

The Muckle Spate of 1829

*a project based on historical
sources from Aberdeenshire*



In 1829, floods devastated large areas of Moray and Aberdeenshire.

This project explores written records from the time, to discover the catastrophic effects of “the Muckle Spate” on the inhabitants of North East Scotland.

How can historical sources help us to find out about history?

There are 2 types of sources: **primary sources** and **secondary sources**.

Primary sources are original documents. They include old newspapers, letters, diaries, school and church records, birth certificates and so on.

Secondary sources are books which contain or refer to primary sources. They sometimes interpret them as well.

Aberdeenshire Council has many historical collections, which are mainly stored at Old Aberdeen House in Aberdeen; at the Libraries’ Headquarters at Oldmeldrum; and in Registrars’ offices throughout the area. These collections have been used throughout this booklet.

To find out more, contact:

- **Aberdeenshire Registrars** at www.aberdeenshire.gov.uk/registrars/offices
- **Aberdeen City and Aberdeenshire Archives** at:
Old Aberdeen House, Dunbar Street, Aberdeen, AB24 3UJ
Tel: 01224 481775
www.aberdeencity.gov.uk/archives
www.facebook.com/aberdeencityandshirearchives
- **Local Studies Department**, Aberdeenshire Libraries,
Meldrum Meg Way, Oldmeldrum AB51 OGN Tel: 01651 871219

To get more copies of this resource:

All of the pages in these booklets are printable through the North-east Folklore Archive website under the ‘Paper Treasure’ heading. This can be found at – **www.nefa.net**

If we want to find out about the past we have to get used to unusual handwriting.

People in the past did not write the way we do now. As you go through this pack, you will notice that the pictures of original handwriting may look a bit strange, and perhaps be difficult to read.

You could try copying the writing, or making up your own document in the style of the old writing. As you read (and write) more, you will find that it becomes a lot easier to understand.

Write on the wall!

In this project, you will come across words which were often used in past times, but they may be new to you. Some of them have been written in bold italics on the following pages and underlined, and their meanings are given below.

Others you can spot for yourself. Have a guess at what the words mean, then check using a dictionary.

Build your vocabulary by adding your new words with their meanings to the wall, as you work through the project.

evinced:	<i>shown clearly</i>
lamentable:	<i>mournful</i>
conjectured:	<i>guessed</i>
inundation:	<i>flood</i>
fain:	<i>love to</i>
perseverance:	<i>steady effort</i>
rendered:	<i>made</i>
Commissioners of Supply:	<i>men responsible for local government in Scotland (before there were councils)</i>
mechanical science:	<i>technology</i>
aquatic:	<i>watery</i>
effects:	<i>belongings</i>
reproach:	<i>criticism</i>
singularly:	<i>exceptionally</i>
cambered:	<i>slightly arched</i>

Look out for these symbols; they let you know what to do on each page:



Look at Card 1

"Flood in the Highlands" was painted by Sir Edwin Landseer, in 1860.

It shows a real event, a catastrophe which swept Moray, Banffshire and the County of Aberdeen, in 1829. This became known locally as "The Muckle Spate".

Landseer's vivid painting is an interpretation of the event. There are many other resources which we can use as well, to build up our own picture of what happened in 1829.

These resources include:

- newspaper articles
- a book written at the time
- reports written by certain officials, responsible for roads and bridges in 1829



Look at the painting to gather this information:

- ◆ Where have the people climbed to, for safety?
- ◆ Describe the weather at the time.
- ◆ What noises would the boy be hearing?
- ◆ What possessions have they rescued?

You will find out if the painting was an accurate record of the event, as you work through this booklet.

An “AWFUL AND DESTRUCTIVE FLOOD”

was how the Aberdeen Journal of August 5th, 1829, described The Muckle Spate.

The floods had taken place on August 3rd and 4th and The Journal, a weekly newspaper, reported it in some detail the following day. (This was quite an achievement, at a time when communications were slow by modern standards).

The paper from August 5th tells of the problems in getting news quickly:



From the more distant parts of the country, our accounts are yet imperfect. At this time (Tuesday, 10 p.m.) the Huntly Mail is not arrived; nor is there any intelligence of the cause of its detention; but we much fear it must have arisen from the demolition of some of the Bridges on the line. We shall keep back our Paper to the latest possible time, in order to ascertain the cause, as well as to gather such further particulars as we can, of this frightful deluge.



◆ How were news stories brought to the Aberdeen Journal?

◆ What impact on the newspaper did the floods have?

The paper still managed, however, to supply plenty of information about the floods, covering two long columns in the August 5th edition, including:

...the rain fell in torrents during the whole day, and the greatest part of the succeeding night; extending along the line of the Moray Firth, and over the whole of this and the adjoining counties. The consequence has been the flooding of the rivers, streams and burns of the district, to a degree that is but too fatally evinced by the scenes of devastation and mischief that mark their course.

◆ For how many hours, approximately, did it rain?

◆ What were the results of this?

“Scenes of devastation and mischief”

Even early reports of the floods showed the terrible problems they were to cause. In Aberdeen, people could see the result of the damage done upstream, as it floated past:



*It was **lamentable** to see the multitude of sheep and lambs, and the quantity of timber, hay, straw, etc. which floated through the harbour yesterday into the sea, and were lost. The damage over the whole district must have been equally great; but the particulars cannot reach us in time for this Paper*

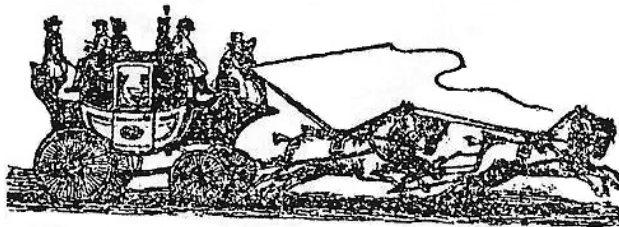
The danger to humans was also becoming clear:

At the Bridge of Dee, the old road was entirely covered ... Here, we are sorry to learn, several articles of bedding and household furniture were seen floating down, from which there is reason to fear that some cottage on the bank of the river may have been swept away

The newspaper asked “the intelligent guard of the Duke of Gordon coach” about his experience of the floods. The guard had

*... just returned from Huntly, beyond which place he could not proceed yesterday, and brought back the coach with difficulty to Aberdeen. He states, that no North Mail had come up to Huntly; and it was **conjectured** that it was detained by some of the Bridges on the Fochabers line having given way. He gives a very fearful picture of the state of the country, and of the demolition of bridges*

Seven bridges were then mentioned as being either completely or partially demolished.



Picture of a coach from the Aberdeen Journal 1829



- ◆ Why was a guard on a Mail coach a good person to interview?
- ◆ The North Mail coach ran from Inverness to Huntly. What were the main reasons why it did not reach Huntly on August 4th?



The newspaper continued to write about the Muckle Spate for some weeks - its terrible destructiveness, as well as stories of human courage.

On August 12th, the article **Awful and Destructive Inundation** presented more terrible facts about the floods:

The loss to individuals is quite incalculable; the destruction of bridges, roads and public works, is equally ruinous; and both combined present a scene of devastation that can be designated by no other terms than that of a national calamity

The paper covered in great detail the damage done by the floods; from Elgin to Banchory, from Huntly to Dyce, and all places in between.

In Banff, for example, the situation

became a matter of life or death, and there was not a moment to be lost. Those in the higher houses were obliged to fly for safety to the upper floors, abandoning every description of property below ...

Duff House grounds, in Banff, were "an immense lake" and the ground floor of the House itself was flooded. "An eagle, which for ages had been an admired favourite of Duff House, was drowned".



Duff House in Banff



Look at Card 2

- ◆ As all transport in 1829 went by road, what problems would occur when the bridges were destroyed?
- ◆ In what ways does "Flood in the Highlands" match the newspaper reports you have read so far?

*We would **fain** hope that little loss of human life has happened*

said the Aberdeen Journal; but unfortunately, the paper had to report several cases of drowning before long.

However, human casualties at the time were surprisingly few. And there were many acts of tremendous bravery, as neighbours and relatives set out in small boats, to rescue people.

On Card 3, there are 2 accounts of accidents from the paper. The endings have been left out. Imagine you are a reporter at the scene.



What happened next?

◆ Story 1

◆ Story 2

Although many people were saved, their lives had been ruined:

The morning after their rescue, Tuesday morning presented a scene of the most distressing desolation... many of the unfortunate families beheld the habitation they had quitted surrounded with water; and their crops and pastures all completely destroyed.

The floods caused loss of life, loss of homes, the deaths of thousands of animals, and flattened crops. The damage done to the bridges was also extremely serious. The Aberdeen Journal complained that these bridges had taken



...years of perseverance and toil to complete, and which were essential to the improved communications of the country



- ◆ What is meant by communications these days? Write any words which occur to you:

A later report in the paper, on September 2nd 1829, shows how the word was used then:

The communication between Huntly and Keith is again open, by erection of the Milltown Bridge, which has been rendered passable a few days ago for coaches and carts

- ◆ What was meant by communications nearly 200 years ago?

It's hard to imagine Aberdeenshire without good roads but, only 30 years or so before the Muckle Spate, this had been the case. There had indeed been "years of perseverance and toil" around that time, for a massive programme of road and bridge building to take place.

There were no maps generally available then, either.

Read card 4 for more information.



- ◆ Why did the military need good knowledge of the countryside and any existing roads?

- ◆ Why might they need new and better roads?

Building a good network of roads in Scotland had been a long and expensive process.



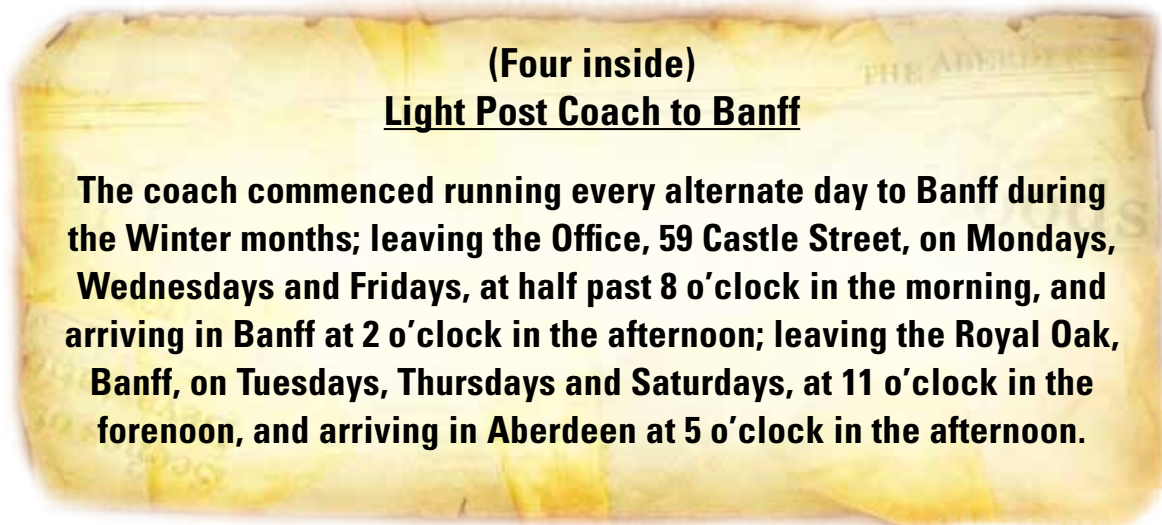
About 50 years before the Muckle Spate, most roads in Aberdeenshire were not suitable for wheeled vehicles. People rode on horseback, and goods were carried in rough carts, or dragged on sledges.

The roads were often in a bad state; for example, the **Commissioners of Supply** in Banff complained that the road from Banff to Turriff was so bad that no-one would deliver the mail there.

But in 1795, Parliament gave permission for Turnpike Roads to be introduced in the County of Aberdeen. A board of Trustees, made up of local gentlemen, took control of these turnpike roads. You needed to be a landowner to become a trustee, and this could be a profitable business - because travellers had to pay a toll (fee) to use the road on your land.

The first turnpike road in the County of Aberdeen was started in 1796, and the last one was finished in 1855. As a result, people and goods were able to travel much more easily, and faster, around the country.

Advert for the Earl of Fife coach, October 15th 1829



- ◆ How long did it take to get from Banff to Aberdeen?
- ◆ How many miles is this and what was their average mph?



Advert for the New Times Stage Coach

The above named coach will leave Mr. Dempster's Royal Mail Coach Office, No. 61 Union Street, every lawful morning at 7 o'clock, and passing through Stonehaven, Bervie, Montrose, Arbroath and Dundee, arrive in Perth at half past 6 o'clock, p.m.; and, on the following morning, leave Perth at 7 o'clock a.m. on her route to Edinburgh, by Queensferry, arriving at Mr. Piper's Royal Mail Coach Office at 2 o'clock in the afternoon.

- ◆ How long did it take, in total, to get to Edinburgh?
- ◆ This included an overnight stop – where? And for how long?
- ◆ How many miles is this journey and how long does it take now?

Around 1800, 1 new mile of road cost £350 to build.



You can find out what this would be worth now, by using a currency converter, at: www.nationalarchives.gov.uk/currency

The new turnpike roads made use of existing bridges, but new ones were built as well, at great expense. As we have seen, unfortunately many of these were then destroyed by the floods. The Aberdeen Journal was critical:

*Will it be said that, in the present improved state of **mechanical science** and art, bridges cannot be constructed of strength to withstand the highest river floods that in the course of nature can possibly occur? And are we to sit down quietly, therefore, and see them demolished every 20 or 30 years?*

But, it later added,

We are glad to observe that, in the different districts, the Road Trustees are taking the most active measures for having the bridges rebuilt

Look at Card 5

This is part of a report written for the Road Trustees in the south of the County of Aberdeen.



- ◆ How badly was the road damaged by the Muckle Spate in this district?
- ◆ Immediately after the floods, how was the bridge made safe for the public?

The report on **Card 5** mentions that “the rebuilding and repairing of these Bridges and Drains were contracted for some time ago”. And the *Aberdeen Journal*, in late August and September 1829, was indeed full of adverts for contractors, who were needed to repair damage caused by the floods. For example:



- ◆ Write a small ad, based on what you have learned about the destructive floods



The newspaper noted that the destruction of the two bridges over the Burn of Buckie was *a great hindrance to the business of the place*

- ◆ why would this be?

Now read Card 6

A "Catalogue of Human Misery"



By the middle of October, the awful financial losses caused by the Spate were becoming known. In total, these amounted to the modern equivalent of £2.04 million. Losses mentioned in the Aberdeen Journal reports included :

*The Earl of Seafield – damage done in Inverness-shire £6000;
in Morayshire £14000;*

loss in district roads and bridges £600

*Duke of Gordon – estimated damage of the crops of the tenants on his
Grace's estate £294 6s 4d;*

*lands permanently ruined or carried away £10,500; buildings destroyed £1590;
bulwarks and embankments to constructed to restrain and confine the River Spey
£2000 (No estimate is made of the damage done to the Park at Gordon Castle, or of
the loss sustained on roads and bridges)*

But, the paper added:

Much as the landlords may have lost, the tenants we fear have suffered still more severely

One landlord decided to set out and see for himself how much the region had suffered from the floods. He was Sir Thomas Dick Lauder, whose own estate had been ruined.

Lauder wrote a book about the floods, collecting information, facts, and people's stories too. He reached the same conclusion as the newspaper. Because the farms were poor and their cottages small, matters were far worse for the crofters:

The catalogue of human misery is greatly swelled by these very circumstances; where, in many instances, nearly the whole crops of corn and potatoes were destroyed

Read Card 7, where you will see 2 excerpts from Lauder's book



- ◆ what did Alexander Kerr do, on the night of the flood?
- ◆ How did the Kerrs get out of their cottage?

- ◆ How many people were stranded, in the second account on the back of card 7?
- ◆ Where do you think they were?

- ◆ In what ways do these 2 incidents remind you of "Flood in the Highlands"?

Here are more stories which Lauder recorded in his book:



- one man lost his house, but managed to save his “specs”, so that he could still read his Bible. He gave thanks to God that he and his family were saved, even though his farm was ruined
- fishing boats were sailing across fields to rescue folk. Lauder “saw a man catch a fine salmon in one of the fields a-starboard”
- “The water ... was literally covered with wreck, furniture, cradles, saddles, cattle and sheep”
- At Sir William Cumming’s lavish house, “ the current ... actually carried off the gardener on one of his melon frames, to take an **aquatic** excursion among his gooseberry bushes and cauliflowers”
- sheep “were found alive on the tops of trees at the foot of the garden”
- “A few **effects** of John Macpherson, merchant tailor, were saved by great boldness, by breaking a hole through the roof”
- “among the trees ... there were found spinning-wheels, chairs, tables, beds, chests of drawers, and all manner of cottage furniture and farming utensils, from the cradle to the cart”
- the house of Thomas Leslie, fisherman to the Duke of Gordon, was almost filled by the river Deveron. The family had fled, apart from his daughter, who was perched on the top of a chest of drawers made by her favourite brother. “Both were fortunately preserved”



- ◆ How does Lauder’s book help us to understand the impact of the Muckle Spate?

- ◆ Use these stories to make your own illustration of the floods

Look at Card 8

This is an extract from a poem about the Muckle Spate, which gives more details about it.



Sir Thomas Dick Lauder had harsh words to say about the loss of bridges everywhere.

He saw that many of the old military bridges – some of them nearly 100 years old - had withstood the floods, whereas newer ones had been swept away. This was, he felt,

“rather a reproach to the boasted superiority of modern masons.”

The bridge at **Banff**, which had been built by the 2nd Earl of Fife and finished in 1779, managed to withstand the torrent of 1829. It is still in use today, carrying heavy traffic across the river. It has 7 arches, and the stone for its construction was taken from a nearby quarry.

It is one of 3 major types of bridge:

- a beam bridge (a platform on 2 piers, one at each end)
- an arch bridge (a semi-circular structure with supports on each end)
- a suspension bridge (a deck suspended on cables)

The Aberdeen Journal reported that

*In some parts of the country, scarcely a bridge is left... The bridge at **Ballater**, over the **Dee**, is completely destroyed. One of the arches of the bridge of Invercauld was carried away; and the bridge of **Banchory** has received so much damage that a part of it will require to be taken down...*

*The excellent bridge at **Bishopmill** (Elgin)... which about 18 years ago was erected at an expense of many hundred pounds, is now lying one heap of ruins ...*

*The **Water of Feugh** rose so as to cover the bridge, but with the exception of carrying away a part of the parapet, it did no other damage. The aspect of this mountain stream when at its height was singularly awful and grand.*

Regarding the old bridge over the Deveron to Huntly Lodge, the newspaper reported that the water here was up to 25 feet deep and tore through the single arch with

the most terrific velocity. It remains, notwithstanding, perfectly uninjured – a proof of the skill of olden times and a pattern for modern bridge builders to copy.



- ◆ On a map, find the place names and rivers (in bold, above). This will give you an idea of the area affected by the Spate.
- ◆ Hold a bridge building competition. See which bridge can hold the most weight for a given span, with given materials.

Roads as well as bridges throughout the region were badly damaged by the Muckle Spate.

The overseer who reported the damage to a bridge on **Card 5**, also noted many problems with the roads; for example:



A part of this road on both sides of the Cluny Hill has been very much damaged by the late Floods, particularly throughout the Farm called the Ley of Tullachadie on the 19th Mile... The greatest part of the Cross Drains have suffered more or less damage along the Road...

Sir Thomas Dick Lauder also noticed many problems with the roads:

A mile of the turnpike road between the bridge and Forres was ruined, and left in deep holes, full of salmon...

How to build a road, in 1829

Scottish roads at this time used methods introduced by John Loudon McAdam. Two layers of broken-up rock were used.

The first layer consisted of larger stones, which could be no larger than a man's fist. The upper layer had smaller stones, no bigger than a hen's egg. Traffic on the road caused the broken stones to combine into a level surface.

The road was **cambered** – in other words, about 3 inches higher in the centre than at the edges. Deep ditches were dug alongside the roads, for drainage. Adding a surface of tar to roads did not happen until some 70 years later.



A macadam country road. Although sometimes dusty, they allowed a big increase in traffic in the 1820s.

- ◆ Using the description above, draw a cross-section to show the design of a macadam road.



Extreme weather

The weather had been very dry in July 1829. Then came the heavy and constant downpour which caused the rivers to swell, on August 3rd. This was accompanied by gales and other extreme conditions, according to eye witnesses. Lauder wrote:

The rain and hurricane on the 3rd August, at Ballater, was attended in the evening by the brightest lightning, and the loudest thunder, ever seen or heard there; and the same shock of earthquake which was experienced elsewhere ...

Water rose at an astonishing rate – 1 foot in ten minutes in the Ballater streets, for example. And, as mentioned before, the depth of rivers rose to 27 feet at some bridges.



Estimate 27 feet on the outside of your school.

- ◆ What would be under water, in a flood like the Muckle Spate?

Was the Muckle Spate a catastrophe?

Dundee University uses a formula based on a “catastrophic curve”, to scientifically measure the force of a flood. When we use this measurement, the 1829 Spate was definitely a catastrophe. But some heavy flooding in recent years - around Elgin for example - was not catastrophic.

Recently, there have been devastating floods in many parts of the world; for example, the floods in Australia in January 2011 and the Japanese tsunami, 2 months later.

Does this photograph, taken in Australia during the 2011 floods, have any similarities with the painting on Card 1?



- ◆ make notes on what a flash flood is, and what causes it



Paper Treasure and Learning Across the Curriculum

LITERACY ACROSS LEARNING

- The projects ensure that pupils encounter a wide range of different types of text in different media
- the texts frequently contain specialised words which extend and enrich vocabulary
- pupils have the opportunity to make notes rather than take notes
- the project materials recognise the 3 organisers – listening/talking, reading, and writing – and provide a range of activities for each

In particular, the projects promote the following experiences and outcomes:

Creating texts:

When listening and talking with others for different purposes, I can:

- *share information, experiences and opinions*
- *explain processes and ideas*
- *identify issues raised and summarise main points or findings* **(Lit 2-09a)**

Understanding, analysing and evaluating:

- *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail* **(Lit 2-16a)**

Tools for writing:

- *throughout the writing process, I can check that my writing makes sense and meets its purpose* **(Lit 2-23a)**

And at 3rd Level:

Reading:

- *Through developing my knowledge of context clues, punctuation, grammar and layout. I can read unfamiliar texts with increasing fluency, understanding and expression.* **(ENG 3-12a)**
- *Using what I know about the features of different types of texts I can find, select, sort, summarise, link and use information from different sources* **(LIT 3-14a)**
- *I can:*
 - » *discuss and evaluate the structure, characterisation and/or setting using some supporting evidence*
 - » *identify the main theme of the text and recognise the relevance this has to my own and other's experiences*
 - » *Identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence* **(ENG 3-19a)**

NUMERACY ACROSS LEARNING

The projects recognise that numeracy is a life skill and incorporate tasks which develop and reinforce numeracy skills, and specifically relate to the organiser number and number processes.

The materials include practice in reading information from charts.

They contain numeracy concepts and skills applied in a different, relevant context.

The main experiences and outcomes addressed are:

My learning in numeracy enables me to

- *develop essential numeracy skills which will allow me to participate fully in society*
- *apply skills and understanding creatively and logically to solve problems, within a variety of contexts*

HEALTH AND WELLBEING ACROSS LEARNING

Paper Treasure is an example of partnership working: it draws on the expertise of outside agencies and resources, to provide an engaging context for learning.

The projects maximise the contributions of the wider community (Archives, Registrars and Libraries).

They use learning and teaching methodologies which promote effective learning: that is, they encourage self-motivated learning at the pupil's own pace and the materials include activities appropriate to different learning styles.

Pupils are supported and guided in their learning throughout the workbooks and some pupils will be able to work through them independently.

The subjects lend themselves to transition projects which can provide coherence and progression, in that they present complex and multi-faceted subjects, which lend themselves to being "re-visited" at deeper levels as pupils progress.

Social Studies and Paper Treasure

The projects encourage learning about other people and their values, in different times and circumstances.

They illustrate some of the historical, social and political changes that have shaped Scotland.

Paper Treasure projects help pupils towards specific outcomes and experiences; namely to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- establish firm foundations for lifelong learning and for further specialised study and careers

The projects are cross-curricular, with emphasis on the organiser People, Past events and Societies. They use a mix of approaches, including:

- use of relevant contexts and experiences
- an interdisciplinary learning experience
- opportunities for discussion (listening and talking)

Paper Treasure topics help pupils develop core skills through:

- exploring and evaluating different types of sources and evidence
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- developing reasoned and justified points of view
- using maps in a variety of contexts
- developing an awareness of sequence and chronology

In particular, pupils are supported in achieving the following outcomes:

- *I can use primary and secondary sources selectively to research events in the past* (SOC 3-01a)
- *I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology* (SOC 2-02a)
- *I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society* (SOC 2-03a)
- *I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence* (SOC 2-06a)

And at 3rd Level:

- *I can use my knowledge of a historical period to interpret the evidence and present an informed view* (SOC 3-01a)
- *I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of Scotland as a nation* (SOC 3-02a)
- *I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives* (SOC 3-05a)
- *I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then (and has had) since* (SOC 3-06a)
- *I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact* (SOC 3-08a)

The image “Flood in the Highlands”, by Sir Edwin Landseer, oil on canvas, courtesy of Aberdeen Art Gallery and Museums collections.

Sir Thomas Dick Lauder’s extracts reproduced from “The Great Moray Floods of 1829” published by Librario (see www.librario.com)

This booklet is based on the following primary sources:

- *The Aberdeen Journal, 1829 editions, from Aberdeenshire Libraries (Local Studies);*
- *The Slug Turnpike Roads Trustees’ Minutes, from Aberdeen City and Aberdeenshire Archives;*
- *Aberdeen County Turnpike Road Trust Overseer’s Report, 1829*

For more information about storm damage, weather, roads and maps, you could also:

- *contact Aberdeenshire Council’s Archaeology unit (archaeology@aberdeenshire.gov.uk or look at <http://www.aberdeenshire.gov.uk/archaeology/>)*
- *look at the Met Office’s website (www.metoffice.gov.uk)*
- *look at the National Library of Scotland’s digital collection of historical maps (<http://maps.nls.uk/>)”*

Thanks also to Roselynn Birnie’s P6/7 class at Bracoden School, for piloting this project.



Aberdeen City & Aberdeenshire

A R C H I V E S

Aberdeenshire 
COUNCIL

Written and researched by Annie Scott, for Aberdeenshire Council’s Archives, Registrars, Libraries (Local Studies) and Arts Development (Education) Departments.