval Architecture ...	IV.	Drawing in Light and Shade	L.
Mathematics	V.	Model Drawing	M.
Practical Mathematics ...	Vp.	Memory Drawing of Plant Form	M.F.
Theoretical Mechanics (Solids)	VI.A.	Perspective	P.
Theoretical Mechanics (Fluids)	VI.B.	Geometrical Drawing ...	1a.
Applied Mechanics ...	VII.	Architecture	1d.
Sound, Light and Heat (Elementary Stage) ...	VIII.	Drawing from the Antique	8b2.
Sound (Advanced Stage and Honours)	VIII.A.	Drawing the Antique from Memory	8f.
Light do. do.	VIII.B.	Anatomy	9.
Heat do. do.	VIII.C.	Painting Ornament ...	11-23.
Magnetism and Electricity	IX.	Painting from Still Life ...	15.
Inorganic Chemistry ...	X.	Modelling from the Antique	19b1.
do. (Practical)	Xp.	Modelling the Head from Life	19d.
Organic Chemistry	XI.	Modelling from Life ...	19h.
do. (Practical)	XIp.	Principles of Ornament ...	22.
Geology	XII.	Historic Ornament ...	22d.
Human Physiology ...	XIV.	Architectural Design ...	23b.
Botany	XVII.	Design, Elementary Stage	23cE.
Principles of Mining ...	XVIII.	Design, Advanced Stage	23cA.
Metallurgy	XIX.	Design, Honours	23d.
do. (Practical) ...	XIXp.	Modelling Design, Advanced Stage.	23e.
Navigation	XX.	Modelling Design, Honours	23f.
Nautical Astronomy ...	XXI.		
Steam	XXII.		
Physiography	XXIII.		
do. (Section I). ...	XXIII§1.		
Principles of Agriculture...	XXIV.		
Hygiene	XXV.		
do. (Introductory stage)	XXV§1.		

TABLE, No. 12.

SUMMARY OF RESULTS OF SCIENCE EXAMINATIONS, 1902.

SUBJECT SYMBOL.	EVENING EXAMINATIONS.												DAY EXAMINATIONS.									
	ELEMENTARY and Subject V., Stage 1.				ADVANCED & Subject V., Stages 2-7.			HONOURS.					ELEMENTARY and Subject V., Stage 1.			ADVANCED & Subject V., Stages 2-7.						
	Presented.	Passed.	1st Class.	2nd Class.	Presented.	1st Class.	2nd Class.	PART I.		PART II.			UN-DIVIDED.		Presented.	Passed.	1st Class.	2nd Class.	Presented.	1st Class.	2nd Class.	
								Pre-sented.	Passed.	Pre-sented.	1st Class.	2nd Class.	Pre-sented.	Passed.								
I.	30	—	12	14	60	24	27	14	9	—	—	—	—	—	—	8	—	2	2	—	—	—
II.	—	—	—	—	431	58	194	23	2	3	0	3	—	—	—	—	—	—	—	—	—	—
III.	—	—	—	—	274	28	120	43	4	8	1	3	—	—	—	—	—	—	—	—	—	—
IV.	1	—	0	0	107	10	64	23	6	7	0	0	—	—	—	—	—	—	—	—	—	—
V. { Stage I. Div. 1. 2. 3.	18	—	2	7	—	—	—	1	0	—	—	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	190	7	92															
	—	—	—	—	34	7	19															
Div. 4. II. 5. 6.	—	—	—	—	19	1	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	—	—	—	—	2	1	1															
VP.	1	—	1	—	16	4	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VIA.	6	—	0	6	41	9	20	—	—	—	—	—	—	—	1	—	0	0	—	—	—	—
VIB.	6	—	3	3	20	2	10	4	1	1	0	0	—	—	1	—	—	1	—	—	—	—
VII.	—	—	—	—	80	10	39	13	7	1	—	1	—	—	—	—	—	—	—	—	—	—
VIII.	2	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
VIIIA.	—	—	—	—	13	2	6	4	2	—	—	—	—	—	—	—	—	—	1	—	1	—
VIIIB.	—	—	—	—	15	5	8	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—
VIIIC.	—	—	—	—	16	1	11	4	3	—	—	—	—	—	—	—	—	—	2	1	1	—
IX.	62	—	36	14	60	15	29	10	3	—	—	—	—	—	—	—	—	—	1	—	1	—
X.	13	—	5	6	125	11	60	10	0	—	—	—	—	—	—	—	—	—	1	—	1	—
XP.	7	—	3	2	129	13	68	15	5	—	—	—	—	—	—	—	—	—	—	—	—	—
XI.	1	—	1	—	14	2	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XIP.	—	—	—	—	4	2	2	1	0	—	—	—	—	—	—	—	—	—	—	—	—	—
XII.	—	—	—	—	16	8	6	—	—	3	1	1	—	—	—	—	—	—	—	—	—	—
XIII.	—	—	—	—	1	0	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XIV.	57	—	17	30	14	1	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XVII.	10	—	2	4	16	1	9	—	—	—	—	—	—	—	1	—	0	0	—	—	—	—
XVIII.	—	—	—	—	133	6	98	42	2	6	0	1	—	—	—	—	—	—	—	—	—	—
XIX.	—	—	—	—	7	4	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XIXP.	—	—	—	—	2	0	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
XX.	5	—	2	2	4	0	4	4	0	1	—	1	—	—	—	—	—	—	—	—	—	—
XXI.	—	—	—	—	5	1	1															
XXII.	—	—	—	—	107	12	35	16	4	1	—	—	—	—	—	—	—	—	—	—	—	—
XXIII.	484	—	191	216	299	19	135	—	—	—	—	—	7	2	41	—	24	12	35	26	6	—
XXIIIg.	50	7	—	—	—	—	—	—	—	—	—	—	—	—	2	1	—	—	—	—	—	—
XXIV.	1	—	0	0	9	1	4	—	—	—	—	—	6	1	—	—	—	—	—	—	—	—
XXV.	198	—	62	120	117	17	74	—	—	—	—	—	—	—	54	—	23	30	39	16	23	—
XXVg.	38	31	—	—	—	—	—	—	—	—	—	—	—	—	61	51	—	—	—	—	—	—
TOTALS	994	38	338	425	2,308	282	1,176	237	49	31	2	10	13	3	169	52	49	45	80	43	34	—

TABLE, No. 13.
SUMMARY OF RESULTS OF ART EXAMINATIONS, 1902.

SUBJECT SYMBOL.	EVENING EXAMINATIONS.				DAY EXAMINATIONS.		
	Presented.	Excellent.	1st Class.	2nd Class.	Presented.	1st Class.	2nd Class.
B.	551	—	104	284	—	—	—
D.L.	84	1	8	15	—	—	—
F.	2,147	—	305	810	192	25	46
L.	1,148	—	85	318	111	0	13
M.	2,431	—	259	1,022	155	27	74
M.F.	68	—	4	28	—	—	—
P.	568	—	86	177	5	1	0
1a	1,357	—	167	453	75	17	18
1d	42	—	28	12	—	—	—
8b ²	124	—	28	69	—	—	—
8f	22	—	10	6	—	—	—
9	24	—	4	8	—	—	—
11-23	55	—	5	18	—	—	—
15	68	—	14	27	—	—	—
19b ¹	61	—	6	13	—	—	—
19d	20	—	1	0	—	—	—
19h	22	1	0	4	—	—	—
22	48	—	3	21	—	—	—
22d	13	—	4	9	—	—	—
23b	14	2	6	6	—	—	—
23cE	22	—	5	14	—	—	—
23cA	81	—	8	22	—	—	—
23d	18	—	1	5	—	—	—
23e	30	—	18	3	—	—	—
23f	7	—	0	0	—	—	—
Totals	9,020	4	1,144	3,344	538	70	151

TABLE, No. 14.

RESULTS OF EXAMINATIONS IN SCIENCE IN 1902.

Total Numbers in all Subjects.

	Elementary and Subject V. Stage 1.			Advanced and Subject V. Stages 2-7.			Honours Part I.		Honours not divided into Parts and Honours Part II.			Total Numbers.		
	Presented.	1st Class (including Passes)	2nd Class.	Presented	1st Class.	2nd Class.	Presented	Passed.	Presented	1st Class (including Passes).	2nd Class.	Presented	1st Class (including Passes)	2nd Class.
Evening	994	376	425	2,398	282	1,176	237	49	44	5	10	3,673	712	1,611
Day - -	169	101	45	80	43	34	—	—	—	—	—	249	144	79
Totals -	1,163	477	470	2,478	325	1,210	237	49	44	5	10	3,922	856	1,690

TABLE, No. 15.

RESULTS OF EXAMINATIONS IN ART IN 1902.

Total Numbers in all Subjects.

	Elementary.			Advanced.			Honours.			Subjects not divided into Stages.			Total Numbers.		
	Presented.	1st Class	2nd Class.	Presented.	1st Class.	2nd Class.	Presented.	1st Class.	2nd Class.	Presented.	1st Class (including Excellent)	2nd Class.	Presented.	1st Class (including Excellent)	2nd Class.
Evening	22	5	14	111	26	25	25	1	5	8,862	1,116	3,300	9,020	1,148	3,344
Day - -	—	—	—	—	—	—	—	—	—	538	70	151	538	70	151
Totals -	22	5	14	111	26	25	25	1	5	9,400	1,186	3,451	9,558	1,218	3,496

TABLE, No. 16.

RESULTS OF EXAMINATIONS IN SCIENCE AND ART IN 1902.

Total Numbers in all Subjects.

	Elementary and Subject V. Stage 1.			Advanced and Subject V. Stages 2-7.			Honours.			Subjects not divided into Stages.			Total Numbers.		
	Presented.	1st Class (including Passes)	2nd Class.	Presented.	1st Class.	2nd Class.	Presented.	1st Class (including Passes)	2nd Class.	Presented.	1st Class.	2nd Class (including Excellent)	Presented.	1st Class (including Passes and Excellent)	2nd Class.
Evening	1,016	381	459	2,509	308	1,201	306	55	15	8,862	1,116	3,300	12,698	1,860	4,965
Day - -	169	101	45	80	43	34	—	—	—	538	70	151	787	214	230
Totals	1,185	482	484	2,589	351	1,235	306	55	15	9,400	1,186	3,451	13,480	2,074	5,195

TABLE, No. 17.

Number of Separate Examinations held in 1902.

(a) In Science.

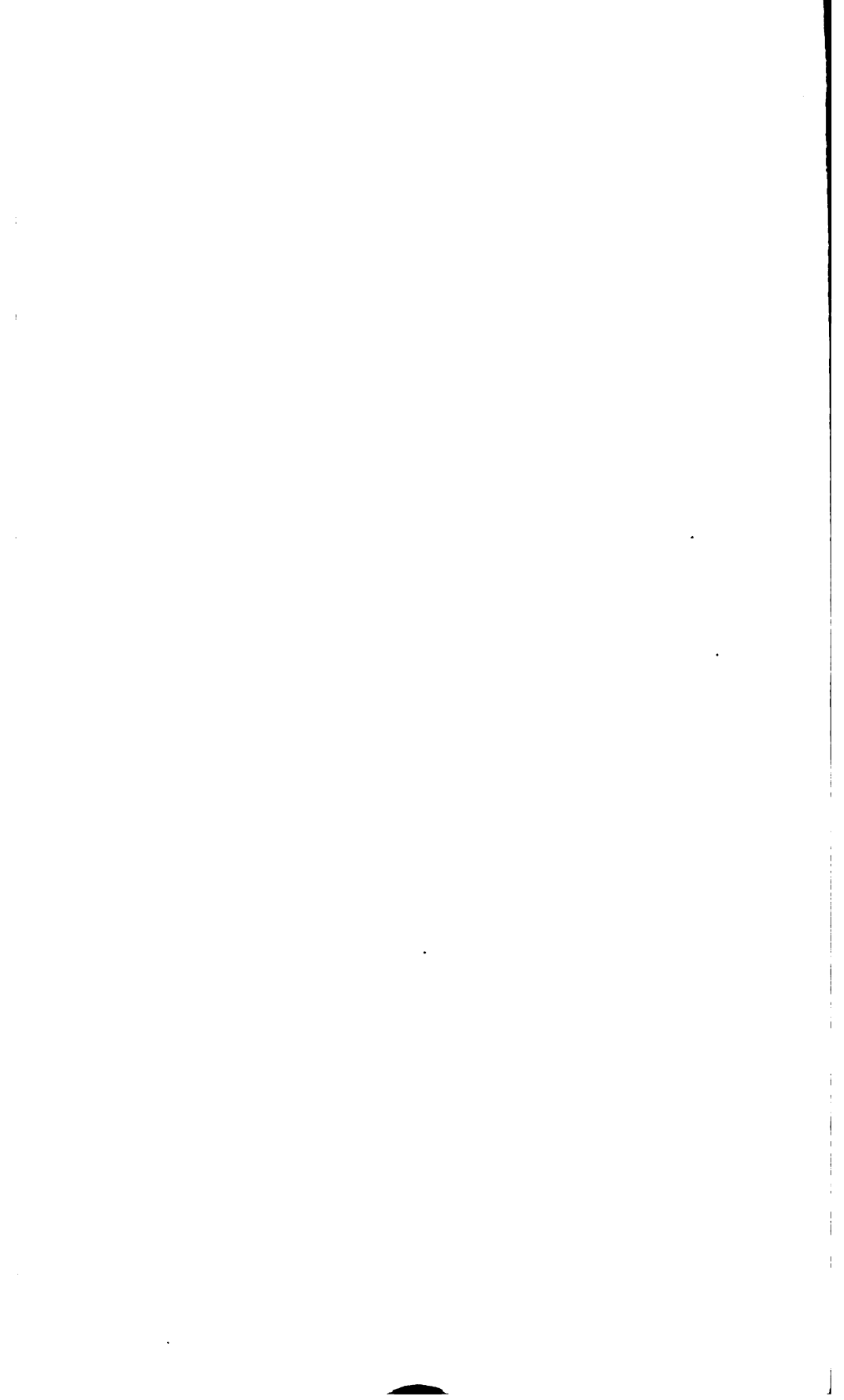
(b) In Art.

	Elementary and Subject V. Stage 1.	Advanced and Subject V. Stages 2-7.	Honours, Part I.	Honours not divided into Parts & Honours Part II.	Totals.
Evening	174	356	83	29	642
Day - -	16	11	—	—	27
Totals	190	367	83	29	669

	Elementary.	Advanced.	Honours.	Subjects not divided into Stages.	Totals
Evening	9	23	14	687	733
Day - -	—	—	—	49	49
Totals	9	23	14	736	782

PART V. OF APPENDIX.

EDINBURGH MUSEUM
OF
SCIENCE AND ART.



REPORT for the Year 1902, by F. GRANT OGILVIE, ESQ., M.A., B.Sc.,
on the EDINBURGH MUSEUM OF SCIENCE AND ART.

MY LORDS,

I have the honour to present my Report on the Edinburgh Museum of Science and Art for the year 1902.

As this has been the first complete year since the times and conditions of admission to the Museum were altered on 1st April, 1901, when the Museum came under the control of the Scotch Education Department, it is well to compare the attendance of visitors in 1902 with the average of the records for the five years that preceded these changes. The average annual attendance for these five years, 1896-1901, was 341,363, this being for weekdays only; the total number of visitors in the course of the past year has been 441,370; of this number 363,343 represents visits on weekdays, 78,027 those on Sundays. The average number of visitors per day for 1902 has been, for weekdays, 1,165; for Sunday afternoons (2 to 5 o'clock), 1,501. The lowest attendance on a Sunday has been 960; the highest, 2,194.

During 1902 the work of the several departments has gone on steadily, although under not a little inconvenience arising from the unusual condition of the Museum building. Several important undertakings have been carried through in the course of the year by H.M. Office of Works—the installation of electric light, the removal of the gas fittings, and the replastering of the broken walls and ceilings. Following upon these operations the repainting of the interior has been commenced; that of the principal Natural History hall and its galleries is already completed, while in the smaller Natural History halls and galleries, and the three north halls of the east wing, the painter's work is now well advanced. The effect already produced shows that this much-needed repainting makes a great improvement in the actual lighting of the cases and specimens, and also gives the building an agreeable appearance of freshness and cleanliness which, now that gas is no longer used for lighting, it may be expected to retain for many years.

The temporary closing of the halls in turn has been taken advantage of by the staff to move or to re-hang, and generally to overhaul, such of the larger specimens as are not conveniently accessible without the aid of scaffolding.

Improvements in the arrangements required to allow of the better care, grouping and display of the specimens, have been carried out in all the departments. In each section of the Museum either new cases have been added to receive the natural extension of the collections, or old cases have been overhauled and fitted with the most approved appliances for the exclusion of dust and for the more perfect preservation of the specimens. In the main

hall of the Natural History Department, a thorough refitting of the older cases, which protect the larger mammals, has rendered them practically dust-proof. In the hall of British Zoology, 240 insect drawers, fitted to the cabinets added last year, provide accommodation for large additions of specimens of this class. In the Art and Ethnographical Department, in order that the valuable collection of textiles might be brought together in one series, the cases in the Textile Gallery have been specially adapted on an original method which doubles their exhibition and storage accommodation. The cases of the Chinese and Japanese collections have also been refitted. In the School Gallery provision has been made for an arrangement by which the visitor may have an opportunity of working certain of the models. In several of the galleries there have been placed specially adapted stereoscopes, by means of which visitors may examine sets of photographs in supplementary illustration of the sections in which the instruments stand. This arrangement has proved to be universally attractive, and an effective means of extending the information afforded by the collections.

Perhaps the most distinctive feature in the "fittings" of the past year has been the introduction of electrical power into two of the cases in the machinery hall. An electrical "power" circuit has been carried round that hall, in such a way that connections may be taken to any of the cases. The two already dealt with are those containing the fine models of a marine and a locomotive engine. The first is a complete model of a compound marine engine, alongside which there is a sectional model exhibiting the more important internal details of its construction. The second shows on the one side the exterior aspect of a modern locomotive, while on the other side, a partial section exposes the structure of the firebox, and affords a clear view of the working parts of the engine. The application of electrical power to these models has much increased their value. Either model may now be put in motion by simply pressing a "button." This facility is of special importance to the student, as he can start or arrest the action at any point in the cycle; and may thus examine the complex parts of the machinery, and their relations with one another, in a way impossible on diagrams or on models at rest.

I submit herewith the Reports of the Keepers of the several departments.

In the Natural History Department the classification and arrangement of the valuable collection of European bird-skins, and the enrichment of several other reference collections, go to extend the usefulness of the Museum to those who take up special branches of natural history; while the addition of a number of dissections of invertebrate animals to the Type Collections increases its value to students who refer to the specimens there in illustration of their reading.

To the collection of mammalia which forms so important a feature in the Museum, many beautiful specimens have been

added. An African two-horned rhinoceros, and a Sumatran rhinoceros, complete the group in one of the large cases; while the purchase of a specimen of Przewalsky's horse, and the gift by Professor Ewart of one of a new variety of Burchell's zebra, are welcome additions to another interesting group. Dr. Traquair, in his Report, gives particulars of the many other donations which by their rarity, or by their beauty as specimens, so much enhance the value of the collections in his department.

In the Art and Ethnographical Department unusually valuable additions have been made during the past year. As far as circumstances permitted, advantage was taken of the opportunity afforded by the sale in London of the remarkable collection formed by Sir Thomas Gibson Carmichael, Bart., to secure from it selected art objects of recognised distinction. The increased interest and importance given by these acquisitions to the groups of specimens to which they have been added, emphasises the necessity of acquiring, as opportunity offers, equally unique and outstanding objects for all the sections of the Art Department. Mr. Vallance, in his Report, gives some details connected with the history of the principal purchase—the fourteenth century French carved ivories—and also refers to the interesting series of reproductions of Irish antiquities, the originals of which are in the collection of the Royal Irish Academy and are exhibited in the Dublin Museum. The making of these reproductions in Dublin was kindly supervised by Colonel Plunkett, the Director of the Museum, and by Mr. Coffey, the keeper of the collection of Irish antiquities. To them thanks are due for the assurance that the work has been faithfully executed. Among minor additions I would note the electrotypes of British historical medals in the British Museum; these, arranged in chronological order, are of interest alike to the art-student and as marking the more important events in the history of Britain. The purchase of a number of Chinese bronzes, collected in China by Mr. D. McCallum, has added not a few rare and beautiful examples to the collection of such work previously in the Museum. The Ethnographical collection, generally, has been filled out by numerous additions which have come partly as gifts and partly by purchase.

The executors of the late Sir J. Noël Paton have kindly agreed to place his valuable collection in the Museum on loan for two years, and a considerable part of it has already been received. Suitable space and casing are now being prepared for its exhibition, and it will be shown to the public as soon as the repainting of the north-east part of the building is completed. The principal part of the collection consists of arms and armour, Highland weapons, Scottish furniture and antiquities. It includes many unique and beautiful specimens.

In 1902 there were two exhibitions on short loan in this department viz., (a) the prize drawings and designs by the students of the Royal Institute of British Architects, and (b) the students' drawings, paintings, and designs selected for the National Competition of the year. These were inspected by a large number of visitors.

In the Technological Department similar temporary exhibitions formed a most important part of the year's work. Of these, Dr. Galt's Report gives particulars; they were—(a) the collection illustrating educational handwork; (b) two important exhibits from the Nature Study Exhibition held in London last July—Nature study notes of field work and a Nature Drawing course for a school; (c) examples of the equipment and instruments for the Scottish National Antarctic Expedition, together with globes, maps, and drawings illustrative of the aims of the expedition and of the work before it; (d) a collection bearing upon volcanic phenomena generally, with maps, charts, drawings, photographs, and volcanic products connected with the recent outbursts in the West Indies. These temporary exhibitions entailed much labour on the Museum staff, but they appeared to be highly appreciated by widely different sections of the community, and each certainly had a definite educational value in relation to movements and interests of the year.

Although the progress of the permanent collection in the School Gallery has been somewhat retarded by these Exhibitions, many sections of it are now in a condition to afford material for interesting study and demonstrations in connection with school work. Important purchases of electrical measuring instruments and physical apparatus generally, and the valuable bequest of the late Mr. Hugh Auld, W.S., have much increased the importance of the section relating to physical science.

During the year now terminated Mr. Goodchild's principal work in connection with the Scottish mineral collection has been the revision of the information relating to the localities of the specimens and to their crystallographic characters. This he has carried on concurrently with the rearrangement of the collection, rendered necessary by the overcrowded state of some of the cases. In the course of the work he has determined a large number of crystal forms by goniometric measurement or by other reliable means; in most instances enlarged drawings of the crystals so determined, have now been placed alongside the specimens to which they refer. A "Guide" to the Scottish mineral collection has been prepared and is in the hands of the printer. In the Geological Survey Collection considerable attention has been bestowed upon the rearrangement of the duplicate collection of rocks and fossils. A special case has been devoted to the illustration of the geology of the Tertiary Eruptive rocks of Skye, and progress has been made in the revision and rearrangement of the cases devoted to the geology of Inverness, Sutherland, Ross, and Cromarty.

I am glad to find that teachers are beginning to appreciate the possibility of using the collections in the Museum as a means of adding to the interest and effectiveness of their ordinary school work. In all departments of the Museum there have been many class demonstrations in the course of the past year. These demonstrations

have been given to the classes by their own teachers, but the officers of the Museum have spared no pains to give any preliminary assistance to teachers who desired to make themselves more familiar with the collections before bringing their classes to visit them. Definite arrangements have now been made as to the facilities afforded in this matter, and it may be confidently expected that as these become more widely known, there will be a marked increase in the number of visiting classes from both town and country.

I desire to mention also that by lectures and papers given before scientific and other societies, several of the officers of the Museum have done much in 1902, as in years past, to increase the interest of the public in the Museum collections.

The additions to the library by donation and purchase amounted to 689 volumes, besides pamphlets. Among the donors were the Governments of France, Bombay, and the Punjab; and the authorities of the India Office, British Museum, Board of Education, Scotch Education Department, and various Museums and Societies in the United Kingdom, Holland, Canada, the United States of America, India, Australia, and Japan. The Patent Library received the publications of H.M. Patent Office, as issued. A number of maps of the Ordnance Survey of the United Kingdom, new issue, on the six-inch scale for Scotland, and on the one-inch scale for England, Wales, Scotland, and Ireland, were received from the Director-General of the Ordnance Survey. The classified list, extending to 237 pp., of the books, journal articles, etc., in the Library relating to ornament and decoration, prepared last year, has now been issued. In the course of the past year 242 free tickets of admission to the library were issued, and there has been a marked increase in the number of visits paid to the general library both by the holders of these free tickets and by others who have paid for admission. The Patent Library also and the Ordnance Survey maps, which are freely available for reference by the public, have been consulted by a large number of visitors.

I have the honour to be,

Your Lordships' obedient servant,

F. GRANT OGILVIE.

*To the Right Honourable the Lords of the Committee
of Council on Education in Scotland.*

APPENDIX.

TABLE OF ATTENDANCE OF VISITORS, 1902.

Month.	Sundays.	Weekdays.	Evenings.	Total.
January - - -	7,615	24,669	13,170	45,454
February - - -	7,004	11,318	11,252	29,574
March - - -	6,480	14,843	13,656	34,979
April - - -	5,341	15,008	12,399	32,838
May - - -	5,086	13,896	11,007	29,989
June - - -	6,569	14,780	8,942	30,291
July - - -	5,386	26,947	12,967	45,300
August - - -	7,827	26,415	15,386	49,628
September - - -	5,728	21,614	14,777	42,119
October - - -	6,164	15,920	13,003	35,087
November - - -	8,946	12,808	12,399	34,153
December - - -	5,881	16,239	9,838	31,958
Total - - -	78,027	214,547	148,796	441,370

Average annual attendance for last five years - - - 361,979

Average daily attendance for 1902 - - - { Sundays 1,501
 { Week-days 1,165

REPORT OF THE KEEPER OF THE NATURAL HISTORY DEPARTMENT
 FOR THE YEAR 1902.

In the Natural History Department progress has been made during the past year with the revision of the nomenclature of the shells of recent Mollusca, the Order *Gastropoda* being now well advanced in this respect. The labels of the collection of stuffed Mammalia have been entirely revised and reprinted, and the collection of European Bird-skins has been completely brought together, classified, and arranged in cabinets. The selection and arrangement of the exhibited collection of British Insects has been during the year nearly completed, the Orders represented in the cases comprising the Orthoptera, Neuroptera, Coleoptera, Lepidoptera, and Hymenoptera—only the Diptera and Hemiptera remaining to be dealt with. The Type collection has been enriched by a set of specimens illustrative of colour in Birds, and by a number of dissections of Invertebrate animals prepared in the Natural History work-room of the Museum.

The ten large cubical cases for Mammalia, occupying most of the floor-space in the great Natural History Hall, have been rebuilt and rendered dust-tight, additional doors having also been provided for greater convenience in adding or removing specimens. Extensive drawer accommodation has been provided for the cabinet collection of British Insects, and additional drawers have also been added to accommodate the reserve collection of Minerals.

Some important specimens of Mammalia have been again added to the collections by purchase, among which are an African Two-horned Rhinoceros, Sumatran Rhinoceros, Przewalsky's Horse, Malayan Bear, and Patagonian Cavy. The other purchases include anatomical preparations for the Type collection, skins of Birds, Marine Invertebrata, and many interesting Fossils.

The donations during the past year have been numerous and important. Prof. Ewart has presented a beautiful specimen of a new variety of Burchell's Zebra; Lord Elphinstone, stuffed heads of the Siberian Ibex and of the

Argali; Mr. A. E. Butter, a skin of the Cape Hunting Dog; Mr. E. Gibson, a collection of Bird-skins from Argentina. Numerous other specimens of Birds have been given by Messrs. Harvie-Brown, W. Anderson, F. A. Brown Douglas, W. L. Macgillivray, J. Tomison, N. B. Kinnear, and others. To the Trustees of the British Museum the Museum is indebted for a collection of named exotic Beetles, and to the Sandwich Islands Committee for an interesting collection of Diptera from that region; Sir George Newnes has contributed a number of Marine Invertebrata collected by the "Southern Cross" Antarctic Expedition; a collection of Micro-Lepidoptera, chiefly from the Clyde district, has been given by Mr. A. A. Dalglish, while a number of interesting fossils from West Lothian have been given by Major J. P. Cleghorne, Mr. S. McMillan, and Mr. William Clark. Particulars of these and other donations to the Natural History Department will be found in the list appended.

RAMSAY H. TRAQUAIR, M.D.,

Keeper of the Natural History Department.

REPORT OF THE KEEPER OF THE ART AND ETHNOGRAPHICAL DEPARTMENT.

During the year, in addition to the routine work carried on in each section of this Department, two collections have received very special attention: (1) The Egyptian Collection, which has steadily grown in recent years, mainly by gifts from the Committee of the Egypt Exploration Fund, had reached a stage of fulness at which a thorough sorting out, rearrangement, and re-labelling of the specimens had become necessary. In this work I was fortunately able to obtain the professional assistance of Miss M. A. Murray, who also prepared a short "Guide" to the collection. This "Guide" is now in the printer's hands, and will be issued without delay. (2) The large collection of English, Continental, and Oriental Pottery and Porcelain has also been thoroughly overhauled, and with the professional assistance of Mr. R. L. Hobson, of the British Museum, every specimen has been examined, the information about it has been either authenticated or amended, and its place in the collection determined. New and uniform labels are being drafted and printed for the whole of the collection, each label bearing not only the description and provenance of the object, but also showing prominently a facsimile of the potter's or other mark of identification which may be on the specimen.

Of the permanent additions to the art collections during the year, the most noteworthy are the specimens bought at the Sir Thomas Gibson-Carmichael sale at Christie's, in May, and of the seven lots then acquired, the most valuable, both in itself and in its relation to the collection, is the set of four plaques of the fourteenth century carved ivory. These matchless specimens of the French *à jour*, or open work, were at one time in the Debruge-Dumenil collection; in 1854 they had passed into the possession of Mr. George Field, by whom they were lent with a large part of his collection to the Museum at Marlborough House the year before it was transferred to South Kensington. Since then these four plaques have remained in private hands, but two others of the same set, forming at one time, it seems certain, part of the decoration of the same casket or reliquary, were acquired by the South Kensington Museum in 1870; and in 1872 Mr. Maskell, when writing the official description of the Ivories in the Museum, describes these two plaques minutely and in terms of highest appreciation. At that time he regarded the other four plaques as lost. He says: "Nothing can exceed the beauty of this example of the rare open work of the fourteenth century, and the loss of the other panels (for these are probably only eight out of twenty-four) is greatly to be regretted." It is fortunate that these four plaques (sixteen panels), the loss of which would have been matter of so much regret, have been acquired by the Edinburgh Museum, and that, with those in the Victoria and Albert Museum, what

appears to be the whole of the decoration of this unique work is now national property. The very fine and complete ivory Mirror Case belongs also to the fourteenth century, but represents a different class of work. The purchases at this sale, where every object was of the rarest quality, include, in addition to the ivories, works in bronze, in silver, in inlay, and in wrought iron. The most important of the other purchases made during the year are—(1) A large selection of facsimile electrotypes of ancient Celtic metal-work in Ireland, from the originals in the unrivalled collection in the Dublin Museum. These electrotypes serve well as models of a style of decoration often imitated by present-day jewellers; but the specimens are also of great interest in connection with the development of art in the early centuries of our era, and have a special relation to the many important Celtic remains found in this country. (2) A series of electrotype reproductions of the National Historical Medals in the British Museum. These have now been arranged and set out with full descriptive labels. (3) Seventy-three original objects in bronze, principally temple-furniture selected from a collection made in China, and sent home by Mr. D. McCallum, an officer employed in the interior of that country by the Imperial Chinese Government, and deposited by him for a year on loan in the Museum. It is seldom that an opportunity such as this occurs of securing specimens of such interest and rarity. Their value is all the more enhanced by the fact that they may be said to have been brought directly from the temple to the Museum, and they will go far to complete this section of our Chinese collection. Further additions to the Ethnographical Collection extend the illustrations of the primitive culture of peoples in Asia, Africa, and North and South America; and among the gifts may be noted a large model of a Burmese Throne, richly carved in teak, from Mr. J. A. L. Kunz, and important additions of antiquities from Abydos and the Faydm, given by the Committee of the Egypt Exploration Fund. Among the principal loans to this department may be mentioned the McCallum collection from China, already referred to; and from India a number of valuable personal ornaments in Agra jewellery brought home and lent to the Museum by Lady Murray, Challenger Lodge, Trinity.

As short loans, the Prize Drawings and Designs by the students of the Royal Institute of British Architects were on view in the Museum in the month of May, and as on former occasions, means were adopted to bring them under the notice of local architects and students; and in September the selected drawings, paintings, and designs executed during the year for the National Competition were exhibited in the Library Corridor, and were inspected by a large number of visitors.

Loans to the Art and Ethnographical Department deposited during 1902 :—

Lady Murray, Challenger Lodge, Trinity.—Personal Ornaments in Agra jewellery and Chinese hornbill-carvings.

Mr. R. M. Little, Labuan, British North Borneo.—Bornean weapons, etc.

Mr. J. E. Cree, Edinburgh.—Navajo and Apache articles of dress, basketry, pottery, and antiquities from New Mexico, etc.

Mr. D. McCallum, Rothesay.—Old Chinese Bronze Temple-Furniture, Sang-de-Bœuf Porcelain Vases, Silk-embroidered Dresses, etc.

Deposited by the Edinburgh City Police Swimming Club.—The Waddell Life-Saving Challenge Shield; the Lever Brothers Life-Saving Challenge Shield.

Deposited by the President, Ranges and Shooting Committee Q.R.V.B.—The Sir James Whitehead Challenge Cup; the Mappin Brothers Challenge Cup; the Bargrave-Deane Challenge Cup.

The principal additions to the Art Collections during 1902 have been :—

(a) By gift.—Watch which belonged to the Boswells of Auchinleck.

- (b) By purchase.—Set of four ivory plaques carved in open work, with scenes from the Life of Christ, French, 14th century.
 Mirror Case in carved ivory, French, 14th century.
 Ciborium in silver, parcel-gilt, Italian, late 14th century.
 Bell in bronze, Italian (Padua), first half of 16th century.
 Candelabrum in wrought iron, painted and gilt, Spanish, end of 15th century.
 Knife and Fork of steel, with carved ivory handles, Flemish, 17th century.
 Powder-flask of ebony, inlaid with engraved pearl-shell, ivory, etc., Italian, early 17th century.
 All the foregoing from the collection of Sir Thomas Gibson-Carmichael, Bart.
 Silver Candlestick, London, 1766-7.
 Iron Lunette, Italian, 17th century.
 Gold Earring in form of a ship, from the island of Patmos.
 Bronze Hand-bell, Italian, 16th century.
 Runic Calendar in copper, Swedish, 17th-18th century.
 Cigar Case in enamelled silver-gilt, Russian.
 Reproductions of Irish Antiquities in the Collection of the Royal Irish Academy.
 Electrotypes of National Medals in the British Museum.
 Painted Tiles from Mosque in Constantinople.
 Lappet of Mechlin Lace, early 18th century.

The principal additions to the Ethnographical Collection have been :—

- (a) By gift.—Antiquities from Abydos and the Fayûm, given by the President and Committee of the Egypt Exploration Fund.
 Model of a Burmese Throne carved in teak, given by Mr. J. A. L. Kunz.
 Bronze Figure-Group from Benin, given by Mr. W. D. Webster.
- (b) By purchase.—Model of dolmen, called *Table de Cezar*, at Lormariaker (Morbihan), Brittany.
 Bronze Temple-Furniture from China.

The collections illustrating the primitive culture of the peoples of the Congo State, Borneo, Burma, British New Guinea, and North and South America have been also largely developed.

D. J. VALLANCE,

Keeper of the Art and Ethnographical Department.

REPORT OF THE KEEPER OF THE TECHNOLOGICAL DEPARTMENT.

During the year 1902 the work of preparing descriptive labels has been continued. In many of these labels the short description has been illustrated by diagrams, and to most of them there are added the names of books in the Museum Library which may be consulted for further information.

In the Machinery Hall a system of applying electrical power to the working models, which promises to be of much advantage, has been initiated, and it has been adapted to the fine examples of a Marine Engine and a Locomotive Engine. As each of these is partly in section, it is of great educational value that the visitor should be able to see the machine in its ordinary motion, and to stop it at any point of its cycle. The simple electrical arrangement introduced affords these facilities, and the engineering student thus finds in each of the machines a suitable subject for prolonged and careful study of all the possible relations of the details of an intricate piece of machinery. At the same time, as all parts of the models are fully labelled, more casual visitors find advantage in following their movements even in the most general way.

In the School Gallery the formation of collections of apparatus bearing on the teaching of Elementary Science has been continued, the chief additions

being in the different branches of *Physica*, including *Meteorology*, and temporary written labels are being attached to the specimens. The collections of scientific apparatus have been still further increased by a valuable bequest by the late Mr. Hugh Auld, W.S., Edinburgh: it includes many pieces of apparatus for experimental illustrations in *Electrostatics*, *Electromagnetism*, *Magneto-electricity*, *Light*, *Heat*, and *General Properties of Matter*, and there is also a fine assortment of *Vacuum tubes*.

A good beginning has been made in the formation of a *Botanical Type Collection*; the specimens are exhibited in spirit in rectangular glass jars, and all the parts of each are clearly marked. The dissections are such as teachers and pupils may repeat with ease when working with fresh specimens. Four of the "Museum" *Microscopes* are now placed in this gallery, and these are used to show typical sections in the subjects, *Botany*, *Geology*, and *Physiology*; a frame alongside each microscope contains enlarged coloured diagrams of the sections, and upon these are indicated the names of the details recognisable in the field of view.

The exhibition, in the *School Gallery*, of examples in *Educational Hand-work*, which was opened at the end of 1901, was continued till July, 1902, and was inspected by large numbers of interested visitors. Later on in the year, from October till after the Christmas holidays, the north side of the gallery was occupied by two exhibits, to which medals had been awarded at the *Nature Study Exhibition*, held in London in July:—(a) examples of *Nature Note Books*, the work of students at the *House of Education*, *Ambleside*, and (b) a series of large sheets of *Drawings from Arbroath High School*, illustrating the scheme of work and progress made in *Nature Study Drawing* at the several stages from the infant class up to the highest class in the school.

Another temporary exhibition in this Gallery—the equipment for the *Scottish National Antarctic Expedition*—also aroused a great deal of interest, and was examined by very many visitors. It consisted of a complete collection of specimens of clothing, *Sledges*, and *Kayaks*, and a large number of *Scientific Instruments* for use in *meteorological*, *magnetic*, and *electric observations*, and for *deep-sea work*, together with a novel kite prepared for securing observations in the upper air. As the collection was supplemented by *Globes*, *Maps*, and *illustrations* from the *Antarctic*, it afforded much information to those who examined it.

In view of the attention directed to volcanic phenomena by the eruptions in the *West Indies*, a temporary collection was formed in the *School Gallery* bearing upon the distribution of *Volcanoes*, the nature of the products of volcanic activity, and the history of *Mount Vesuvius*, and including a set of *Maps*, *Diagrams*, and *Drawings* of the outstanding features connected with the outbursts at *Martinique* and *St. Vincent*. Specimens of volcanic products from *Mont Pelée* and the *Soufrière* were shown, and in an adjacent *Stereoscope* there was arranged a full set of views in *Martinique* and *St. Vincent*, taken after the catastrophes in these islands. The museum form of *Stereoscope* has been further utilised by placing in another instrument views illustrating such subjects as the cultivation and preparation of *tea*, *sugar*, *coffee*, *tobacco*, and other economic products of different parts of the world.

Loans to the *Technological Department*, deposited in 1902:—

Messrs. W. and G. Pye, Cambridge.—A set of *Resistance Coils* (*Pye's Patent*).

The *Dairy Supply Co., Ltd.*, 7 *Grassmarket*, *Edinburgh*.—A collection of *modern Dairy Apparatus*.

The principal additions to the permanent collections of the *Technological Department* have been:—

(a) By gift.—An *electric arc lamp*, given by Messrs. *Crompton and Co.*, *Chelmsford*.

A large collection of apparatus for experimental work in general *Physics*, bequeathed by the late *Hugh Auld, W.S.*, *Edinburgh*.

(b) By purchase.—Foucault Pendulum.

- Cathetometer.
 Reading Microscope.
 Toepler Air-pump.
 Apparatus for determining the Mechanical Equivalent of Heat.
 Sunshine Recorder.
 Tangent Galvanometer (Helmholtz pattern).
 Aron Electricity Meter (Switchboard type).
 Bastian Electrolytic Electricity Meter.
 Moving Coil Mirror Galvanometer.
 Kelvin Vertical Electrostatic Multicellular Voltmeter.
 Kelvin Deciampere Balance.
 Standard One-Ohm Coil.
 Standard Clark Cell.
 16 Specimens illustrating the manufacture of incandescent electric lamps.
 Powell's Wave Motion Apparatus.
 Specimen of Native Sponge Gold.
 Gold "buttons" illustrating proportion of gold recoverable from an ore at different stages, and proportion left in the tailings as irrecoverable.
 14 Samples of liquids of known specific gravity (1.183 up to 3.50).
 Relief Model of part of Edinburgh.

ALEXANDER GALT,

Keeper of the Technological Department.

DONATIONS DURING THE YEAR 1902.

NATURAL HISTORY DEPARTMENT.

- Mr. Wm. Anderson, Thurston, Innerwick, East Lothian.—Three Tawny Owls (*Syrnium aluco*) from Innerwick, East Lothian.
 Mr. Robert Bell, 8, Dalrymple Crescent, Edinburgh.—Specimen of Great Snipe (*Gallinago major*) from the Island of Stronsay, Orkney.
 Mr. Wm. Berry, Tayfield, Newport, Fife.—Three Birds from Newport, Fife.
 Mr. Wm. B. Boyd, Faldonside, Melrose. Nest of the Common Wasp (*Vespa vulgaris*) taken from the roof of an outhouse.
 The Trustees of the British Museum, London.—Three hundred and forty-two specimens of Exotic Beetles.
 Mr. J. A. Harvie-Brown, Dunipace, Larbert.—Female Hybrid between Black Grouse (*Tetrao tetrix*) and Red Grouse (*Lagopus scoticus*) shot at Duchray, Stirlingshire; Mallard (*Anas boschas*), in transition plumage, from Dunipace, Larbert; Iceland Gull (*Larus leucopterus*) from Stornoway, Lewis.
 Messrs. Brown & Wilkes, 63, Old Christchurch Road, Bournemouth. Spinous Shark (*Echinorhinus spinosus*), from the English Channel.
 Mr. A. E. Butter, Faskally, Perthshire.—Specimen of Cape Hunting Dog (*Lycan pictus*).
 Mr. Alex. Campbell, care of Mrs. Allan, 113, Kirkland Street, Queen's Cross, Glasgow.—Tooth of *Mazodus Kepleri*, Newberry, from the Cuyahoga Shale, Ohio.
 Mr. Wm. Clark, Mining Manager, Broxburn.—A Fossil Stegocephalian Amphibian and a *Lepidostrobus*, from the Curly Shale, near Broxburn.
 Mr. Wm. Eagle Clarke, Museum of Science and Art, Edinburgh.—Twelve Birds and nine Fishes from the Eddystone Rock; Sand Martin (*Cotile riparia*), killed at the Noup Head Lighthouse, Orkney; four Birds killed at the Needles Lighthouse, Isle of Wight.
 The late Prof. E. W. Claypole, per Dr. A. S. Woodward, Natural History Museum, London.—Thirty models in plaster of various bones of gigantic *Coccosteidae* from the Waverley formation, Ohio, U.S.A.
 Major J. Pace Cleghorn, Public School, Broxburn.—Parasphenoid and

palatopterygoid bones with tooth-plates of *Ctenodus interruptus*, Barkas, and six other Fossil Fishes from the Oil-shale, Broxburn; specimen of *Eurynotus crenatus*, Ag., from the Curly Shale, Roman Camp, West Lothian; specimen of *Mesopoma macrocephalum*, Traq., from the Curly Shale.

Dr. James C. Cox, Sydney, New South Wales.—A Collection of Shells, comprising 232 specimens, chiefly from Australia and the Solomon Islands.

Mr. J. J. Dalgleish, Brankston Grange, Bogside Station, Stirling.—Adult female American Goshawk (*Astur atricapillus*) from Labrador.

Mr. A. A. Dalglish, 21, Princes Street, Pollokshields, Glasgow.—A Collection of British Micro-Lepidoptera, principally from the Clyde District, comprising 156 specimens.

Mr. C. G. Danford, Deebank Cottage, Ballater.—Seventy-four specimens of Belemnites from the Speeton Clay, Yorkshire.

Mr. John Deans, Hallyburton Gardens, Coupar Angus.—Female specimens of *Sirex gigas*, L., from a wood near Eglingham Hall, Northumberland.

Mr. F. A. Brown Douglas, Leckie House, Stirling.—Variety of Partridge (*Perdix cinerea*) from Leckie, near Stirling.

Mr. G. F. Scott Elliot, Andersonian Buildings, 204, George Street, Glasgow.—Six specimens of a gall infesting the Sheep's Fescue (*Festuca ovina*), and probably produced by a species of *Isonomus*.

The Right Hon Lord Elphinstone, Carberry Tower, Musselburgh.—Mounted Head of *Ovis ammon* (L.), from Altai Mountains (Mongolian side and N.W. of Kobdo), 1901, and mounted Head of *Ibex sibirica* (Meyer), from Thian Shan range, in Chinese Turkestan (Agyas Valley of Tekes River), altitude 13,000 feet.

Prof. J. C. Ewart, Edinburgh University.—Specimen of Ward's Zebra (*Equus Burchelli*, Gray, var. *Wardi*, Ewart), from (?) British East Africa.

Miss Fairbairn, 9, Spence Street, Newington.—Nine Snakes, three Lizards, and a Newt from North America.

Miss Marjorie Fowler, Inverbroom, Garve, Ross-shire.—Specimen of *Cimex sylvarum*, from Inverbroom, Garve, Ross-shire.

Mr. Howard Fox, Falmouth.—Two specimens of *Pteroconus mirus*, Hinde, from the Lower Devonian, Bedruthan Steps, Cornwall.

Rev. James W. Fraser, The Manse, Kirkmichael, Ballindalloch.—Albino specimen of Common Shrew (*Sorex vulgaris*), from Kirkmichael, Ballindalloch.

Mr. J. J. Fulton, 11, Mayfield Terrace, Edinburgh.—Twenty-eight specimens of *Cypræa europæa*, Mont., from St. Abbs.

Mr. Ernest Gibson, "Los Ingleses," Ajo, Buenos Aires.—Two hundred and forty-nine Birds' Skins, four Birds' Eggs, and one Bird's Nest from the Argentine Republic.

Rev. J. D. W. Gibson, Carmichael Manse, Thankerton.—Specimens of Heron (*Ardea cinerea*) and Brambling (*Fringilla montifringilla*), from Carmichael.

Mr. J. E. Harting, Linnæan Society, Burlington House, London.—Nineteen British Shells.

Mr. Thos. Henderson, jun., Scousburgh, Dunrossness, Shetland.—Long-tailed Duck (*Harelda glacialis*), Sanderling (*Calidris arenaria*), Dunlin (*Tringa alpina*), and Brent Goose (*Bernicla brenta*), from Dunrossness, Shetland.

Mr. Lionel W. Hinxman, B.A., H.M. Geological Survey, Edinburgh.—Four Diptera and Two Hymenoptera, from Strathconon Forest, Ross-shire.

Rev. A. Horsburgh, 11, Granville Terrace, Edinburgh.—Portion of Gulf Weed (*Sargassum* sp.), with attached Hydroid Polyps.

Miss Jacob, 34, Dalkeith Road, Edinburgh.—Four specimens of Annelids.

Mr. Archibald Johnstone, 103A, High Street, Dalkeith.—Two Eggs of the Kingfisher (*Alcedo ispida*), from Glensk, near Dalkeith.

Master James Kay, 18, Queensferry Street, Edinburgh.—Barn Owl (*Strix flammea*), from near Granton, Edinburgh.

Mr. Norman B. Kinnear, Grosvenor Crescent, Edinburgh.—Young Black-headed Gull (*Larus ridibundus*), from Adderstonlee Moss, Hawick; three Birds from Bridge of Farn; Blue Titmouse (*Parus cæruleus*), from Bunarkaig, Spean Bridge; thirteen Birds from Fochabers, Elginshire.

Mr. Thos. Kirkpatrick, Museum of Science and Art, Edinburgh.—Twelve specimens of *Orchestia littorea*, Leach, thirteen specimens of *Oniscus asellus*, L. and a *Scolopendra*.

Mr. Wm. Lumley, The Inn, Cramond.—Pied specimen of Blackbird (*Turdus merula*), from Cramond.

Mr. W. L. MacGillivray, Eoligary, Barra, by Oban.—Male and female Long-tailed Duck (*Harelda glacialis*) in summer plumage; Greenland Redpoll (*Linota rostrata*); and young Tree-Sparrow (*Passer montanus*) from Barra, Outer Hebrides.

Mr. Gregor MacGregor, 16, Warrender Park Crescent, Edinburgh.—Specimen of Mexican Goldfinch (*Chrysomitris mexicana*).

Mr. Samuel McMillan, Broxburn.—Specimen of *Rhadinichthys ornaticornis*, Ag., with counterpart, from the Dunnet (?) shale, Ingleston, near Kirkliston.

Mr. G. Macpherson, care of Mr. Hislop, Cycle School, Castle Terrace, Edinburgh.—Specimen of Swift (*Cypselus apus*, L.), from Edinburgh.

Mr. James McL. Marshall, Dunskey, Portpatrick.—Bean Goose (*Anser segetum*), from Portpatrick, Wigtownshire.

Mr. Archibald McL. Marshall, Dunskey, Portpatrick.—Grey Lag Goose (*Anser cinereus*), from Wigtown Bay.

Mr. M. J. Marwick, 20, Millerfield Place, Edinburgh.—Specimen of Monkey from Singapore.

Mr. Claude Morley, F.E.S., Ipswich.—Four specimens of *Trigonometopus frontalis*, Mg., from Foxhall, near Ipswich.

Mr. T. H. Nelson, The Cliffe, Redcar.—Coot (*Fulica atra*) and Blackheaded Gull (*Larus ridibundus*), from Redcar.

Sir George Newnes, Bart., Wildcroft, Putney Heath, London, S.W.—A collection of Invertebrates obtained by the "Southern Cross" in the Antarctic Seas.

The Perthshire Society of Natural Science, The Museum, Perth.—Four specimens of *Xiphura atrata*, L., and one of the variety *ruficornis*, Mg., from Perthshire.

The Direction of the Royal Prussian Geological Survey and Mining Academy, per Herrn. Geheimrath Schmeisser, Director, Königl. Geologische Landesanstalt und Bergakademie, Invalidenstrasse, 44, Berlin.—Two plaster casts of *Macropetalichthys Prümensis*, Kayser, and two photographs of *Drepanaspis Gemündenensis*, Schl.

Captain Ridland, per Mr. Alex. Inkster, Reawick, Shetland.—Female specimen of Tengmalm's Owl (*Nyctala Tengmalmi*) shot in the parish of Sandsting, Shetland.

Mr. Alex. M. Rodger, The Museum, Tay Street, Perth.—A number of specimens of *Achorutes Schotti*, from Perthshire—a Thysanuran new to Britain.

Mr. J. Ross, 2, Douglas Street, Kirkcaldy.—Four Moths from Fifeshire captured on July 27th, 1901.

The Joint Committee appointed by the Royal Society of London and the British Association, for the Investigation of the Zoology of the Sandwich Islands, per Dr. D. Sharp, Secretary.—Two hundred and two specimens of Diptera, from the Sandwich Islands, collected by Mr. R. C. L. Perkins, and described by P. H. Grimshaw in the "Fauna Hawaiensis," vol. iii., part i. (1901).

Mr. Edward S. Russell, 3, Octavia Street, Port Glasgow.—Six embryos of a species of Cockroach (? *Blabera gigantea*), from the West Indies.

Mr. Robert Service, Maxwelltown, Dumfries.—Thirteen Reptiles and seven Batrachians, from Western Africa; male specimen of *Sirex gigas*, L., from Maxwelltown, Dumfries.

Mr. Thos. R. Smith, 92, Bruntsfield Place, Edinburgh.—Slab with Fossil Fishes found about 300 miles N.E. of Pekin.

Miss Beatrice Sprague, 29, Buckingham Terrace, Edinburgh.—Nest of Dormouse (*Muscardinus avellanarius*), from Torquay.

Mr. Arthur G. Stenhouse, 191, Newhaven Road, Leith.—Specimen of *Strategus alexus*, Fb., from the banks of the Amazon.

Rev. Alfred Thornley, M.A., F.I.S., South Leverton Vicarage, Lincoln.—Three specimens of *Mycetophila signata*, Mg., bred from larvae obtained in Epping Forest.

Mr. James Tomison, Sule Skerry Lighthouse, Stromness, Orkney.—Four Birds killed at the Sule Skerry Lighthouse, West of the Orkneys.

Dr. R. H. Traquair, Museum of Science and Art, Edinburgh.—Cranial shield of *Cephalaspis*, from the Lower Old Red Sandstone, Tulloch Quarry, Galston Moor, Lanarkshire; plaster cast of another specimen in the Hunterian Museum, University of Glasgow; plaster cast of a specimen of *Dipterus Valenciennesii*, Sedg. and Murch., from Achanarras, Caithness, in the Glasgow Corporation Museum; fourteen specimens of *Ceraticaris papilio*, from the Ludlow rocks of Logan Water; thirty-one Fish-remains from the Upper Devonian of the River Sjass, in Russia, from the duplicates of the Trautschold collection; forty-two specimens of Fossil Fish-remains from the Upper Old Red Sandstone of the Elgin and Nairn District; four specimens of the Six-spotted Burnet Moth, *Anthrocera filipendulae*, L., from Kinghorn.

Mr. James Waterston, 9, Woodburn Terrace, Edinburgh.—One hundred and thirty-three specimens of Scottish Lepidoptera; also four British Beetles.

Mr. J. Adam Watson, care of Messrs. Dale, Newman and Hood, 75 and 76, Cornhill, London.—Specimen of *Columba maculosa*, Burm., and three Penguins' Eggs.

Mr. Hubert M. Whittell, Edinburgh.—Adult female Eider Duck (*Somateria mollissima*), from Orkney, August, 1901; Field Vole (*Microtus agrestis*), from Stromness, Orkney; Nine Skins of British Birds; specimen of Red-necked Phalarope (*Phalaropus hyperboreus*), from Stromness, Orkney.

Dr. T. Duddington Wilson, West Newington House, Edinburgh.—Twenty specimens of the "Jumping Bean," from Mexico.

Mr. D. W. Wilton, Scottish Antarctic Expedition Office, National Bank Buildings, Nicolson Street, Edinburgh.—A Collection of Insects from the Koksuy Valley, S.E. of Kuldja, Chinese Turkestan, comprising 287 specimens.

Mr. J. T. Wright, 8, Chapel Street, Edinburgh.—Three living specimens of the Roach (*Leuciscus rutilus*).

Mr. James Young, Main Street, Lesmahagow.—Eighteen Fossils from the Ludlow Beds of Logan Water.

ART AND ETHNOGRAPHICAL DEPARTMENT.

Mrs. Clayton, Humshaugh-on-Tyne.—Six Roman iron Arrowheads, found at Horcovicus, a camp on the Tyne-Solway Roman Wall.

Rev. Samuel Couling, Ching Chow-fu, Shantung, China.—Stone Axe-head, found in Shantung.

President and Committee of the Egypt Exploration Fund, London.—Antiquities from Abydos and the Fayûm; Portrait painted on panel from Rubbayât.

Mr. Allan E. L. Clark, University, Edinburgh.—Watch which belonged to the Boswells of Auchinleck.

Mr. Nelson Annandale, 34, Charlotte Square, Edinburgh.—Sword from Ligor, three Pewter Coins from Trengganu, nine terra-cotta Votive Tablets from Trang, Malay Peninsula.

Mr. D. MacRitchie, 4, Archibald Place, Edinburgh.—Australian Boomerang and Shield, Malay Kris.

Mr. Nestorius Marcus, 58, Marchmont Crescent, Edinburgh.—Camel-hair Cloak, from Persia.

Mr. H. Goldthorpe, Dover House, Whitehall.—Three Old English Silver Coins.

Mr. Jules A. L. Kunz, 19, Royal Circus, Edinburgh.—Model Burmese Throne carved in teak.

Mr. W. D. Webster, 24, Palace Road, Streatham Hill, London.—Bronze Figure-group from Benin.

TECHNOLOGICAL DEPARTMENT.

- M. G. P. Reclus Guyou, Peebles.—Carte globulaire de Méditerranée Occid.
 Major Bent, R.A.M.C., St. Lucia.—Volcanic dust from Mont Pelée.
 Messrs. Watson and Sons, 313, High Holborn, London.—Volcanic dust from La Soufrière.
 Messrs. The General Electric Coy., Ltd., 69, Queen Victoria St., London—One one-ampere Nernst Lamp (complete with globe); Two $\frac{1}{4}$ -ampere Nernst Lamps (complete with globes).
 Messrs. Crompton and Co., Ltd., Arc Works, Chelmsford.—Double-carbon Arc Lamp.
 Messrs. John Lang and Sons, Johnstone.—Model illustrating various types of gearing.
 Messrs. Ferranti, Ltd., Hollinwood, Lancashire.—One 10-ampere electricity Meter.
 Mr. Hugh Auld, W.S., Edinburgh.—Planté Battery (complete).
 The Royal Botanic Gardens, Edinburgh.—Cross section of large Tree (*Sequoia gigantea*).
 The Natural History Museum, New York.—Five Photographs of the above Tree.
 Mr. William Forgan, 3, Warriston Crescent, Edinburgh.—Thirty-six Lantern Slides illustrating adjustment of microscopes.
 Messrs. The Palatine Engineering Co., Ltd., 10, Blackstock Street, Liverpool.—One Kelvin Water-tap.
 Messrs. The Electric Power Storage Co., Ltd., 4, Great Winchester Street, London.—Twenty specimens of accumulator grids and plates.
 Bequest by the late Mr. Hugh Auld, W.S., Edinburgh.—A Collection of 197 instruments or adjuncts for experiments in various branches of Physics, including: Air-pump and apparatus for illustration of Pneumatics; symplezometer; balance; spectroscopes; nicol prism, and other optical apparatus; radiometer; thermopile; three galvanometers; three electrostatic machines; two large induction coils and thirty-three vacuum tubes; two large electromagnets; an early dynamo by Gramme et Cie.; together with accessory appliances for experiments with all these instruments.

LIBRARY.

- Government of France.—Brevets d'Invention, Descriptions des Machines et Procédés: Nouvelle Serie, 1899-1900, 9 vols.: Bulletin Officiel, 1902. Ports Maritimes de la France, 4 vols., and 25 plates.
 India Office.—The Jain Stūpa and other Antiquities of Mathurā, by V. A. Smith. Moghul Colour Decoration of Agra, by E. W. Smith. Geological Survey of India: General Report for year 1901-02; Memoirs, 3 parts; Palæontologia Indica, 1 part; Fauna of British India: Rhyncota, Vol. I.
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