

This field of study provides an opportunity to investigate a whole range of dimensions of Scottish history during an important time of change and achievement. The resources available are very considerable and embrace a wide variety of types and levels of difficulty.

The resources listed in this bibliography have been arranged to follow the curricular structure as follows:

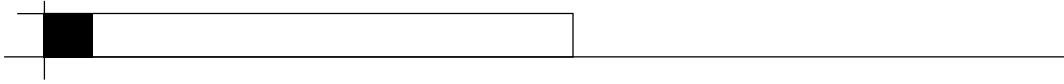
- Section 1: General works and background material that cover much or even all of the syllabus.
- Section 2: Jacobites and Highlanders
- Section 3: Growing wealth
- Section 4: Political stability
- Section 5: Cultural achievements

The resources in the final sections consist of:

- Section 6: Periodicals
- Section 7: Other resources. A number of other source types that may be of use have been listed.

These resources include materials that can readily be put into students' hands and others whose usage may require teacher guidance. Certain texts provide a clear and broad coverage that make them invaluable; others probe more deeply into particular dimensions of the course.

As the contents of this bibliography demonstrate, the resources make this an eminently realistic field of study to undertake both in terms of the whole course and in terms of topics for detailed investigation by students.



**SECTION 1**

**Beveridge, Craig and Turnbull, Ronnie, *Scotland After Enlightenment*, Edinburgh: Polygon, 1997**

This collection of nine essays is designed to challenge conventional ideas about Scotland's past. Three of the essays – those on Jacobitism in Historiography and Cultural Theory, Calvinist Enlightenment, and History and Identity relate to the curriculum. They provide thoughtful discussions of interest to very able students who have developed a sound knowledge and understanding of the course and can bring an informed and open mind to bear on the authors' arguments.

**Colley, Linda, *Britons Forging the Nation 1707–1837*, London: Pimlico, 1994**

Professor Colley's survey of the factors that created a British identity during the eighteenth century involves exploration of religious and commercial factors. Her discussion includes dimensions of the curriculum, notably the Jacobites, the Highlands, political stability and the Enlightenment. The Scottish elements are scattered amongst other matters; finding them involves frequent use of the index. They are, however, well worth finding because the author offers fascinating insights and arguments and provides a valuable antidote to a purely Scottish focus, demonstrating the unpopularity of Scots in England, for example, until well into the later eighteenth century.

Professor Colley writes vigorously in a style that students will be able to follow. This is a useful book for teachers and one that students could dip into later in the course and with teacher guidance.

**Cooke, Anthony; Donnachie, Ian; MacSween, Ann and Whatley, Christopher, *Modern Scottish History 1707 to the Present*, Vol I: *The Transformation of Scotland, 1707–1850*, East Linton: Tuckwell Press, 1998**

This collection of essays by leading historians provides material on a range of relevant topics including Jacobitism, Politics, Religion, Highland Society, Rural Transformation, Education and Culture. The material has been produced for adult students pursuing undergraduate level studies. The degree of difficulty of the essays varies but all offer students very worthwhile material to add to their initial build-up of knowledge. The authors are concerned not only with conveying knowledge and understanding but also with discussing varying interpretations of historical issues, a dimension of real value to both teachers and students following an Advanced Higher course. This volume should form part of the resources of any History department wishing to offer the course.

**Cooke, Anthony; Donnachie, Ian; MacSween, Ann and Whatley, Christopher, *Modern Scottish History 1707 to the Present, Vol 3: Readings 1707–1850, East Linton: Tuckwell Press, 1998***

This collection of extracts and articles by modern writers has been produced to support an undergraduate level course and is meant to be used in conjunction with the collection of essays that make up Vol I. The topics covered include 'The Forty-Five: Jacobite tactics', three items on the Scottish Agricultural Revolution, and 'Richard Arkwright and the Scottish cotton industry'. All told half of the twenty-four articles relate to the curriculum. Students will find them useful for probing more deeply into historians' views on topics of relevance to dissertations. Placing a copy of this book in the library might be the most appropriate strategy to follow.

**Cooke, Anthony; Donnachie, Ian; MacSween, Ann and Whatley, Christopher, *Modern Scottish History 1707 to the Present, Vol 5: Major Documents, East Linton: Tuckwell Press, 1998***

This collection of primary sources has been produced to support an undergraduate level course in Scottish history. It contains 145 documents; around a third of them have direct relevance to the curriculum. The need to use primary sources makes this a useful resource despite the presence in it of so much that does not directly bear on the course. Several of the later sources could be used within the later Modern Higher course.

**Devine, T M, *The Scottish Nation 1700–2000, London: Penguin, 1998***

Every History department should possess a copy of this fine work regardless of whether students are working on 'Georgians and Jacobites'. The first 250 pages provide a splendid outline coverage of the course and do so in a way that makes this work readily usable by students. The material is very well organised and sub-divided; the style is clear and vigorous and provides a powerful narrative that carries the reader forward in compelling fashion. This book is a triumph of synthesis, it is concise and detailed yet never dull, and it provides as good an overview of the course as one could wish for.

**Devine, T M and Young, J R (eds), *Eighteenth-Century Scotland: New Perspectives, East Linton: Tuckwell Press, 1999***

This collection of essays includes studies of Jacobitism, Urbanisation, Improvement, Radicalism, Scottish Gaeldom and Highland estate change as well as other essays that touch on aspects of the curriculum. The authors bring the latest research to their analyses of issues in a book that is aimed at undergraduates and informed adults. The essays vary in difficulty; all are best used as follow-up material to be investigated when students have built up a sound grasp of the relevant aspects of the course.

This is a useful book that belongs in the school and class library; the essays in it are helpfully sub-divided; no one essay will take up an excessive amount of student time.

**Devine, T M, *Exploring the Scottish Past: Themes in the History of Scottish Society*, East Linton: Tuckwell Press, 1995**

This book brings together a variety of essays by a leading expert on this period. The essays vary in their depth and detail; all are written in a reasonably accessible style. About half of the material has a bearing on the period.

These essays could be studied, with profit, by students who have gained an initial outline knowledge of such aspects as the union, the tobacco trade, the clearances and urbanisation.

**Lenman, Bruce, *Integration and Enlightenment, Scotland 1746–1832*, Edinburgh: Edinburgh University Press, 1981**

Around 100 pages of this very concisely written book relate to the curriculum; notes on further reading and a chronological table provide a useful concluding section. The content is structured on a chronological basis rather than as a thematic framework; the way material is packed into each chapter means that, though students will not find the text over-academic or prone to over many assumptions, nevertheless guidance on a sub-structure for each chapter will be needed.

This is an inexpensive, highly relevant, and useful outline text that should be helpful to students.

**Mitchison, Rosalind, *Lordship to Patronage, Scotland 1603–1745*, Edinburgh: Edinburgh University Press, 1983**

This is a contribution to a valuable series of useful and inexpensive texts. The coverage of this volume means that only the last forty pages bear directly on the curriculum. The actual coverage provided is somewhat cursory for the purposes of the course but is clearly written and offers students an introductory outline that can be developed further from other sources. The chapters are not sub-divided yet cover a range of aspects of the period. There may also be value in having a copy of this book available for students wishing to develop their knowledge of events prior to the curriculum's start date; it cannot, however, be seen as a core text.

**Murdoch, Alexander, *British History 1600–1832 National Identity and Local Culture*, Basingstoke: Macmillan, 1998**

This little book provides a helpfully broad view of the period and thus places Scottish experiences in a broader context. Its starting date means that useful background material to early eighteenth-century conditions is available. It is written in a reasonably clear style that most students should be able to follow. Of particular interest are the chapters on 'The Union of England and Scotland and the Development of the Hanoverian State', 'The Idea of Britain and the Creation of the First British Empire' and 'Peripheral Nations? Scotland, Ireland, Wales and Provincial England'. The book will be useful later in the course when the issue of Scottish and British identities deserves to be discussed.

**Phillipson, N T and Mitchison, Rosalind (eds), *Scotland in the Age of Improvement. Essays in Scottish History in the Eighteenth Century*, Edinburgh: Edinburgh University Press, 1996**

Although originally published nearly thirty years ago, this collection of essays by ten different authors remains a valuable resource. Particular essays are likely to be of value to students working on appropriate dissertations. Of special value are the essays on 'The Government and the Highlands', 'The Landowner and the Planned Village', 'Education and Society', 'The Social Background of the Scottish Renaissance' and a study of the political system entitled 'Who Steered the Gravy Train?'. Research pursued since 1970 has led to views that may differ from some of those put forward here, providing a valuable exercise in appreciating how and why historical interpretations change. The essay format means that teachers will find extracts here which may be used as secondary sources in assessment exercises.

**Scott, P H, *1707 – The Union of Scotland and England*, Edinburgh: Chambers, 1979**

Paul Scott is highly critical of the motives for and value of the Union for Scotland. In this short book he provides a brief introductory summary and a range of primary sources, each introduced and linked to following sources, to form a coherent and easily followed argument.

Given that the Union is not part of the actual course (though knowledge of it is essential to effective study of the course), it may well be best to see this as a teacher's book and reference work.

**Smout, T C and Wood, Sydney, *Scottish Voices*, London: Fontana, 1990**

This book is organised around a series of themes, some of which relate directly to the syllabus. It consists of very accessible text that links a series of primary sources. The bulk of the material deals with the period after 1800, but nevertheless there is here material of use to the teacher seeking to gather primary sources. This is a useful reference work.

**Smout, T C, *A History of the Scottish People 1560–1830*, London: Fontana, 1969**

The fact that this book has remained in print for thirty years is a tribute to its outstanding qualities. It is an absolutely essential resource for students taking this course. Its vigorous, lively and accessible style make it a pleasure to read and a book that students should have no difficulty using. Its organisation means that the section 'The Age of Transformation' nearly fits the syllabus. The Jacobites receive brief treatment; all other aspects of the course are soundly covered.

Professor Smout's views have attracted criticism in recent years, especially in terms of the somewhat bleak picture he paints of the early part of the period. The book will, therefore, be helpful to teachers wishing to discuss and exemplify the differing views of historians.

Students should be encouraged to buy their own copies of this book.

**Whatley, Christopher A, *Bought and Sold for English Gold? Explaining the Union of 1707*, The Economic and Social History Society of Scotland.**

**Dundee, 1994 [OP but to be re-published in 2001 by the Tuckwell Press]**

This is a clear, succinct, vigorously argued coverage of the background to and reasons for the Union. The author places particular stress on economic factors and shows sympathy with those Scots who agreed to the Union. Three useful primary sources and a detailed bibliography complete a booklet that students should find readily accessible.

**Whatley, C A, *Scottish Society 1707–1830 Beyond Jacobitism, Towards Industrialisation*, Manchester: Manchester University Press, 2000**

This book is essential reading for students taking this course. The author's clear organisation of material and lively style mean this major work will be readily understood. The content coverage furnishes vivid and detailed insights into economic, social and political life in eighteenth-century Scotland derived from extensive research that provides up-to-date and challenging views. Professor Whatley makes a powerful case for the importance of the period and provides a coherent and clearly argued narrative that students will enjoy reading. His views on the Union – he suggests Scotland's economic problems 'could not be surmounted without the opportunities and protection which Union provided' – should stimulate productive discussion. Not least among the merits of this invaluable publication is that it will provide teachers with numerous short quotations to trigger debate, discussion and essay planning. Professor Whatley's comments on the historiography of the period will provide further helpful material for students coming to terms with this dimension of Advanced Higher History, whilst his concern to convey some sense of the lives of ordinary folk will provide a corrective to works that focus

on the activities of the affluent and powerful. No History teacher can be excused from reading this book.

**Whyte, Ian D, *Scotland's Society and Economy in Transition 1500–1760*, Basingstoke: Macmillan, 1997**

Although the time-span of this book covers far more than the curriculum requires, its thematic organisation and readability and interest make it a worthwhile departmental resource. From it students will develop an understanding that helps to place the eighteenth century in perspective. The work consists of studies of Lord and Laird, Landlord and Tenant, Kirk and Culture, Centre and Locality, Highland and Lowland, Town and Country, and Economic Decline and Growth. The author is an historical geographer; his book provides an enjoyable and informative read.

**SECTION 2****Black, Jeremy, *Culloden and the '45*, Stroud: Alan Sutton, 1993**

This is a serious and thoroughly researched study of the topic by a university historian expert in this field. The result is an attractively produced and fully illustrated book that contains several useful maps. The author's style is clear and lively; students should have no trouble in using this book whilst teachers will welcome the numerous extracts from primary sources that are contained within the flow of a vigorous narrative. Despite the title, the author does not reach the actual events of the '45 until a third of the way in; he thus provides a very useful outline of events from 1689 to 1745.

This is a most useful book. It is relatively brief, succinct, attractive and provides serious and unsentimental accounts and analyses in a very manageable length.

**Brown, Iain Gordon and Cheape, Hugh, *Witness to Rebellion. John Maclean's Journal of the Forty Five and the Penicuik Drawings*, East Linton: Tuckwell Press, 1996**

This book provides useful primary source material in the shape of the journal kept by John Maclean, an officer in the Prince's army. Maclean was with the Jacobite army during its campaigns and was killed at Culloden.

The *Journal* was written on the march; its style has the strengths and weaknesses of such a source. It describes events rather than providing critical comment.

The Penicuik Drawings were made at the time of the '45 by a Lowland Scot and have a caricature style. They show both Jacobite soldiers and Lowland Scots (some of them women). There is one battle scene showing dragoons attacking Highland infantry.

Contextual explanatory text is provided. This book will be a useful resource for enlivening the teaching of the topic.

**Clyde, Robert, *From Rebel to Hero. The Image of the Highlander 1745–1830*, East Linton: Tuckwell Press, 1995**

This book provides an accessible, clearly written and fascinating exploration of the changing ways in which Highlanders were regarded. From being seen by many outsiders as rebellious and backward, Highlanders came to be seen in a romantic light, and their military achievements in the service of the British State as heroic. The book contains many illuminating, short primary sources.

Its content covers a central area of the curriculum and it will be a most valuable resource, readily usable by students once an outline knowledge has been built up.

**Crait, Maggie, *'Damn' Rebel Bitches. The Women of the '45*, Edinburgh: Mainstream, 1997**

The author has produced a highly readable and entertaining study of women who were caught up in the 1745 Rising. This is a dimension that is normally neglected yet, as the author shows, the number of women involved was considerable. Some supported the male members of their families' allegiance, some opposed them. They raised money, provided hospitality and acted as spies; many of the Jacobites suffered persecution, cruelty and transportation. Contemporary illustrations and a number of primary source quotations provide further useful teaching material.

The book will be enjoyed by both students and teachers. It will help students working on dissertations on the Jacobites and on themes concerning women's lives in eighteenth-century Scotland.

**Devine, T M, *Clanship to Crofters' War*, Manchester: Manchester University Press, 1994**

Professor Devine is a leading authority on Highland history; this is an outstanding publication that is quite invaluable even though its time-span reaches beyond that required in the syllabus. A small number of illustrations and two maps are included. The chapters on 'Clanship', 'Jacobitism', and 'The transformation of Gaeldom' should be essential reading for students, whilst the chapters on 'The making of Highlandism', 'The social impact of Protestant evangelicalism', 'The language of the Gael', 'Peasant enterprise' and 'The migrant tradition' offer further most helpful material. Anyone teaching the course should read this book: students can be directed to read specific sections once they have been introduced to relevant issues.

**Dodgshon, Robert A, *From Chiefs to Landlords. Social and Economic Change in the Western Highlands and Islands 1493-1820*, Edinburgh: Edinburgh University Press, 1998**

This is a very carefully researched study that covers two centuries prior to the eighteenth century as well as the time-span surveyed in the course curriculum. There are numerous graphs, statistical tables and maps in this academic text. The content is not structured in the kind of straightforward, chronological fashion that facilitates use of aspects with a direct bearing on the eighteenth century; the author explores a series of themes – Chiefs, Kinsmen and Territories; the nature of the Chiefly Economy; Patterns of Chiefly Display and Behaviour; the Transformation of Chiefs into Landlords; the Farming Township; the Township Economy; the Western Highlands and Islands on the

Eve of Clearance. There is, then, much that can be quarried from this book about different aspects of the clan system, and how it changed over time, but students using this book for appropriate investigations will require guidance.

**Douglas, Hugh, *Jacobite Spy Wars. Moles, Rogues and Treachery*, Stroud: Sutton, 1999**

An entertaining study of a particular dimension of Jacobitism that will be of use as a reference work for relevant dissertations. It provides a lively and very accessible read. The author explores the murky world of intelligence gathering, spying, shifting loyalties and suspicion.

**Douglas, Hugh, *Flora MacDonald. The Most Loyal Rebel*, Stroud: Sutton, 1999**

A very readable account of Flora MacDonald's life that does justice to the years after she had helped the Prince to escape. She emigrated to America, supported the loyalist cause, moved to Nova Scotia and finally returned to Scotland.

Whilst it is not central to the course, students will enjoy reading this book and will gain insights into the complex question of Highlanders' loyalties. It will be useful as a reference work for dissertations.

**Harrington, Peter (ed), *Culloden 1746. The Highland Clans' Last Charge*, London: Osprey, 1991**

The book is part of the publisher's 'Campaign' series. It is heavily illustrated with contemporary material and a number of modern drawings and maps. The text is at a very intelligible level for student use. The authors outline the main military events of the '45, treating Culloden in detail, and they provide a description of the troops and their weaponry. This publication provides helpful descriptions rather than critical analysis, and its concentration on military matters further limits its value for this course.

**Hook, Michael and Ross, Walter, *The Forty Five*. Edinburgh: The National Library of Scotland and HMSO, 1995**

This is a very valuable teaching resource full of contemporary illustrations, modern photographs, maps and plans; it draws heavily on resources that are in the National Library. The text is clearly written making it a resource that students can easily use when gathering detail on the events of 1745–6. Within the text there are a number of extracts from primary sources that teachers will find very helpful for student practice in handling such items.

**Hunter, James, *A Dance Called America. The Scottish Highlands, the United States and Canada*, Edinburgh: Mainstream, 1994**

The author deals with Highland migrants' experiences in North America. His account is vivid and highly readable and a part of this substantial study covers the eighteenth century. Though not explicitly described as a curricular topic, the section on 'Changes in Highland Society after the '45' properly includes emigration: it is to be hoped that dissertations on the experiences of emigrants will be regarded as appropriate.

The author's approach is a highly personalised one; he details the experiences of particular individuals and groups, commonly beginning a tale with an account of a particular Highland community as he explores the motives for emigration. His coverage touches on Highland involvement in the Seven Years War and the War of American Independence and on post-1763 settlements that were established for a whole variety of motives. Students will enjoy reading this work. Even if all they read are the first few pages, they will understand Highland society better.

**Kybett, Susan MacLean, *Bonny Prince Charlie*, London: Hyman, 1988**

A very readable and detailed account of the Prince's life which, despite its title, takes a critical view. This book provides a picture of the full sweep of his life; nearly two thirds is devoted to the time before the '45 and to the years after Culloden. It does not provide material on the broader questions of Jacobitism but it does provide a detailed story for students whose dissertations focus on the Prince.

**Lenman, Bruce, *The Jacobite Clans of the Great Glen 1650-1784*, Dalkeith: Scottish Cultural Press, 1995 edition**

This work by a leading academic explores the history of a group of clans in central Scotland who had a record of support for risings on behalf of the Stuarts. It provides very helpful insights into the clan system as well as illustrating Highland clan involvement in risings and how clansmen could move from being opponents of the Government to being loyal defenders of its cause in the War of American Independence.

This is a detailed work especially useful for dissertations on aspects of Highland Society and the Jacobite movement. Students who already have a sound general knowledge of these matters should be able to cope with its rather dense style.

**Lenman, Bruce, *The Jacobite Risings in Britain 1689–1746*, Dalkeith: Scottish Cultural Press, 1995 edition**

This detailed narrative of the whole sweep of Jacobite history is the work of a leading historian of the period and is written in a clear if fairly demanding style. The author provides reflective evaluative comment on each dimension of the issue, and the concluding chapter that surveys the whole scene provides a most valuable analysis of Jacobite motives and the reasons for failure. It should be reasonably accessible to students and will be essential reading for any who wish to probe into this part of the curriculum in greater detail.

**Lenman, Bruce, *The Jacobite Cause*, London: Constable, 1992 edition**

This invaluable little book by a leading authority on the topic is published in association with the National Trust for Scotland. It includes numerous illustrations. The text is written at quite a high level but should be intelligible to students. Where appropriate, the author places events in Scotland in a wider context and provides analytical comment that is well suited to study of this part of the course. This is an essential purchase.

**Macinnes, Allan I, *Clanship, Commerce and the House of Stuart 1603–1788*, East Linton: Tuckwell Press, 1996**

This is an important book but it is not one that students will find very easy to use in the early part of their course. Perhaps it will be helpful if teachers first introduce students to the author's line of argument and direct them to particular parts of the book. The author is fierce in his denunciation of aspects of Government policy in the Highlands (he describes action post-Culloden as 'ethnic cleansing', for example).

The author traces clan history through the period and thus provides invaluable material on both the Jacobites and changing Highland society. Though his style is academic and demanding, it is important that students learn from the detailed work that Professor Macinnes has done and appreciate, for example, why he objects to early eighteenth-century Highland society being simply condemned as backward.

**McLynn, Frank, *Bonnie Prince Charles Edward Stuart*, Oxford: Oxford University Press, 1991**

This is a detailed, scholarly account of the Prince's life from his birth in Rome in 1720 to his death in the same city in 1788. It is written in a clear, vigorous and accessible style and includes a number of useful primary source extracts embedded in the text.

About a third of the book is devoted to the period of most relevance to the course curriculum; the earlier chapters provide helpful insights into the influences that shaped the Prince's personality and ambitions. The author argues that Charles had an intuitive and unconventional military flair but lacked tactical ability. Students wishing to explore this topic in depth will find this a useful book.

**Pittock, Murray G H, *Jacobitism*, Basingstoke: Macmillan, 1998**

This is a book that provides an account of Jacobite fortunes, Jacobite culture, the importance of Jacobitism and the way that historians have regarded the significance of Jacobitism. The author argues that Jacobitism presented a major challenge to the British state, a challenge that had serious support well outside the Highlands. Whilst this is not, perhaps, the easiest book from which to build up a basic grasp of the narrative of the times, its analytical approach makes it helpful. Professor Pittock comes from a literary background and pitches his work at quite a high level. His views are seen as somewhat controversial by other historians and the work thus offers a chance to consider how historians' views may differ about a common issue.

**Pittock, Murray G H, *The Myth of the Jacobite Clans*, Edinburgh: Edinburgh University Press, 1995**

The author of this book has long taken a deep interest in Jacobite history and brings to it the distinctive perspective of an academic based in an English literature context rather than an historical one.

The work is best suited to those who already have a sound knowledge of the topic for its purpose is to provide a critique of those who have dealt with Jacobitism as if it were an especially Highland phenomenon. The author discusses the motives of writers who have treated Jacobitism in somewhat romantic fashion and seeks to show that Jacobite support came from a far wider area than the Highlands.

The result is that the book provides excellent material for the consideration of differing interpretations of the past, material that will be of great value to student work on relevant dissertations and for teachers gathering sources to use with students.

**Prebble, John, *Culloden*, London: Penguin, first published 1961**

The quality of the style and content of this regularly re-published book are evident from its being in print almost forty years after first publication. It is highly readable – students will have no difficulties with it – and provides a gripping and detailed narrative enlivened with moving personal details. Short quotations from primary sources are embedded in the text and will be useful for meeting teachers' endless search for such items. It needs to be studied in

relation to more recent texts, for some historians' interpretations of the topic differ from Prebble's.

The detail it provides makes this very much a resource for student dissertations rather than a core book. Students may care to compare Prebble's views on the '45 with those offered by more recent historians.

**Preston, Diana, *The Road to Culloden Moor. Bonnie Prince Charlie and the '45 Rebellion*, London: Constable, 1995**

A map, battlefield diagrams and a number of contemporary accounts are included in this much-written-about topic. The author is a freelance journalist and writes in a clear and vigorous style that students will enjoy reading. The book belongs to the romantic school of writing about the Prince (including speculation at times about what Charles might have been thinking). It provides a racy read rather than a seriously critical analysis.

**Richards, Eric, *A History of the Highland Clearances. Agrarian Transformation and the Evictions 1746–1886*, London: Croom Helm, 1982**

Although this book ranges well beyond the limits of the curriculum it provides detailed material of value for the required study of changes in Highland society after the '45. The text includes very useful short quotations from primary sources that should prove helpful for student practice with source-based questions.

The author's initial consideration of 'Highland Agrarian Transformation in Perspective' provides a discussion that students could usefully explore once they have built up notes on the topic, for it places the Clearances in a wider context and avoids simple solutions to understanding the causes. Detailed studies of themes and particular locations follow.

The style is academic and fairly demanding yet should be manageable for students bringing some knowledge to the topic. The first chapter could be read with profit by all students: later material may be best if drawn upon for dissertations.

**Scottish Record Office, *The '45 and After. Historical background, document extracts and copies*, Edinburgh: SRO, 1995**

This is a very valuable resource. The range of primary sources within it will be most helpful to teachers searching for sources to use with students. The facsimiles of documents, maps and plans don't always come out very clearly; nevertheless they are useful for the better understanding of the nature of historical sources. Ideally a study of this booklet would be followed by a visit to a suitable archive.

**Speck, W A, *The Butcher. The Duke of Cumberland and the Suppression of the '45*, Caernarfon: Welsh Academic Press, 1995**

A useful discussion of differing interpretations of the period precedes this account of the '45 and its aftermath. There are a considerable number of useful primary source extracts embedded in a text that is clearly written and will be readily readable by all students.

Most books on this period focus on the Jacobites: this book's special contribution is to tell the tale from the Government's point of view, a contribution that is very helpful in building a balanced picture of an emotive topic. The author devotes nearly a fifth of his book to the post-Culloden savage repression of the Highlands; the final chapter provides an overview discussion of the events of the '45 and of the degree of danger the Jacobites posed to the Hanoverian dynasty. This is a genuinely useful book.

**Szechi, Daniel (ed), *Letters of George Lockhart of Carnwath 1698–1732*, Edinburgh Scottish History Society, 1989**

George Lockhart was a wealthy landowner and agricultural improver who exploited the coal reserves on his land and modernised his country seat. He was also a Jacobite. The editor of this book provides a short account of Lockhart's life before providing his letters in six chapters, each devoted to a short time-span of Lockhart's life. He served as a Commissioner for negotiating the terms of the 1707 Union – and strongly opposed the deal that was finally agreed. In subsequent years he served the Jacobite cause, being imprisoned in 1715 and spending time in exile until 1728. He then lived quietly on his estates – though died violently from wounds sustained in a duel.

The value of this book lies mainly in the rich collection of primary sources that it provides. These will be useful to teachers, whether used individually or in clusters. Students should be able to follow the text of the letters with suitable teacher support.

**Taylor, William, *The Military Roads of Scotland*, Newton Abbot: David and Charles, 1976**

The first half of this study of the military roads describes how they were built and the contributions to the programme of both General Wade and William Ceinelfied. The second half of the book identifies the location of these roads within the context of the recent past and is of value to those wishing to find evidence of the roads today. There are useful primary source extracts embedded in the text and illustrations of the roads, military bridges and a number of buildings associated with the roads.

Students engaged in investigations of this aspect of the period will find this a useful work of reference that is reasonably easy to follow.

**Whitworth, Rex, *William Augustus, Duke of Cumberland. A Life*, London: Leo Cooper, 1992**

This survey of the whole of the Duke of Cumberland's life has been produced for the general reader and will not pose any problems for students. The author is a former senior army officer as well as being a historian who has published a number of studies of military figures of the eighteenth century. He does not believe that Cumberland bears the chief blame for post-Culloden brutality by Government forces, arguing that he sought to control subordinates like Scott and Ferguson who carry the main responsibility for cruelty. The author also dismisses the argument that Cumberland forged the Jacobite note declaring no quarter should be given to Hanoverian forces.

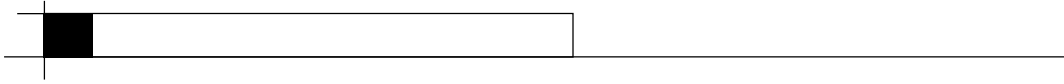
This view of Cumberland as a victim of Jacobite propaganda means this is a useful resource for comparison with other primary and secondary sources.

**Willis, Douglas, *The Story of Crofting in Scotland*, Edinburgh: John Donald, 1991**

The first third of this book includes a very clear account of the development of crofting in the eighteenth century that will be readily intelligible to students. It deserves a place in the classroom reference section.

**Withers, Charles W J, *Urban Highlanders. Highland–Lowland Migration and Urban Gaelic Culture 1700–1900*, East Linton: Tuckwell Press, 1998**

This book's coverage of the movement of Highlanders to the Lowlands and of the culture of these migrants in the urban areas is of relevance to the sections in the syllabus on changes in Highland society, urban development and the languages of Scotland. This is a carefully researched and scholarly book that will be a most useful work of reference and very helpful for appropriate dissertations. The chapter on 'The Transformation of Highland Life' provides a clear summary of this issue and sets it in a wider chronological context. The nature of available sources means that the work tends to focus more on the nineteenth century; all but one of the author's splendid maps are, alas, placed in the later period.



**SECTION 3**

**Alexander, William, *Northern Rural Life in the 18th Century*, Finzean: Callander, 1981**

This account of rural life in north-east Scotland in the eighteenth century was first published in 1877 and was the work of William Alexander (1826–1894), a crofter's son who took up a career in journalism and rose to become the editor of the Aberdeen Free Press. A short introduction by a modern historian (Ian Carter) precedes the text of Alexander's work.

Alexander writes clearly and vividly about many aspects of farming and the changes that re-shaped it in the eighteenth century. He also describes rural industries, road improvements and domestic life. The result is a very readable work of use to students wishing to explore rural life and work for their investigations.

**Berry, Simon, and Whyte, Hamish, *Glasgow Observed*, Edinburgh: John Donald, 1987**

This collection of primary sources on the city of Glasgow's history spans the period 1773–1986. The first section covers the period 1773–1800; the first few sources of the second section, covering the 1800–1870 time-span might also be of use, so there are in total around fifteen varied primary sources here and they form but a small part of the book. However the later periods could be exploited for both Standard Grade and Higher. This is very much a teacher's resource book to be dipped into for source extracts for setting source evaluating exercises.

**Campbell, R H, *Scotland Since 1707. The Rise of an Industrial Society*, Edinburgh: John Donald, 1985**

The first part of this general survey deals with the period 1707–1780: this section and aspects of the second one (1780–1870) deal usefully with trade (the tobacco trade in particular), the effects of Union, agricultural improvement, early industries, and communications. The style is concise and academic and students who use it will do so most effectively after prior teaching and with precise guidance. Given those reservations, this well established book deserves a place on the reference shelves.

**Cummings, A J G and Devine, T M, *Industry, Business and Society in Scotland Since 1700*, Edinburgh: John Donald, 1994**

This collection of essays by different historians will serve as a work of reference for research topics relating to coal mining, the York Building Company and early industry. This means that three quarters of the studies fall

outside the period. Given that these are essays presented to Professor John Butt, it is not surprising that their style is highly academic.

**Devine, T M, *The Transformation of Rural Scotland. Social Change and the Agrarian Economy 1660–1815*, Edinburgh: Edinburgh University Press, 1984**

This important and detailed study will be an essential resource for students who choose to pursue an investigation into the topic of agricultural improvement. The text forms around 160 pages of the book; the latter pages are devoted to a series of detailed appendices.

The text begins with a portrait of pre-improvement rural society before analysing and describing the transformation that took place in the period covered by providing both general coverage and case studies. The author provides material on the impact of change on tenants, sub-tenants and cottars, noting that the painful consequences of change for many did not lead to the kind of protest commonly attributed to social upheaval in the Highlands.

The author would appear to have an academic audience in mind. His text discusses available evidence almost as much as it outlines findings and he stresses the need for further research. Students using this book will need guidance.

**Devine, T M and Jackson, Gordon (eds), *Glasgow. Vol I: Beginnings to 1830*, Manchester: Manchester University Press, 1995**

This substantial academic work consists of studies of aspects of Glasgow's early history, each written by a different author. Half of the essays have a direct bearing on the eighteenth century including a valuable study of the tobacco age, an investigation of late eighteenth-century industrial growth, and discussions of trade and of labour. The book has been produced for an academic audience; however it will serve as a useful reference work for students pursuing relevant research.

**Gibson, A J S and Smout, T C, *Prices, Food and Wages in Scotland 1550–1780*, Cambridge: Cambridge University Press, 1995**

This is a highly academic study; it contains numerous graphs and statistical tables that provide fascinating detail but in a form that students may well find intimidating. This is a book that belongs in the library to be used for purposes of specific reference. The introduction and the chapter 'Real Wages' are the most accessible sections; much of the book consists of data provided to carry out the author's chief purpose – that of furnishing sources to be used by other scholars.

**Haldane, A R B, *The Drove Roads of Scotland*, Edinburgh: Edinburgh University Press, 1952**

This is a long-established classic study of a topic of some importance in the eighteenth-century Scottish economy. It includes illustrations of various drove roads and a useful map showing their location.

The contents include studies of the life and work of drovers, the economics of the trade, accounts of various routes and of the trysts to which they led as well as a discussion of the impact of increased sheep farming on droving. The text is clearly written.

This is a study that will be of use to students engaged in investigating this aspect of Scotland's past.

**Marshall, Rosalind K, *Virgins and Viragoes*, London: Collins, 1983**

This survey of women's role in Scottish society ranges from the eleventh to the twentieth century and includes a chapter on the period 1707–1830. Helpful to students pursuing relevant studies, this is a very readable book.

**Mitchison, Rosalind, *Agricultural Sir John. The Life of Sir John Sinclair of Ulbster 1754–1835*, London: Blex, 1962 OP**

This is a somewhat specialist work, though highly readable, and will be of interest to students pursuing investigations in the area of agricultural improvement for it provides an account of the work of a particular improver who is remembered especially for organising that invaluable source, the Statistical Account of the 1790s.

**Parry, M L and Slater, T R (eds), *The Making of the Scottish Countryside*, London: Croom Helm, 1980 OP**

This book consists of a series of essays by different experts and covers a sweep of time from prehistory to the mid-nineteenth century. It is illustrated with maps, plans, engravings and photographs that provide useful insights into aspects of the changing rural landscape. Around 60% of the text is concerned with issues of relevance to the curriculum, including planned villages and rural industries as well as studies of the causes and nature of lowland farming change.

This is an academic publication aimed at specialists and best approached with a degree of knowledge of rural change already in place. Teachers may find it helpful for quarrying secondary sources, and able students engaged in investigations in this area should also refer to it.

**Shaw, John, *Water Power in Scotland 1550–1870*, Edinburgh: John Donald, 1984 OP**

This very substantial publication is divided into three chronological time-spans, the middle one of which covers the period 1730–1830 and occupies about two thirds of the entire book. There is therefore a great deal of very useful material here, organised into chapters that deal with mills of different types and purposes such as Rural Corn Mills, Urban Grain Mills, Flax Spinning Mills, Cotton Mills, Woollen Mills, Paper Mills, Saw Mills and the use of water power in the coal and metal industries. During this period the use of water power was at its height; the study of this material will effectively counter any tendency to over-stress the importance of steam power. Maps, pictures and diagrams are included in this most detailed work; it is an academic study yet written reasonably clearly and with helpful subdivisions within chapters. This is a valuable source for relevant investigations.

**Smith, John S and Stevenson, David (eds), *Farmfolk and Fisherfolk. Rural Life in Northern Scotland in the 18th and 19th Centuries*, Aberdeen: Aberdeen University Press, 1989**

This collection of six essays, each by a different historian, provides material on planned villages, fishing settlements, rural industry and rural implements. It is illustrated with maps, plans, modern and early photographs. The essays are readily understood and provide material for relevant student investigations with planned villages being especially fully treated.

**Steven, Maisie, *Parish Life in Eighteenth Century Scotland. A Review of the Old Statistical Account*, Aberdeen: Scottish Cultural Press, 1995**

This book provides material from the Statistical Account of the 1790s, drawing on the returns sent in from many parts of Scotland. The author has organised the material around the themes of Domestic and Social Life (including dress, mode of living, food, fuel, customs, and games and amusements), Health and Welfare (including the poor, diseases and health), and Industry of Land and Sea (including fishing, industry, agriculture, emigration and the church and its ministers). The author's text that links the extensive range of quotations provides summaries of contemporary evidence.

This is a very interesting resource; students could dip into relevant sections when pursuing appropriate investigations. Some of the quotes may be of use to teachers as primary sources on which to set questions.

**Whatley, Christopher A, *The Industrial Revolution in Scotland*, Cambridge: Cambridge University Press, 1997**

This concise survey of the Industrial Revolution runs on for half a century beyond the period required for this study, but the bulk of the content is highly relevant to the second main section of the curriculum and touches on

matters that fit other appropriate areas too. The text is clearly organised, usefully explores the pre-Union industrial inheritance, and has valuable discussions of causes and social aspects as well as outlining the main features of industrial development. It will provide a most helpful survey that students should be able to use after introductory teaching. Departments will find it wise to purchase several copies.

**Whyte, Ian D, *Scotland Before the Industrial Revolution. An Economic and Social History c1050–c1750*, Harlow: Longman, 1995**

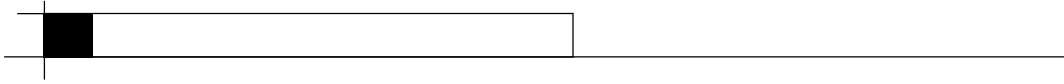
Given the chronological coverage of this book, the bulk of it inevitably deals with pre-eighteenth-century periods. Including the Union of 1707, however, relevant material does occupy nearly half of the total word length and therefore provides a reasonably substantial survey.

Relevant text is clearly organised and conveniently sub-divided; the author deals with the impact of Union on various aspects of the economy and considers the nature of Enlightenment, Edinburgh Society and the Enlightenment, the Universities and the Church. He concludes with a useful outline of the condition of Scotland in mid-century. In addition to these distinct chapters, parts of the earlier chapters are of relevance since Population, the Countryside, Lowland, Rural Society, Urban Development, Urban Economy and Society, Culture, Education and Literacy, and Highland Society and Economy are all surveyed in time sweeps from 1500 to 1750. This approach will enable students to place a particular topic into a context of earlier developments.

The style is clear, fairly academic and somewhat dry, but reasonably accessible to a capable student. This is a book which will be useful for students to dip into for particular topics.

**Withrington, Donald J and Grant, Ian R (eds), *The Statistical Account of Scotland*, Wakefield: ED Publishing, 1982**

The reprinting of the Statistical Account of Scotland of the 1790s that was originally master-minded by Sir John Sinclair of Ulbster has made this quite invaluable resource widely available. Moreover the editors have undertaken the most helpful task of organising the accounts of Scotland's parishes into volumes devoted to particular geographical areas of the country. (In the original version contributions were bundled together and printed as they arrived regardless of where they came from.) The social and economic detail of local areas should be of interest to students.



**Devine, T M (ed), *Conflict and Stability in Scottish Society 1700–1850*,  
Edinburgh: John Donald, 1990**

The seven short essays that make up this volume are the result of a seminar whose especial focus was on aspects of unrest in Scottish society at the time. The authors suggest that unrest was perhaps more common than is often imagined though they also stress the resilience of the power structures of the period. Topics include: How Tame were Lowlanders?; the Friends of the People; the Failure of Radical Reform in the late 18th century; Political Reform and Middle Class Protest. This is a thought-provoking book and essays relevant to students' particular interests are worthy of study.

**Shaw, John Stuart, *The Political History of Eighteenth Century Scotland*,  
Basingstoke: Macmillan, 1999**

This brief and reasonably inexpensive contribution to Macmillan's 'British History in Perspective' series provides a very useful means of exploring the third of the four themes that make up the course and will be especially welcomed by teachers wishing to adopt a thematic approach. The author also includes brief discussions of Jacobitism and of issues surrounding the Union of 1707.

The author sets out to discuss issues rather than provide a narrative for students who are wholly unfamiliar with the period. His work is clearly written and readable and the chapters are subdivided in a way that aids note-making. The book's role in pulling together the details of the period in a coherent and issue-based form makes it a very appropriate publication to be seen as an essential resource for the course.

**Whetstone, Anne E, *Scottish County Government in the Eighteenth and Nineteenth Centuries*,  
Edinburgh: John Donald, 1981**

This is an academic work of reference useful for a student wishing to explore the nature of local government in Scotland more fully. It includes a consideration of the work of sheriffs, justices of the peace, commissioners of supply, the lieutenancy and the Militia. The book does not set out to be an entertaining read, yet it elaborates and clarifies detail on the working of local government in Scotland and, as such, would need to be consulted for relevant dissertations.

**Watts, John, *Scalan: The Forbidden College 1716–1719*, East Linton:  
Tuckwell Press, 1999**

The focus of this book is on a community (Scalan) for the training of Catholic priests that existed (illegally) in the Braes of Glenlivet until the church itself closed it in 1799. Around the focus of this study, the author provides insights into Catholicism in Scotland, and Highland life – including post-Culloden experiences. This is a clearly written account of an interesting dimension of the period. It cannot be seen as central to the curriculum but would be of interest for appropriate dissertations.

**SECTION 5**

**Allan, David, *Virtue, Learning and the Scottish Enlightenment*, Edinburgh: Edinburgh University Press, 1993**

The author challenges notions of the Enlightenment as a sudden outpouring of achievement, pointing to features of earlier times, including both Calvinism and humanism, that shaped the work of eighteenth-century intellectuals. This will be a demanding work for students to use and might be best seen as a reference work from which teachers could draw key points. It makes a vital contribution to the debate on whether it is proper to see this period as remarkable when compared to what is sometimes seen as the 'intolerant and benighted past' of earlier Scottish history.

**Berry, Christopher J, *Social Theory of the Scottish Enlightenment*, Edinburgh: Edinburgh University Press, 1997**

This book provides a useful initial outline survey of the Enlightenment followed by an exploration of the social thinking of a number of key figures including Hume, Smith, Robertson, Ferguson and Kames. It is written at a demanding academic level that will suit the most able students but that some may find difficult. It will be helpful for students pursuing research on particular individuals of the time provided they can come to their work with an initial framework of understanding. The material is organised around different themes rather than different individuals (e.g. 'Explanation and History') and will require extensive use of the index. This is a challenging and important book but will need to be used with care lest it overwhelm students.

**Broadie, Alexander (ed), *The Scottish Enlightenment: An Anthology*, Edinburgh: Canongate, 1997**

This book provides a most useful collection of source material for the Scottish Enlightenment. The introductory essay is a consideration of the Enlightenment in general as well as the Scottish dimension of it; it is a challenging, demanding but very worthwhile discussion. The rest of the book consists of extracts from the works of important Scots contributors to the Enlightenment such as David Hume, Dugald Stewart, Adam Smith, Thomas Reid, Lord Kames, Sir John Sinclair, Adam Ferguson and James Hutton. The extracts are arranged in themes – Human Nature, Ethics, Aesthetics, Religion, Economics, Social Theory and Politics, Law, Historiography, Language, and Science. They provide a resource from which extracts can be derived for use with students and for setting source-based questions. This is, primarily, a teacher's book.

**Camic, Charles, *Experience and Enlightenment. Socialisation for Cultural change in Eighteenth Century Scotland*, Edinburgh: Edinburgh University Press, 1983**

This academic work surveys Scottish culture in the early and later eighteenth century and argues that Calvinism informed the thinking of the earlier part of the century. The author explores how Hume, Smith, Ferguson, Robertson and Millar came to abandon their Calvinist inheritance for views seen as characteristic of the Enlightenment. Students pursuing appropriate research topics could make use of this work, in selective fashion and with careful guidance, for it has been written as a contribution to academic debate rather than for use by school students.

**Campbell, R H and Skinner, Andrew S (eds), *The Origins and Nature of the Scottish Enlightenment*, Edinburgh: John Donald, 1982**

This collection of essays by different scholars includes studies of the universities, law, science, medicine, the economy and the religious dimension. It is a highly academic work concerned to establish the early roots of the Enlightenment and should be used as a work of reference by students undertaking relevant investigations.

**Chitnis, Anand, *The Scottish Enlightenment. A Social History*, London: Croom Helm, 1976 OP**

This clear and detailed history includes primary sources (likely to be useful to teachers) embedded in the text. There are chapters on the Prelude, the Church, the Law, the Study of Social Man, and the Universities (especially in terms of medicine and science). The author stresses the important part played by lawyers and relates the intellectual achievements of the Enlightenment to the economic achievements of the period. Though published some years ago this is a helpful work of reference.

**Daiches, David; Jones, Peter and Jones, Jean, *The Scottish Enlightenment 1730–1790. A Hotbed of Genius*, Edinburgh: The Saltire Society 1996**

This heavily illustrated and very attractively produced book will be of considerable value to both teachers and students. The introductory essay by David Daiches provides a clear, accessible and well organised survey of the Scottish Enlightenment that students will readily follow. Subsequent essays deal with people about whom students need to be informed, such as David Hume, Adam Smith, Joseph Black and James Hutton. The final essay considers the influence on and attitudes towards the American Revolution of a number of Scots intellectuals. This is a book that deserves to be made available for student use.

**Hook, Andrew (ed), *The History of Scottish Literature. Volume 2 1660–1800*, Aberdeen: Aberdeen University Press, 1987**

Eighteen essays by different authors make up this volume and include studies of James Boswell, Robert Fergusson, Gaelic Poetry, Allan Ramsay and Historical Writing that will be of particular interest. None of the essays exhibits a very clear and readily accessible character, however, for this is very much a volume for the specialist. The chief value of this book will be as a work of reference for students pursuing relevant dissertations.

**Hook, Andrew, and Sher, Richard B (eds), *The Glasgow Enlightenment*, East Linton: Tuckwell Press, 1995**

This collection of essays emerged from a conference held by the Eighteenth-Century Scottish Studies Society. It provides a very useful counterweight to a possible tendency for students to see the Enlightenment as entirely centred on Edinburgh. The essays in it offer an overview of Glasgow University and studies of Francis Hutcheson, William Leechman, Adam Smith, Thomas Reid and John Anderson and insights into legal, ecclesiastical, poetic and medical dimensions of the Enlightenment in Glasgow. This is a highly academic book to which a student pursuing a relevant dissertation could refer. Teachers who are able to dip into it will find it broadens their views on the Enlightenment.

**Macmillan, Duncan, *Scottish Art 1460–1990*, Edinburgh: Mainstream, 1990**

This beautifully produced large-page format book includes a wealth of illustrations in both black and white and colour. It provides a quite invaluable resource for the study of the section on painting within the curricular aspect of Cultural Achievements of the Enlightenment. There are five chapters dealing with matters central to this section (including 'The Enlightenment' and 'Portraits of the Enlightenment') whilst the chapter on David Wilkie deserves to be studied even though most of his work belongs in the period after 1800.

The text is reasonably accessible and provides detail about the lives, skills and contributions of a whole range of artists. The beautifully reproduced illustrations deserve to be studied carefully. This is a classroom resource to be studied by individuals and groups of students and to be used as a basis for discussion.

**McGurk, Carol, *Robert Burns and the Sentimental Era*, East Linton: Tuckwell Press, 1997**

This study of Burns' poetry by a Professor of English is written at a complex and demanding level and would be most appropriately used by an able student who is pursuing a dissertation on a relevant area of the curriculum. The author inter-relates Burns' poetry with that of other writers as she argues her thesis that Burns' universal qualities should be stressed as much as his

peasant origins and Scottish identity. The section on Burns in Edinburgh provides touches of historical context that are helpful. Students will find this book helps them reflect on different dimensions of Burns' work if they are seeking to place this particular figure of the times amid the various influences that shaped his work.

**Sanderson, Margaret H B, *Robert Adam and Scotland. Portrait of an Architect*, Edinburgh: HMSO, 1992**

This is an attractively produced study of one of the outstanding architects of the period. A considerable number of illustrations are included that provide portraits of the people connected with Robert Adam's life as well as plans for and views of many of the buildings on which he worked. The text is interspersed with numerous primary sources and is provided at a level that students should find readily accessible. The coverage serves to place the central character in his family and social context; the work he undertook for Scottish clients (north and south of the border) forms the focus of study for his architectural achievements. This book will be invaluable for teachers seeking to enlarge their knowledge of this part of the curriculum and for students undertaking investigations in this area.

**Sher, Richard B, *Church and University in the Scottish Enlightenment. The Moderate Literati of Edinburgh*, Edinburgh: Edinburgh University Press, 1985**

This is a very substantial study by an American-based academic written for an academic audience but of value as a work of reference for students engaged in investigations into relevant aspects of the Scottish Enlightenment. The work focuses especially on the relationship between the Church of Scotland and the Enlightenment movement. The author examines the careers of five men who were ministers of the Kirk – Adam Ferguson, Alexander Carlyle, Hugh Blair, John Home and William Robertson. He stresses the important thread of 'Moderatism' that runs through the Scottish Enlightenment, a belief in tolerance and humanism rather than Calvinist enthusiasm.

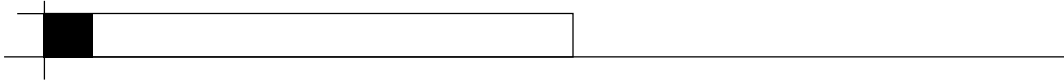
This will be quite a difficult book for students to use; they will need considerable guidance and support.

**Simpson, Kenneth (ed), *Burns Now*, Edinburgh: Canongate, 1994**

These essays by a variety of contributors provide usefully concise material on such topics as: Everyday Life in Burns' Ayrshire; Work, Kirk and Community in Later Eighteenth-Century Scotland; Burns as a Sassenach Poet; and Burns and Scottish Nationalism. The essays have been gathered from conference contributions at the Centre for Scottish Studies at Strathclyde University. They are readable, stimulating, and set out to get rid of the Victorian sentimentality that grew up around the poet. Students and teachers will find this a useful support for the study of this aspect of the curriculum.

**Simpson, Kenneth (ed), *Robert Burns*, Scotnotes number 9, Aberdeen:  
Association of Scottish Literary Studies, 1994**

This book is one of a series aimed at older school students and college students. It is very concisely written, clear, yet reasonably demanding. Numerous short quotations from Burns' work appear in the six chapters which deal with: Myth and Poet; Poet and Community; Satire and Sentiment; The Poet's Voices; Burns and the Supernatural; Burns and Song. Students seeking to develop their knowledge and understanding of Burns will find that this short book enables them to do so speedily and efficiently.



**SECTION 6**

There are two periodicals in particular that are likely to contain articles of relevance:

- *The Scottish Historical Review*, Edinburgh University Press
- *Scottish Economic and Social History*, Edinburgh University Press.

Articles in periodicals are concerned with very particular and limited dimensions of the past and are thus most likely to be of value to students pursuing relevant investigations.

For example in *The Scottish Historical Review*:

Vincent, Emma, 'The Responses of Scottish Churchmen to the French Revolution 1789–1802', in Volume LXXIII (2) No. 196, October 1994.

Kidd, Colin, 'The Rehabilitation of Scottish Jacobitism', in Volume LXXVII (1) No. 203, April 1998.

Ferguson, William, 'Samuel Johnson's Views on Scottish Gaelic Culture', in Volume LXXVII (2) No. 204, October 1998.

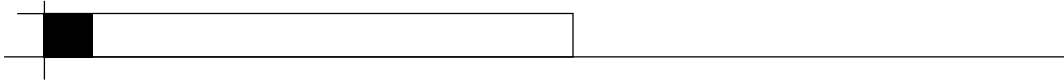
Whatley, Christopher A, 'The Union of 1707. Integration and the Scottish Burghs: The Case of the 1720 Food Riots', in Volume LXXVIII (2) No. 206, October 1999.

And in *Scottish Economic and Social History*:

Young, Craig, 'Rural Independent Artisan Production in the East Central Lowlands of Scotland 1600–1850', in Volume 16, 1996.

Whatley, Christopher A, 'Women and the Economic Transformation of Scotland', in Volume 14, 1994.

Devine, T M, 'The Union of 1707 and Scottish Development', in Volume 5, 1985.



### The built environment

The fourth theme's concern with architecture provides an opportunity for fieldwork to study the buildings of the eighteenth century. Ideally a trip to Edinburgh would form part of this work, but local urban centres commonly furnish examples of the architectural styles of the times.

The series of books published in the 'Royal Incorporation of Architects/Landmarks' series (Scottish Academic Press) provides an excellent preparatory resource for teachers undertaking this work. Alternatively students could be asked to use appropriate resources to plan, undertake and report on their own fieldwork exercise.

In addition there are particular organised sites of relevance, such as Fort George, Ruthven Barracks, and Corgarff Castle.

Robert J Naismith's *Buildings of the Scottish Countryside* (London: Gollancz, 1985), based on an extensive survey of traditional building undertaken by the Countryside Commission for Scotland, is a comprehensive and well illustrated source especially for rural and small town architecture.

### Maps

Fieldwork requires maps, and maps that show the changing environment in the period are especially useful. Major libraries provide the best starting points. The biggest collection of maps can be found in the National Library's Map Room (Causewayside Building, Salisbury Place, Edinburgh EH9 1SH). This repository welcomes teachers' visits but it is best to contact the Head of the Map Library before going.

Maps will enhance work on other parts of the course, including:

- the changing rural environment
- urban growth
- transport
- military campaigns of the Jacobite era.

### **Documents**

Access to primary sources will greatly enhance the course. The Scottish Record Office's Education Officer should be contacted for help and, if possible, a visit should be made to the SRO (HM General Register House, Edinburgh EH1 3YY).

Other repositories, both libraries and archives, are listed in Cox, Michael, *Exploring Scottish History*, Scottish Library Association, 1992. Discussion with local librarians and archivists in the light of the course's specific needs will be required.

### **Objects**

An understanding of the period can be greatly enhanced by the study of appropriate objects held in museums. The displays in the New Museum of Scotland (Chambers Street, Edinburgh) are especially impressive but collections in other museums are of use too and are listed in *Scottish Museums and Galleries: The Guide*, 1990, Aberdeen University Press and the Scottish Museums Council.

### **Art galleries**

The National Galleries of Scotland are the main location of paintings relevant to the eighteenth century. Support for visits by students can be obtained by contacting the Head of Education, the National Galleries of Scotland, The Mound, Edinburgh EH2 2EL. Useful collections can also be found in:

Aberdeen Art Gallery, Schoolhill, Aberdeen  
The Art Gallery and Museum, Kelvingrove, Glasgow.

If visits by students cannot be managed then teachers' visits will make it possible to build up a collection of postcards and slides.