

CHAPTER XV.—SCHOOL BUILDINGS.

- § 1. SUBSTITUTES FOR SCHOOLHOUSES.—§ 2. SCHOOLS BUILT, REPAIRED, OR FURNISHED.—§ 3. HOW SCHOOLS WERE ERECTED.—
§ 4. STATE OF THE BUILDINGS.—§ 5. SIZES OF PLAYGROUNDS.

§ 1. GREAT improvement has taken place in the construction of our school buildings since the beginning of this century, but it can hardly be said that the character and equipment of the great body of them have kept pace with the advancement of the times, and indeed there are some zealous educationists among us who consider their state as a whole, before the passing of the Education Act, to have been a disgrace to our boasted intelligence, and a reproach to our hoarded wealth. Our children are still too often huddled together in unhealthy little rooms—stowed away in back areas—packed like useless lumber into old holes—old stables, old granaries, old weaving shops, old cellars, old barns, old smithies, old byres¹—yea, there are those living who can tell of having gone to school in old steeples,² and even in old tombs,³ with old bones rotting underneath!

¹ When visiting friends some years ago in a remote part of the Highlands, we remember how the children of the cottars came in the winter mornings to attend school in a small bothy—the summer residence, in fact, of the village bull—a building, it need hardly be said, of the most primitive character; wretchedly built and thatched, it barely sufficed to keep out the winter storms, while the smoke from the burning peat found its way out by the door and to a small extent through an aperture in the roof, and a feeble light was admitted by a small hole in the wall. The teacher was a most studious youth, whom we found well read in classics, and not unacquainted with the higher branches of mathematics; he had simply come there to earn a few pounds to enable him to continue his studies with a view to afterwards ‘wagging his pow in a pu’pit.’

² We know of the steeple of a church in the north of Scotland, a square tower, which was set apart for the use of the teacher and scholars.

³ An instance of this occurred also in the north, where the upper part

In the absence of a regular school, the practice of organising or improvising one in the most convenient place prevailed of old in Scotland, and we suppose in other countries as well: Thus in 1582 it was provided by the council of Kirkcaldy that if the number of the scholars so increase that the house of the minister, who was also schoolmaster, could not contain them, the town should find him a sufficiently roomy house;¹ in 1657 the scholars of the high school of Edinburgh were taught in Lady Yester's Church, while the school was undergoing repairs;² in 1736 the English schools of Dundee being 'dangerous for the boys in winter,' the council resolve to ask the use of the vestry and session-house all winter.³ The place selected by the town of Kirkcudbright in 1690 was less desirable: the scholars and schoolmaster being 'exposed to hazard' in consequence of the state of the schoolhouse, the council grant the use of the tolbooth, at the same time advising that, when prisoners shall be in the tolbooth, it should be more 'strictly kept,' the scholars entering at seven A.M., and removing at five P.M.⁴

§ 2. Acts of council like the following, providing for the building or repairing of schools, afford glimpses into their fitness as houses of discipline and instruction—glimpses which do not impress us favourably with their character, although perhaps they were not relatively inferior to the other buildings of the period, if we except churches. In 1584 the council of Edinburgh give orders for repairing the glass windows, locks, bands, and dykes of the grammar school, and for furnishing the well with buckets and water-stands, and hanging the bell of the school;⁵ in 1589 the council of Aberdeen ordain the dean of guild to repair the of a family tomb, or mortuary chapel, in a disused burying-ground, was for some time used as a school. In 1652 the town council of Dundee appoint a teacher of their music school, and ordain that he shall have the 'highest roune in the churchyard for teaching his scholars:' Burgh Records of Dundee.

¹ Burgh Records of Kirkcaldy.

² Steven's High School, 64.

³ Burgh Records of Dundee.

⁴ Burgh Records of Kirkcudbright.

⁵ Burgh Records of Edinburgh.

grammar school with 'thak, vindois,' and other necessities;¹ in 1598 another act of council ordains the repairing of the grammar school, which is 'ruinous and decaying';² in the year following we learn that the 'scule hous' of Ayr is suffered to 'decay untheikit';³ Glasgow had centuries ago a high appreciation of a burgh school: nothing being more profitable, first to the glory of God and next to the weal of the town, than a grammar school, and the present one being 'altogether ruinous man be of new biggit,' it is ordained, on 23d August 1600, that the stones of the 'ruinus, dekeyit, fallin dovne bak almoushous' be dedicated to the building of the grammar school;⁴ in 1623 the grammar school of Aberdeen being 'ruinous and likely to fall,' the council ordain, for the sake of the education of the youth and the credit of the town, that the school be 'biggit, beitet, repairit, joisted, lofted, and slated, in substantious and honest manner';⁵ in 1633 the council of Stirling order a 'new ruiff' to be put on the grammar school, and to 'theik it with sclaitt';⁶ in 1664 the council of Jedburgh employ a glazier for 'glassening' the school windows, and request two heritors to provide heather or straw for repairing the 'school head';⁷ in the following year the 'rain fell down from the pend and the graffes quhair the bairnes sat';⁸ on 21st November 1677 the schoolmaster and doctor of Cupar petition the council to repair the school, because the 'cold winter is now at hand, and the schoolhouse so defective that they—

¹ Burgh Records of Aberdeen. ² Ibid. ³ Burgh Records of Ayr.

⁴ Burgh Records of Glasgow. There is an order for contracting with the masons, wrights, and slaters, for 'bigging the school as good and cheap as possible.'

⁵ Burgh Records of Aberdeen. ⁶ Burgh Records of Stirling.

⁷ Burgh Records of Jedburgh. A glazier undertakes the work at 5s. the foot of glass, and the 'lyk for the wyr.'

⁸ Ibid. On report of a committee appointed to sight the school, the treasurer is ordained to furnish twenty fir deals for laying the school floor, and a heritor is requested to 'caus help the school head:' Ibid. On 2d September £3, 12s. are paid by the treasurer to the glazier for furnishing and working the casements and glass bands of the school windows: Ibid.

much less the young ones—cannot be sheltered from tempestuous wind, rain, and piercing cold;’ the council order it to be ‘thaked and the windows glassed;’¹ in 1733 the council of Selkirk ordain ‘safe brods’ to be put upon the windows of the English school, for shutting at night, and declare that in future they shall not be at any expense for windows;² in 1750 the schoolhouse of Irvine being in ‘danger of falling,’ the council take steps to build one ‘according to a new plan;’³ in the following year the council of Wick, considering the necessity of repairing the school (built in 1683), resolve to build a house twenty feet in length and sixteen feet in breadth, with a fire-room fourteen feet in length, the side walls of the schoolhouse and fire-room being ten feet high; the whole house to be lofted, and to have a chimney in each of the ‘gavels above,’ with a partition of slack and rye in the middle, and a ‘thak roof over the whole;’⁴ in 1778 the council of Greenock order a coalhouse and a necessary house to be built for the use of the English school;⁵ in 1780 the ‘greatest part of the back side of the roof of the grammar schoolhouse of St Andrews being blown down,’ a committee is appointed to take the cheapest estimate after receiving a report from tradesmen;⁶ in 1785 the schoolhouse of Dumbarton being very ill suited, from dampness, want of fire-place, and other circumstances prejudicing the health of the scholars, the magistrates take steps to make the site of the meal market suitable for the purpose;⁷ in 1814 the council bought a piece of ground for ‘building a

¹ Burgh Records of Cupar.

² Burgh Records of Selkirk.

³ Burgh Records of Irvine. The new school consisted of two large apartments, one occupied by the master of the classical department, the other by the doctor or English teacher. In 1692, £9, 6s. 2d. were paid for twenty-eight trusses of bent for thatching the schoolhouse: *Ibid.*

⁴ Burgh Records of Wick.

⁵ Burgh Records of Greenock.

⁶ Burgh Records of St Andrews. In 1787 the council borrow money for plastering the roof of the grammar school, laying the floor, and furnishing it with benches: *Ibid.* £62 sterling were borrowed for paying the repairs and exchequer fine: *Ibid.*

⁷ Burgh Records of Dumbarton.

necessary for the school; ¹ in 1815 the council of Montrose were informed that the foundation stone of the academy was to be laid, when there shall be a procession and coins deposited—among the rest a Montrose halfpenny.²

It was sometimes not decay 'but the act of God or of the king's enemy' that rendered it necessary to build or repair the old school. In 1631 the council of Peebles pay 4s. to Thomas Low's son for 'laving the school, which was full of water, caused by the flood,' and 12s. for 200 fail, 'required for the school because of the damage caused by the flood; ³ in 1673 the school of Haddington having been inundated by the river, there is an order to 'redd and clean it, and provide rafts for the bairns to sit on; ⁴ the grammar school of the Canongate having been 'destroyed in the late dreadful conflagration,' the baron bailie prays for the use of a house within the good town of Edinburgh until another be found in the Canongate; ⁵ after the battle of Dunbar the English troops took possession of the schoolhouse of Edinburgh, using it as barracks; ⁶ they left it in so dilapidated a state that £100 sterling had to be expended in 1657 'as a work of piety and charity; ⁷ Cromwell's army pulled down the schoolhouse of Perth in order to build the citadel; ⁸ it was reported in 1746 to the council of Stirling that the grammar schoolhouse was greatly damaged by the rebels.⁹

Schools are still too often deficient in furniture, but great progress has certainly been made in this respect since the date of the following extract from the records of St Andrews: In 1725 the council being informed that the boys in the grammar school cannot sit for learning to 'wreatt, so that they are necessitate to wreatt upon the floor lying upon their bellies,' recommend that convenient seats be provided for them.¹⁰ Notwithstanding the general deficiency of furniture at this

¹ Burgh Records of Dumbarton.

³ Burgh Records of Peebles.

⁵ Steven's High School, 77.

⁷ Burgh Records of Edinburgh.

⁹ Burgh Records of Stirling.

² Burgh Records of Montrose.

⁴ Burgh Records of Haddington.

⁶ *Ibid.*, p. 63.

⁸ *Muses Threnodie* (2 app., 196).

¹⁰ Burgh Records of St Andrews.

period, we find that several of the old schools were supplied with bells: in 1584 there is an order of the town council of Edinburgh for hanging the bell of the high school in a suitable place;¹ in 1625 Robert Ferguson, burgess of Aberdeen, presented a bell, new and 'stockit,' for the use of the grammar school of Aberdeen, and promises to build a bell-house of 'aisler wark' on the grammar school, whereupon the council ordain a note to be entered in their books as a perpetual memorial to posterity of the beneficence of their good burgess;² in 1711 the town council of Banff pay 58s. for repairing the school bell;³ in 1729, on the petition of the master of the grammar school of Selkirk, the council order a bell to be fixed on the school.⁴

Not till the close of last century do we first meet with complaints regarding class accommodation, which was then becoming inadequate in several burghs: let us cite one instance only, illustrating this evil—an evil which still prevails in populous districts, especially in elementary schools, or elementary departments of schools: In 1770 the master of the grammar school of Forfar prays the council to redress a great grievance; the different branches of learning—English, arithmetic, Latin, and writing—are all taught in one apartment, and at the same time; the inconveniences thence arising are obvious—confusion and indiscriminate reading aloud, which greatly impede the scholars' progress and deprive their parents and the masters of the pleasure and the scholars of the advantage of a more orderly method;⁵ the present apartment is so confined that several boys have been dismissed from want of room—a lamentable reason; 'if these boys had received education, perhaps they might have turned out valuable members of society, but by the denial thereof, must remain like a diamond buried in the ground, unpolished by the hands of an artist.'⁶

¹ Burgh Records of Edinburgh.

² Burgh Records of Aberdeen.

³ Burgh Records of Banff.

⁴ Burgh Records of Selkirk.

⁵ Burgh Records of Forfar.

⁶ Burgh Records of Forfar. In 1784 the council of Dundee divide the

§ 3. The buildings were upheld, erected, or rented, at the expense of the common good,¹ when there was any. A few extracts will show the means ordinarily adopted by the authorities when the town's exchequer was empty: An appeal to the public for contributions is a device long ago practised: thus in 1697 the council of Brechin resolved to apply to the convention of burghs for money to assist them in repairing the schoolhouse;² in the following year, the council of Banff appointed a collector 'of such voluntary contribution as God shall move the hearts of the inhabitants to give towards the building of the new grammar school';³ two years later, the council of Fortrose sent out a committee to solicit aid for the repairing of the 'schoole,' from the magistrates and whole inhabitants of Inverness and from gentlemen of condition in the neighbourhood;⁴ in 1751 the council of Wick expected a voluntary contribution of about £9 or £10 sterling from the inhabitants of the town, for building a suitable school in the burgh; if the sum collected be deficient, the balance shall be raised among the heritors of the parish by a voluntary subscription, when it is hoped that every heritor 'will rather give more than what is required';⁵ in 1780 the council of Pittenweem contributed £20 sterling to the public subscription for re-building the school and schoolhouse;⁶ in 1785 subscriptions were raised for building an 'isle' to the English school of St Andrews, the council undertaking to make good the deficiency;⁷ in 1786 the council of Dumbarton solicited subscriptions from the gentlemen of the county for building the schoolhouses;⁸ in the following year, the council subscribed £300 sterling towards building the new grammar school into three separate apartments: Burgh Records of Dundee.

¹ For examples from the Reformation till the middle of the seventeenth century, see Maitland Miscellany, ii., 40-50; and at the end of the seventeenth century, see Mun. Corp. Rep., i., app. 19-78.

² Black's History of Brechin (2d ed.), 112.

³ Burgh Records of Banff.

⁴ Burgh Records of Fortrose.

⁵ Burgh Records of Wick.

⁶ Burgh Records of Pittenweem.

⁷ Burgh Records of St Andrews.

⁸ Burgh Records of Dumbarton.

schoolhouses.¹ The public have done much in our own day to improve the school buildings: In Dundee, for example, the school buildings, ground, and fittings, were erected by public subscription at a cost of £11,000; Greenock academy cost the subscribers £7243; Dumbarton £6500, of which £1500 was given from the corporation funds; New Aberdeen grammar school cost the city and private individuals £16,600, etc.²

The vacant stipends of benefices were, in some instances, applied towards the building of schools: in 1695 the council of Dysart thank my Lord St Clair for his kindness in granting a gift of half-a-year's stipend to the burgh for repairing the school;³ in 1724 the vacant stipend of Kirkcudbright was applied towards the same purpose;⁴ in 1731 the council of Dingwall apply for building a schoolhouse in the town, the vacant stipend to be paid at three different terms, at 100 merks per chaldar.⁵ In the event of all other sources failing to obtain the ways and means necessary for building or repairing the school, one of two methods was adopted—taxation or forced labour. In 1601 the inhabitants of Glasgow are warned 'to the extenting' for repairing the grammar school;⁶ in 1751 the council of Wick resolve that, if the other means proposed fall short of the sum required, they shall stent the inhabitants;⁷ in 1752 a quorum of the council of Forfar was appointed to assess the inhabitants for building a school.⁸ The last expedient resorted to was forced labour: in 1683 the council of Wick ordained each inhabitant to furnish a servant for building a school at the shore, under a penalty of 6s. 8d., *per diem toties quoties*, payable by the servant or master;⁹ in 1712 the council of Wigtown ordained all having horses that 'has not visible miss, that they cannot travell,' to bring from the wood of Caldness a draught of timber,

¹ Burgh Records of Dumbarton.

² Report on Burgh Schools, i., 60, 61; see also *supra*, § 5, p. 114.

³ Burgh Records of Dysart.

⁴ Burgh Records of Kirkcudbright.

⁵ Burgh Records of Dingwall.

⁶ Burgh Records of Glasgow.

⁷ Burgh Records of Wick.

⁸ Burgh Records of Forfar.

⁹ Burgh Records of Wick.

for building a schoolhouse; if any refuse, he shall be imprisoned and fined 18s. Scots; those having no horses shall pay money.¹

§ 4. In 1868 the burgh school commissioners divided the school buildings into four classes, good, fair, indifferent, and bad; they reported that out of fifty-four burgh schools which they had visited, nineteen were of the first class (including Aberdeen and Edinburgh), fourteen of the second (represented

¹ Burgh Records of Wigtown. The history of a schoolhouse built by voluntary labour, is commemorated by a schoolmaster, Robert Smith by name, in lively, if not very polished, verse, some years prior to 1714. After mentioning the necessity for another 'dominie'—an early instance of this sobriquet—and that the 'lords' of the parish had resolved to call

'Out of the Collidge Marischall
One who baith Greek and Latin speaks,'

he goes on to say :

'The lad was called, a tryst was held
At Kerrow, there a school to build.
They first resolved to spend the summer
In bringing home bridge-trees and timber. . . .
The summer past, the harv't did come,
The bridge-trees yet came never home.'

The poor dominie then protests against the delay :

'Having no place where to bide,
Nor any hole my head to hide.'

But again, though

'Every one did promise well
To come for to rear up the school;
The day appointed had some frost;
They all keep't home their shins to rost.'

At last, 'a gentlewoman mov'd with shame,' and thinking of her little ones,

'Whom she lov'd as tenderly
As the very apple of her eye,'

induces the parishioners in another part of the parish to lend their aid :

'Then every one came with a tool
And timber to rear up the school. .
They wrought like mad till night did come;
When it was dark they all went home.
They hastily again did meet
And did put up their house compleat.'

The former delinquents, however—the heritors, one and all, who relapsed into apathy—'moved with envy and with pride,' declare that they will

by Ayr, Dumfries, and Dundee), seventeen of third class (of which Stirling and Kirkcudbright were specimens), and five of the fourth (Haddington and Kilmarnock being types). In 1873 the buildings of nearly all the secondary schools were represented as being conveniently situated, and in good repair: *e.g.*, Aberdeen, Annan, Arbroath, Banff, Bathgate, Brechin, Cupar, Dumbarton, Edinburgh, Forfar, Forres, Fraserburgh, Glasgow, Greenock, Hamilton, Inverness, Irvine, Kirkcudbright, Lanark, Montrose, Paisley, Perth, Peterhead, Renfrew, St Andrews, Stirling, Tain.¹ It may be mentioned that the following grammar schools, though conveniently situated and in good repair, were then deficient in suitable furniture: Leith high school and Peebles grammar school; the Ayr academy was not in good repair nor the Elgin academy; Linlithgow grammar school was only in fair repair, and Burntisland burgh school was rather out of date and wanting in accommodation.² The Education Act has already resulted in providing more convenient, suitable, and healthy buildings, better furniture and more approved apparatus, than have been hitherto generally known in our country. The school buildings promise soon, under the new *régime*, to be among the

have the school on their own side of the parish, 'not for profit but for pride:'

' They set to work with horse and harrow,
Trailing timber to the Kerrow.
Some had an ax and some a wimble,
But many more, for haste, came humble;
They had no men to couples ty:
On the Terrey they did cry,
Come over and join us in this matter.'

A storm comes, and

' Their couples by the wind did fall;
But yet again, they say, they shall
Be once put up, and there shall be
The seminary of Glenshee.'

The narrative, though somewhat rude, gives a graphic account of the building of a school in a country parish nearly two centuries ago, and shows clearly the direct interest and duty of the parishioners in relation to the work. Smith's poems are now very rare.

¹ Report on Endowed Schools, ii., 339-601.

² *Ibid.*

best, cheerfullest, airiest, handsomest, best ventilated, and altogether the most agreeable and brightest buildings in the town or district, as they ought to have been long ago; for in no other building is there more important work done, not even in our churches, though these have hitherto been vastly superior to schools in position, architecture, fittings, and suitability of structure.¹ If the improvements continue a few years longer in the same proportion as they have done since the passing of the Act, every corner of the country will soon be provided with neat, commodious, and handsome buildings—having playgrounds and every convenience attached. The character of the school building is only second in importance to that of the teacher, and it is cheering to find, instead of the miserable hovel, and the dark, confined, and ill-ventilated room, formerly so common, places in which the teacher and pupil may ‘thrive physically’—places fitted for maintaining discipline and making satisfactory progress in the proper work of the school. The 45th section of the Act, authorising school boards to borrow the money required to ‘provide or enlarge’ school buildings and teachers’ houses, has done much good in this direction; during 1874 the Board of Education sanctioned applications from 349 school boards for loans to the amount of £1,109,241, but, unfortunately, difficulties have arisen with regard to the wording or interpretation of the clause, so that loans for repairs, enclosures, and equipment, are now disallowed, as happened in the cases of Kirkcudbright and Perth academies.²

§ 5. The playground, with its many pleasant associations, forms an important element in school life. It has been called

¹ We are still very deficient in school furniture; in other countries improved desks and chairs have long ago taken the place of the old-fashioned and uncomfortable wooden benches, and each pupil is supplied with a separate seat, desk, and drawer for holding books.

² Report of Board of Education, ii., pp. xii., xiii. Many think that the school buildings are now too grand, and question the economy or morality of erecting on credit houses so expensive, stately, and imposing. There are, undoubtedly, too many instances of school boards having been vastly too extravagant for the pocket of the poor ratepayer.

by a distinguished educational trainer 'the uncovered school-room.' While the active exercise requisite for a pupil taking part in the games and pastimes of the playground helps to develop and strengthen the physical powers, there can be no doubt that it has an equally invigorating effect upon the mental faculties, enabling the young scholar to submit, without murmur, to indoor work, and even giving him some relish for serious study.

'If all the year were playing holidays,
To sport would be as tedious as to work.'

Accordingly, in the higher class of schools, more especially in England, we find that the masters encourage the natural healthy instinct and love of manly exercises which lead the pupils to frequent the playground. Who that has read 'Tom Brown's School-days,' with its memories of Dr Arnold and Rugby, does not feel his heart beat and his ears again tingle with the echoes of a hundred boyish voices, as he recalls the old field-days of which cricket and football were the crowning glory and joy!

Whether engaging in the more boisterous games, such as football, or in some gentler kind of play, the pupils each find the part they have to act, and thus learn those practical lessons and form those habits which mould the character of the man: there, as in the wider arena of life, the strong come in daily contact with the weak, the confident with the timid, the cunning with the simple, the false with the true; and not only do such contrasting characters meet in the playground, but those friendships of choice spirits, which continue unimpaired in after-life, are there formed and cemented. By some occasional intermingling of masters with pupils, the principles of conduct and action inculcated in the schoolroom may be made powerful and permanent factors in giving a tone and character to the 'life and conversation' of youth and manhood. The provision made in this country for giving the children attending our schools the necessary outdoor exercise and relaxation, has been notoriously inadequate. While English

public schools are in every instance furnished with extensive playgrounds,¹ and German gymnasia supply all the requisites for developing and improving the physical qualities, we in Scotland have hitherto been contented with the most meagre accommodation for such purposes in connection with the schools. Whether, owing to the depressing nature of our climate, or to the rigid notions with regard to all kinds of amusements that seemed at one time at least, and are still to some extent, inherent in the Scottish character, and more particularly in Scottish Presbyterianism, we certainly are not as yet sufficiently alive to the importance of physical training and outdoor amusements and games as a part of the educational course. There need be no fear lest more important interests should suffer from any progress we are likely to make, in our day at least, in this direction, or that there will be a return or revival of the old times, when any day could be turned into a holiday, and it was no unusual thing for the parson or minister, after the morning services on Sunday, to take the lead in a game at football with the villagers in the afternoon.

In a former part of this work we saw that the teacher was required to accompany and attend the boys at play, this provision being made partly from the absence of any suitable ground attached to the school itself:² thus, in 1650, at Linlithgow, the yard at the back of the grammar school was allowed to the scholars to have 'their diversions' in;³ in 1756 we learn that the scholars attending the school of Wick could 'divert themselves within view of the master' between the schoolhouse and a certain store-house on the 'shoar';⁴ in 1771 the council of Forfar, on an application from the schoolboys, agree to tolerate them to play in the kirkyard.⁵

The poverty of our playgrounds arises to some extent from the fact that our schools are all day-schools, and that the scholars have little or no interval of recreation from the

¹ See *supra*, p. 182.

² *Ibid.*, § 6, p. 173.

³ Report on Burgh Schools, ii., p. 115.

⁴ Burgh Records of Wick.

⁵ Burgh Records of Forfar.

time of meeting till dismissal. A few facts will show how few are really adapted for the manly exercises in which boys delight: Greenock academy has a playground extending from three to four acres partly covered; the grammar school of New Aberdeen has a playground of nearly the same dimensions;¹ Tain academy stands in a park of three acres; the Madras college of St Andrews has above two acres;² the Irvine academy has two acres enclosed; the Kirkcudbright academy has one acre and a half, and so has the Dumfries academy;³ the Forfar academy, about one acre and a quarter;⁴ the Bathgate academy, more than an acre;⁵ the Peebles grammar school, one acre;⁶ the Lanark burgh school, one acre; the Moffat grammar school, nearly an acre; the Stirling high school, three-quarters of an acre;⁷ the Glasgow high school, about three-quarters of an acre;⁸ the Inverness academy, about three-fourths of an acre for the boys, less for the girls; the Leith high school, about half an acre;⁹ the Banff grammar school, half an acre; the Peterhead academy, less than half an acre;¹⁰ the Renfrew grammar school, less than half an acre;¹¹ the Ayr academy, about one-quarter of an acre; the Dumbarton burgh academy, rather more than one rood; the Elgin academy, one rood; the Hamilton academy, about a rood; the Linlithgow grammar school, less than one rood;¹² Forres academy, also less than one rood;¹³ the Arbroath high school, nearly twenty-eight poles;¹⁴ the Burntisland grammar school, about twelve poles.¹⁵ Many playgrounds are so insigni-

¹ Before 1873 it was insufficient for games liked by the boys.

² The pupils also rent a park twice that size for games.

³ The boys rent a field for playing cricket.

⁴ 5407 square yards.

⁵ 273 feet by 187 feet.

⁶ Tweed Green.

⁷ The ground is not adapted for cricket.

⁸ 3831 square yards: insufficient for playground and air.

⁹ The links, however, are available as a playground.

¹⁰ 2000 square yards.

¹¹ 2000 square yards.

¹² 150 feet by 65 feet.

¹³ 1100 square yards.

¹⁴ 96 feet by 82. The boys have the use of the common.

¹⁵ The scholars usually resort to the public links.

ficant as to be of little or no use: *e.g.*, those of the Annan academy, of the Fraserburgh academy, of the Paisley grammar school,¹ of the Cupar Madras academy,² of the Brechin grammar school. There are important schools having no playground at all which they can call their own, and must be content with the use of the common: the Montrose grammar school has only the links for a playground, while the Perth academy has only the North Inch, which however serves the purpose of a playground excellently, and is a splendid public park.³ School boards supplying this desideratum in the curricula of our schools will render valuable service to true education, and be gratefully remembered by our ingenuous youth, to many of whom the 'play' is at present more of a burden than recreation in consequence of the want of sufficiently open space for indulging in their favourite pastimes.

¹ But there is a prospect of its being enlarged.

² There are, however, other public grounds at hand.

³ Cf. Report on Endowed Schools, ii., 343-603.